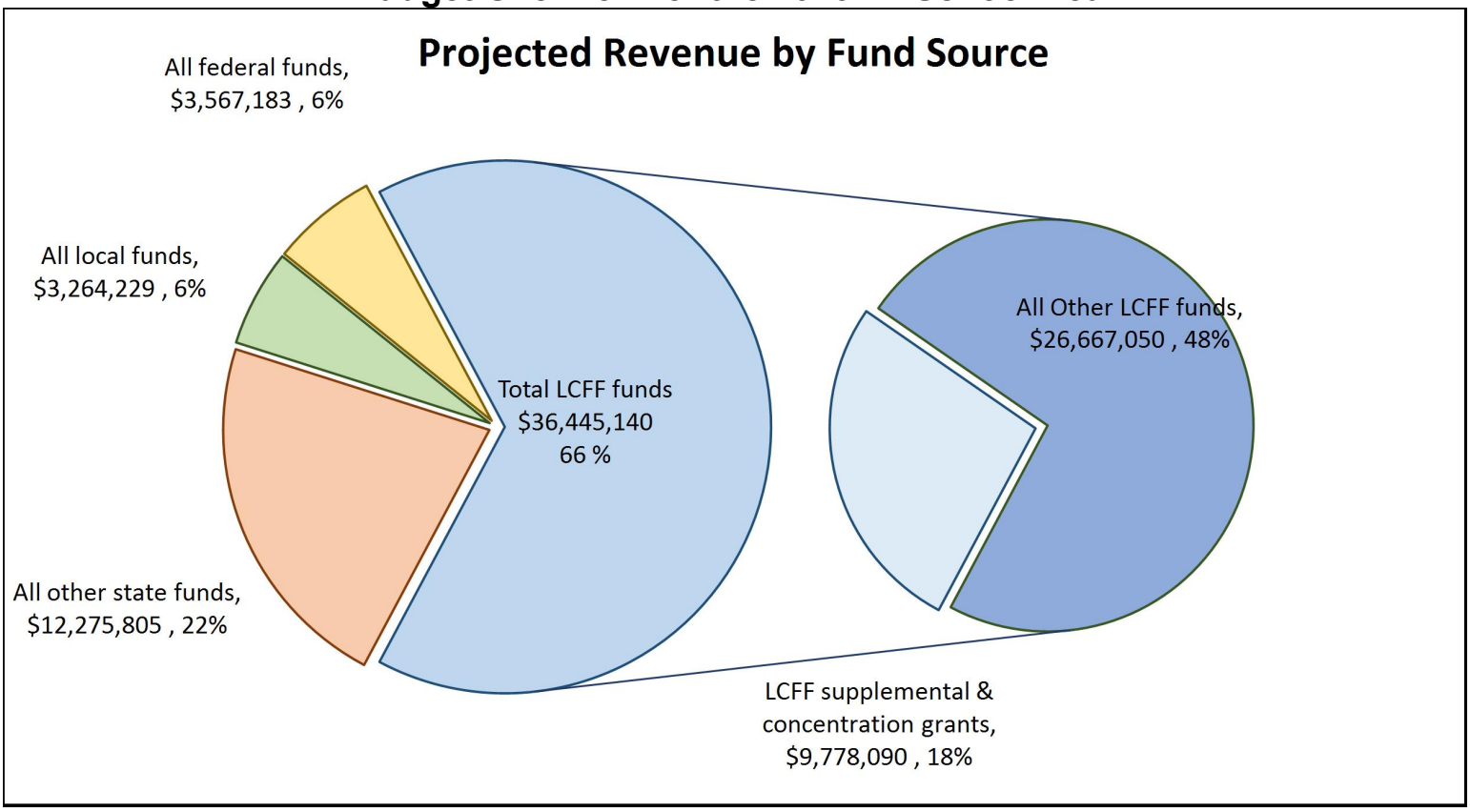
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Burton School District
CDS Code: 54-71837-000000
School Year: 2026-27
LEA contact information:
David Shimer
Superintendent
dshimer@burtonschools.org
(559)781-8020

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

Budget Overview for the 2026-27 School Year

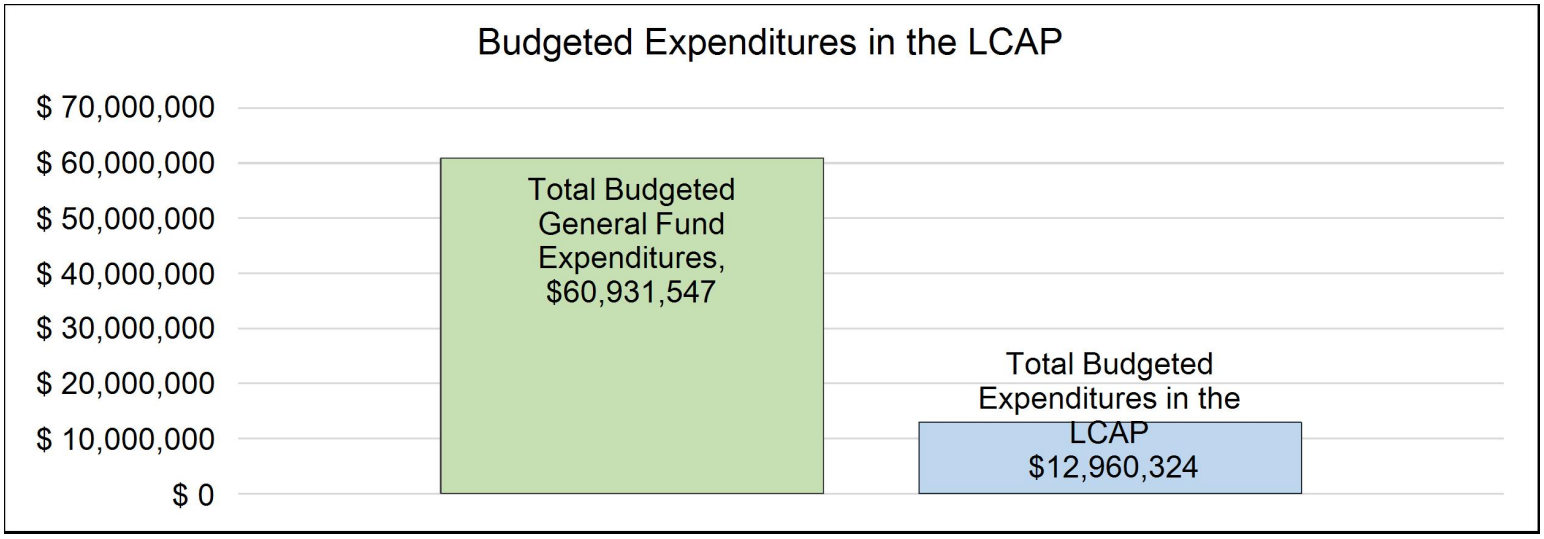


This chart shows the total general purpose revenue Burton School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Burton School District is $55,552,357, of which $36,445,140 is Local Control Funding Formula (LCFF), $12,275,805 is other state funds, $3,264,229 is local funds, and $3,567,183 is federal funds. Of the $36,445,140 in LCFF Funds, $9,778,090 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 Burton School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Burton School District plans to spend $60,931,547 for the 2026-27 school year. Of that amount, $12,960,324 is tied to actions/services in the LCAP and $47,971,223 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

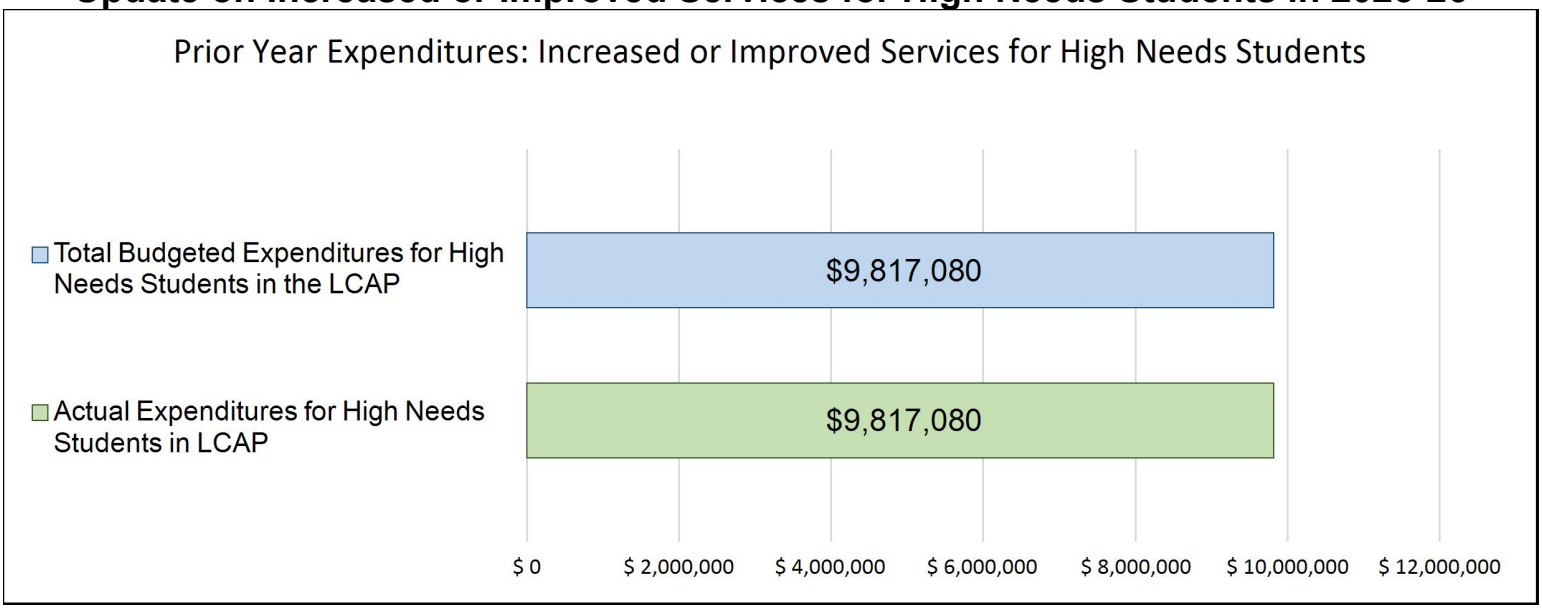
Budgeted expenditures not included in LCAP include but are not limited to Teachers, Administrative Staff, MOT staff, Human Resources Staff, Business Office staff, and all other associated costs for these departments.

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

In 2026-27, Burton School District is projecting it will receive $9,778,090 based on the enrollment of Foster Youth, English learner, and low-income students. Burton School District must describe how it intends to increase or improve services for high needs students in the LCAP. Burton School District plans to spend $9,778,090 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Burton School District's LCAP budgeted $9,817,080 for planned actions to increase or improve services for high needs students. Burton School District actually spent $9,817,080 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $0 had the following impact on Burton School District's ability to increase or improve services for high needs students:

Although actual expenditures for actions and services to increase or improve services for high needs students in 2025–26 were lower than originally budgeted, all planned services and supports for high needs students were implemented as intended. The expenditure differences were primarily due to staffing adjustments, lower material and service costs, timing of purchases, and the use of alternative funding sources to support certain positions and programs. These differences did not negatively impact the overall increased or improved services provided to unduplicated pupils. The district continued to provide academic interventions, behavioral and mental health supports, attendance interventions, family engagement services, English Learner supports, and supplemental programs designed to meet the needs of high needs students throughout the school year.

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
Burton School District	David Shimer Superintendent	dshimer@burtonschools.org (559)781-8020

Plan Summary [2026-27]

General Information

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

Burton School District is a K-8 School District located in rural Tulare County in Porterville, California, nestled in the heart of the San Joaquin Valley. With a population of approximately 60,000, our district serves a diverse community of approximately 2,406 students across four elementary schools and one middle school.The demographic race/ethnicity makeup of our district reflects the rich diversity of our community: 77% Hispanic, 9.8% White, 2.8% Asian, 2.1% Filipino, 1.5% Two or More Races, 0.9% American Indian, 0.5% African American, and 0.3% Pacific Islander. Within our student population, we are proud to serve a variety of significant student groups, each with unique needs and strengths: 15.9% English Learners, 86.1% Socioeconomically Disadvantaged, 11% Students with Disabilities, 7.1% Homeless, and 1% Foster Youth. From the moment our students enter our elementary schools until they transition to our middle school for grades 7-8, they are supported by highly qualified teachers and staff who are dedicated to their academic and personal growth. Our goal is to provide a nurturing and inclusive environment where every student can thrive academically while also focusing on the development of the whole child.

During their tenure at Burton School District, students have the opportunity to experience a robust academic program that builds their skills and abilities across all subject areas that also focuses on the whole child. Our curriculum is designed to challenge and engage students at every level, preparing them for success in middle school, high school, and beyond. As a district, we are committed to fostering a culture of excellence, equity, and innovation. We believe that by providing a high-quality education and supportive learning environment, we can empower our students to achieve their full potential and become confident, compassionate, and lifelong learners.

The district and schools serve as the hub of activity for students and families on the west side of Porterville. The district believes that strong family and community partnerships are essential to the success of our students and the overall well-being of our school community. We are committed to fostering a culture of collaboration, respect, and mutual support where all school families and community partners are actively engaged and feel valued. We recognize that families are our students' first and most influential teachers, and we honor the diversity of backgrounds, cultures, and experiences that each family brings to our school community. We are dedicated to building trusting relationships with all families, listening to their perspectives, and involving them as partners in their child's education journey. Parents are encouraged and invited to participate in various committees such as: School Site Council, English Learner Advisory Committee, District Advisory Committee, District English Learner Advisory Committee, and PTA. The district is committed to actively engage with our community and educational partners through a variety of avenues, including LCAP meetings, district and school events, facility usage, and collaborative initiatives aimed at benefiting our students and families. As part of our commitment to serving the broader community, we partner with the City to provide baseball fields for our local Little League, offering opportunities for youth to participate in organized sports and recreational activities. Additionally, we collaborate with agencies to organize a free food giveaway once a month, providing essential resources and support to individuals and families in need within our community. This initiative reflects our dedication to addressing food insecurity and supporting the well-being of all members of our community. The district strives to keep the public informed and engaged by providing opportunities to hear about current and timely topics both at the school site and district level. Through the communication system Parent Square, newsletters, guest speakers, and informational sessions, we facilitate dialogue and exchange of ideas on issues that matter to our educational partners.

A persistent challenge within our community is supporting the mental health and well-being of our students. Many face ongoing stress, anxiety, depression, trauma, and social-emotional learning needs that directly impact their ability to thrive in and out of the classroom. In response, Burton School District’s Community Schools Program plays a central role in meeting these critical needs. Following the successful application for a Community Schools grant, two schools have implemented the full Community Schools model, and their work has significantly supported needs across the district. These pilot sites have allowed us to build a foundation for a more comprehensive and equitable approach to wellness, student support, and family engagement districtwide.The Community Schools initiative allows us to: provide on-site mental health services in partnership with local agencies, reducing barriers to care, offer parent workshops and education nights that focus on de-stigmatizing mental health, building awareness, and creating culturally responsive spaces for open dialogue, staff community liaisons and mental health coordinators who bridge communication between school staff, families, and service providers, support professional development for staff around trauma-informed practices, restorative approaches, and student emotional regulation strategies, and create welcoming Family Resource Centers that offer access to tools, referrals, and confidential support in a non-judgmental environment.We recognize that stigma and fear of judgment can discourage families from seeking support. Through the Community Schools framework, we are actively working to build trust, shift perceptions, and promote a culture of acceptance across all our campuses. By aligning our LCAP goals with the Community Schools strategy, we ensure that the emotional and psychological wellness of students and families remains a core priority throughout the district.

The district offers a wide range of educational programs and services to support student learning and development, including but not limited to: core academic subjects such as mathematics, English language arts, science, and social studies, special education services for students with disabilities, including individualized education programs (IEPs) and related support services. The district provides English language development program for our English learners to build proficiency in English language skills. The district provides a 50/50 dual immersion program, visual & performing arts, and the gifted and talented education (GATE) program to meet the unique needs of academically advanced students. The district provides all students the opportunity to join extracurricular activities, clubs, and athletics to promote student engagement, leadership, and social-emotional development. The district is committed to ensuring that every student receives the academic

intervention and behavior support they need to succeed academically, socially, and emotionally. We recognize that each student is unique, with their own strengths, challenges, and learning styles, and we are dedicated to providing personalized support tailored to meet their individual needs. We strive to create a positive school climate and culture where all students feel safe, supported, and valued. We promote positive behavior expectations, teach social-emotional skills, and implement restorative practices to foster a sense of belonging and connectedness among students and staff.

In addition to our comprehensive elementary school programs, the district provides a high-quality early childhood education program at two elementary sites. The district half-day preschool program serves as a valuable early intervention and preparation for TK/Kindergarten, focusing on fostering social-emotional development, language and literacy skills, cognitive growth, and motor skills in a nurturing and supportive environment. The district is committed to ensuring seamless transitions and alignment between our preschool programs and the early elementary grades (P-3rd grade) to support the holistic development and school readiness of our youngest learners. Our district's P-3rd grade alignment work is guided by a comprehensive approach that focuses on continuity, collaboration, and coherence across the early childhood and elementary years. Through intentional coordination and partnership between preschool providers, elementary schools, and community partners, we aim to create a cohesive educational experience that promotes positive outcomes for all children.

Additionally, Burton School District provides an alternative program known as Burton Community Day School (CDS). Burton CDS is dedicated to creating a nurturing learning environment that prioritizes the holistic development of every student. At Burton CDS, we recognize the importance of addressing the individual academic and social-emotional needs of our students. Our alternative educational placement offers a unique opportunity for students to receive personalized attention and support in a smaller, more structured setting. The program at Burton CDS allows students to continue their academic studies while following the curriculum and standards of the regular school program. This ensures that students can seamlessly transition back to their regular school without experiencing disruptions in credits, instruction time, or completion of assignments. Our focus at Burton CDS extends beyond academic achievement to foster the development of essential life skills and character traits. Through a comprehensive approach to education, we aim to help students become responsible, resilient, optimistic, and accountable for their decisions and actions. In addition to academic instruction, students at Burton CDS benefit from a range of support services aimed at promoting their social-emotional well-being. Our dedicated team includes counselors, school resource officers, psychologists, licensed marriage and family therapists, and social workers who provide individualized support and guidance. Furthermore, Burton CDS collaborates closely with community support services, law enforcement, probation, and human service agency personnel to provide additional resources and assistance to students and their families. By working together with community partners, we strive to create a network of support that addresses the diverse needs of our students and promotes their overall success and well-being. At Burton Community Day School, we are committed to empowering students to overcome challenges, achieve their goals, and realize their full potential. Through a combination of academic rigor, personalized support, and community collaboration, we aim to equip students with the skills, knowledge, and resilience they need to thrive in school and beyond. The Community School is receiving Equity Multiplier funds to address disparities in educational opportunities and outcomes among its student population. These funds are specifically allocated to support initiatives aimed at promoting equity, closing achievement gaps, and ensuring that all students have access to high-quality education and support services. This may include providing additional academic support, such as tutoring or mentoring programs, to help students succeed academically.

Continuous improvement is at the heart of our approach to professional development. We recognize the importance of equipping our educators with the knowledge, skills, and resources they need to meet the diverse needs of our students and stay abreast of best practices in teaching and learning. Through ongoing training, coaching, and collaboration, we empower our staff to excel as educational leaders and

lifelong learners. The district is a learning community united with goals of building a strong school community. At Burton School District, our mission is clear: to lead the state in cultivating strong relationships and delivering innovative education that empowers every student to thrive in a safe and engaging environment. We are committed to nurturing the whole student, instilling confidence, and preparing them for success in college/career and beyond, equipping them with the skills, knowledge, and mindset needed to excel in an ever-changing world.

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Reflections: Annual Performance

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

In reflection of our annual performance based on a review of the California School Dashboard (Dashboard) and local data, the Burton School District acknowledges both areas of progress and areas for improvement. Utilizing the most recent 2022-2023 California Dashboard data and local insights, we have identified key focus areas for our continued efforts to enhance student outcomes and promote equity across our district. The district highlights the following performance state indicators: in Chronic Absenteeism, the district had a 9% decline (Yellow), Suspension a 0.7% decline (GREEN), in English Language Arts (ELA) maintained a (+) 1.3 points (Orange), in Math increased 9.5 points, increased (YELLOW), and in English Learner Progress Indicator maintained a (-)1.1% (YELLOW) . The district did not have any school that received the lowest performance level (performance level color "RED") on one or more state academic indicators on the 2023 Dashboard.

While we maintained steady progress in English Language Arts (ELA) and saw an increase in Math proficiency, we recognize the need for continued support to further elevate student achievement in these subject areas. Additionally, we are dedicated to addressing the needs of our English Learner population to ensure equitable access to academic success. A key component of our action plan will be the establishment of a systematic process for monitoring student needs and progress. This will involve regular assessment and data analysis to identify trends, areas of concern, and opportunities for intervention. By closely monitoring student needs, we can ensure that our support services are effective and responsive to the evolving needs of our student population.

The district foster youth student group received the lowest performance level (RED) on one state indicator "Suspension". The district is particularly focused on supporting our Foster Youth population to address disparities in "Suspension" rates, while also providing comprehensive socio-emotional learning and intervention strategies. The district and all the school sites will have an action plan to support our foster youth in the state indicator of suspension and continue to provide socio-emotional learning, other means or correction, and the Multiple Tier System of Supports (MTSS). The district will also support Burton Elementary with two student groups "Two or More Races" and "Student w/ Disabilities" in the performance state indicator of "Suspension (RED). The school site will have an action plan in their individualized school site plan. The district is committed to providing comprehensive support for our students' academic, social, and emotional well-being. As part of our ongoing efforts to address student needs, the district will develop an action plan within the Local Control and Accountability Plan (LCAP). This plan will focus on implementing strategies to support students through counseling, Multi-Tiered System of Supports (MTSS) services, and a robust system for monitoring student needs.

In the 2021-22 school year, all school sites within the district were identified as ATSI (Additional Targeted Support and Improvement) schools. However, based on the 2023 ATSI status, several schools have successfully exited ATSI status due to improvements in specific areas. Jim Maples Academy: The student groups identified for "Chronic Absenteeism" (students with disabilities and two or more races) are no longer in ATSI status. Oak Grove: The student groups previously flagged for "Chronic Absenteeism" (students with disabilities and white students) have also exited ATSI status. Williams R. Buckley: The student group identified for "Suspension" (homeless students) is no longer in ATSI status.

In reflection of our annual performance based on a review of the California School Dashboard (Dashboard) and local data, the Burton School District acknowledges both areas of progress and areas for improvement. Utilizing the most recent 2024-2025 California Dashboard data and local insights, we have identified key focus areas for our continued efforts to enhance student outcomes and promote equity across our district. The district highlights the Chronic Absenteeism performance state indicator, the district had a 2% decline (Yellow). The District overall results in the following performance state indicators: Suspension increase by (+) 0.6% to a 2.8% rate (ORANGE), in English Language Arts (ELA) declined (-) 3.7 points (ORANGE), in Math maintained (-) 0.8 points (ORANGE), and in English Learner Progress Indicator declined by (-) 8.0% (ORANGE) . Based on the 2024 California School Dashboard, the district identified two school sites that received the lowest performance level (Red) on one or more state academic indicators, signaling areas requiring targeted support and intervention: Burton Middle School received Red performance levels in both the Suspension Rate and English Learner Progress indicators and Oak Grove Elementary received a Red performance level in Chronic Absenteeism.These results highlight critical areas of focus in student engagement, behavior, and support for English Learners. The district is committed to addressing these challenges through evidence-based strategies and targeted resource allocation as outlined in this LCAP. Interventions include strengthening Tier 1 and Tier 2 behavioral supports, expanding language development services, and increasing family outreach and attendance supports particularly through the integration of Community Schools resources and site-based intervention teams.

Districtwide, we recognize the ongoing need for targeted support to elevate student achievement in English Language Arts (ELA), Mathematics, and English Learner Progress. We remain committed to ensuring that our English Learner population has equitable access to the academic support and opportunities necessary for success. As part of our continuous improvement efforts, a key element of our action plan will be the development and implementation of a systematic process to monitor student needs and progress. This process will include regular assessments, data analysis, and progress monitoring to identify performance trends, address areas of concern, and guide timely interventions. By establishing a structured, data-informed approach, we aim to ensure that support services are both effective and responsive to the evolving needs of our students. This proactive strategy will allow us to allocate resources more strategically, close achievement gaps, and foster academic growth across all student groups.

A significant highlight for our district is the progress made by our Foster Youth student group, which improved from the lowest performance level (RED) to (GREEN) on the Suspension Rate indicator, as reflected in the 2024 California School Dashboard. This positive shift demonstrates the impact of intentional efforts to implement trauma-informed practices, build trusting relationships, and provide proactive behavior supports. The district will continue to prioritize support for Foster Youth by ensuring access to consistent academic, behavioral, and emotional interventions, including mentoring, counseling services, and individualized support plans.

At the same time, we acknowledge the critical need to address persistent disparities among other underserved student populations, particularly Homeless Youth and Students with Disabilities. The Homeless student group received (RED) performance levels in both Chronic Absenteeism and Suspension. In response, the district is working to strengthen wraparound supports through increased access to basic

needs resources, improved family outreach, and expanded partnerships with community organizations. Staff are also implementing systems such as check-in/check-out and personalized attendance interventions to help students remain engaged in their learning environment. The Students with Disabilities group was identified as needing intensive support, having received (RED) performance levels in Chronic Absenteeism, English Language Arts, and Mathematics. To address this, the district is enhancing academic interventions through specially designed instruction, inclusive co-teaching models, and accommodations aligned with Individualized Education Program (IEP) goals. Additional supports include targeted small-group instruction, behavior intervention plans, mental health services, and efforts to address attendance challenges through individualized strategies and family engagement.

To improve outcomes across all three student groups Foster Youth, Homeless Youth, and Students with Disabilities the district is committed to implementing a comprehensive and aligned system of support. Central to this is the ongoing implementation of a Multi-Tiered System of Supports (MTSS), which allows schools to identify academic and behavioral needs early and match students with appropriate, tiered interventions. Social-emotional learning (SEL) remains a districtwide priority, and staff are receiving ongoing training on trauma-informed practices and culturally responsive approaches. Additionally, the district is expanding its use of restorative practices and other alternatives to suspension to foster positive behavior and relationship-building. These efforts are supported by regular data monitoring and site-level equity reviews to ensure that interventions are effective and equitable. Through this coordinated and intentional approach, Burton School District remains deeply committed to closing equity gaps, improving outcomes across key state indicators, and ensuring that each student receives the support they need to thrive.

In 2024-2025, the district provided targeted support to Burton Elementary to address high suspension rates among two student groups: Students with Disabilities and Students Identifying as Two or More Races, both of whom had received a (Red) performance level on the Suspension Rate indicator. As a result of these efforts, the 2024 California School Dashboard shows significant improvement. The Students with Disabilities group improved from (RED) to (YELLOW), while the Two or More Races group achieved a (Blue) performance level, indicating strong progress in creating a more supportive and inclusive school environment. Burton Elementary will continue to build on this success by maintaining a focused action plan within their School Plan for Student Achievement (SPSA). The district remains committed to ensuring that all students receive comprehensive support that addresses their academic, social, and emotional development. As part of our ongoing efforts to meet the diverse needs of our students, we have embedded targeted strategies within our Local Control and Accountability Plan (LCAP). These strategies include increased access to school-based counseling services, implementation of a Multi-Tiered System of Supports (MTSS), and the development of a robust system to monitor student progress and well-being. This work reflects our districtwide commitment to equity, early intervention, and the continuous improvement of outcomes for all student groups.

However, Burton Elementary remains in Additional Targeted Support and Improvement (ATSI) status for 2024, as part of the state's three-year identification process. This status is based on Chronic Absenteeism data for specific student groups, including Students with Disabilities, Students identifying as Two or More Races, and White students. In response, Burton Elementary has incorporated targeted strategies into its School Plan for Student Achievement (SPSA) to address these areas of concern. These strategies include increased family outreach, personalized attendance interventions, and consistent progress monitoring. As a result of these efforts, the school and the district have made notable progress in reducing chronic absenteeism across all student groups during the current school year.

Based on a review of the 2025 California School Dashboard and local data, the district continues to make progress in several important areas while also identifying areas that need additional support and improvement.

The district showed improvement in English Language Arts (ELA) and Mathematics for most student groups. Districtwide, students increased their performance in both subjects compared to the previous year. Several schools also showed positive growth in academic achievement. Filipino students performed especially well in both ELA and Mathematics, and English Learners made progress in both academic growth and English language development.

English Learner Progress was a strong area for the district. The district earned a Green performance level overall, and Long-Term English Learners showed significant improvement. Several schools, including Burton Middle School and Jim Maples Academy, demonstrated strong gains in supporting English Learners.

Chronic absenteeism improved overall across the district, with the district reducing the percentage of students who were chronically absent. Some schools, such as Oak Grove Elementary, showed significant improvement in student attendance. However, absenteeism remains a concern for some student groups, including Foster Youth and Long-Term English Learners.

Suspension rates increased across the district and remain an area of concern. The district will continue focusing on positive behavior supports, restorative practices, and social-emotional supports to improve school climate and reduce suspensions, especially for student groups with higher rates.

Science performance remained stable overall. Some schools and student groups showed growth, while others maintained similar performance levels as the previous year. The district will continue strengthening science instruction and student engagement in STEM learning opportunities. Overall, the district remains committed to improving academic achievement, student attendance, school climate, and support services for all students. Special attention will continue to be given to student groups who need additional support to ensure equitable outcomes across all schools

Based on the 2025 California Dashboard data, several student groups were identified for targeted support due to lower performance levels in academics, attendance, suspension rates, English Learner progress, and science outcomes. Long-Term English Learners (LTELs) remain a priority group, with Red performance levels in English Language Arts, Mathematics, Science, and Suspension Rate, as well as Orange in Chronic Absenteeism, despite strong improvement in English Learner Progress. Foster Youth also continue to need significant support, showing Red performance levels in English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate. Students with Disabilities were identified for additional support due to Red performance in Mathematics and Orange performance in English Language Arts, Science, and Suspension Rate. English Learners continue to need academic and language development support, with Orange performance in English Language Arts and Suspension Rate and Yellow performance in Mathematics and Chronic Absenteeism. Additional student groups needing continued support include Homeless students, Socioeconomically Disadvantaged students, Hispanic or Latino students, and White students, particularly in the areas of attendance, suspension rates, and academic achievement. These groups will remain a focus of district LCAP actions and services to improve equitable outcomes and ensure all students receive the support needed for success.

Additionally, the district had been identified for Differentiated Assistance (DA) based on the performance of two student groups, Homeless students and Students with Disabilities, as reflected in the California School Dashboard. The Students with Disabilities group was identified due to persistent challenges in both academic performance and chronic absenteeism, while the Homeless student group was identified for high rates of chronic absenteeism and suspensions. In response, the district team is actively engaged in a series of six Continuous Improvement in Equity sessions hosted by the Tulare County Office of Education. These sessions are focused on identifying root causes,

analyzing data trends, and designing targeted strategies to address systemic barriers. During the 2024–2025 school year, the district developed a comprehensive action plan that was implemented in the 2025–2026 school year. This plan outlined specific interventions and support systems aimed at improving outcomes for these student groups and ensuring more equitable access to academic and behavioral support services.

In Fall 2025, Burton School District was identified for Differentiated Assistance (DA) based on the performance of the Foster Youth student group. The district met criteria in State Priorities 4, 5, and 6, which include Pupil Achievement, Pupil Engagement, and School Climate. This identification indicates a need to strengthen academic outcomes, improve attendance and engagement, and support positive school climate conditions for Foster Youth students. The district will work collaboratively with the Tulare County Office of Education to analyze data, identify root causes, and implement targeted supports and actions within the LCAP to improve outcomes for Foster Youth.

Burton School District remains committed to continuous improvement and to ensuring equitable access to high-quality instruction and support services for all student groups. The most recent California School Dashboard data, along with ongoing input from educational partners, guides our decision-making and resource allocation. As we move forward, our efforts will remain focused on reducing chronic absenteeism, addressing disproportionality in suspension rates, and closing achievement gaps, particularly for our Homeless Youth and Students with Disabilities. Through the continued implementation of our Multi-Tiered System of Supports (MTSS), expanded mental health and wellness services, and intentional family and community engagement, we aim to create safe, inclusive, and academically rich learning environments. By maintaining a strong commitment to equity and accountability, the district will continue to monitor outcomes, refine strategies, and ensure that all students have the opportunity to thrive.

Learning Recovery and Emergency Block Grant (LREBG) Information:

Since the LEA has unexpended Learning Recovery Emergency Block Grant funds, the LEA must provide the following goals & actions:

Goal #1

Action 1.09 Intervention Program: The Learning Recovery Emergency Block Grant (LREBG) funding will support this LCAP goal by providing the necessary resources, such as intervention staff and professional development, to implement targeted, data-driven interventions during the school day for students who are not meeting academic benchmarks. To further support this effort, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funding to enhance intervention services based on the needs assessment. This includes hiring additional instructional aides and intervention specialists, providing professional development for staff in differentiated instruction and acceleration strategies, and offering CPR training for all staff to strengthen emergency response and student safety supports. LREBG funds will ensure that unduplicated pupils, specifically English Learners, Foster Youth, and students from low-income households, receive intensive, high-impact academic and social-emotional support aligned to their learning recovery needs.

By integrating both LCAP and LREBG resources, the district aims to reduce achievement gaps, increase access to standards-based instruction, and improve long-term outcomes for unduplicated student populations.

This action is further supported by Learning Recovery Emergency Block Grant (LREBG) funds, which are being used to accelerate student learning and recovery efforts following pandemic-related disruptions. These funds specifically support the implementation of small-group instruction, academic interventions in ELA and Math, and supplemental staff to address the identified academic needs of students most impacted by learning loss.

26-27 $11,691

Research Support:
Research strongly supports targeted, data-driven interventions during the school day as one of the most effective ways to accelerate learning for students not meeting benchmarks. Studies show that early, intensive, small-group interventions in ELA and Math significantly improve student achievement, especially for English Learners, foster youth, and students from low-income households. Professional development in differentiated instruction and acceleration strategies further enhances teacher capacity, ensuring interventions are evidence-based and tailored to student needs. National research on post-pandemic recovery emphasizes that high-dosage tutoring, intervention specialists, and structured small-group instruction are among the most effective strategies for addressing unfinished learning and reducing achievement gaps.

Metrics:
CA Dashboard 1.1 ELA, 1.2 Math
1.17 iReady Growth Assessment Data- Reading
1.18 iReady Growth Assessment Data- Math

Goal #1

Action 1.10 Dual Immersion Program: The Learning Recovery Emergency Block Grant (LREBG) funding will support this LCAP goal by providing resources for teachers to earn Bilingual Authorization (BILA) certification, increasing the district's capacity to deliver high-quality Dual Immersion instruction. Based on the district's needs assessment, LREBG funds will be used to support teacher certification and specialized professional learning that strengthens bilingual instructional practices, expands access to standards-aligned instruction, and increases the number of qualified teachers serving students in Dual Immersion classrooms. This investment helps ensure that English Learners and other unduplicated pupils receive rigorous, culturally and linguistically responsive instruction that accelerates academic achievement and language development as part of their learning recovery.

By integrating both LCAP and LREBG resources, the district will strengthen the implementation of the Dual Immersion Program, expand access to highly qualified bilingual teachers, reduce opportunity gaps, and improve long-term academic and language outcomes for unduplicated student populations.

This action is further supported by Learning Recovery Emergency Block Grant (LREBG) funds, which are being used to strengthen instructional capacity following pandemic-related learning disruptions. LREBG funds support Bilingual Authorization (BILA) certification for teachers, ensuring that students, particularly English Learners, have increased access to high-quality bilingual instruction that promotes academic recovery, biliteracy, and college and career readiness.

26-27 $8,514

Research Support:
Research demonstrates that teacher expertise is one of the most significant school-based factors influencing student achievement. Studies have found that teachers with specialized preparation in bilingual and dual language instruction are better equipped to implement effective instructional strategies that support academic achievement, biliteracy, and bilingualism. High-quality Dual Language Immersion programs have been shown to improve academic outcomes in English Language Arts and Mathematics while increasing English proficiency and long-term achievement for English Learners. Investing in Bilingual Authorization (BILA) certification strengthens instructional capacity, expands access to qualified bilingual teachers, and ensures students receive rigorous, culturally and linguistically responsive instruction that supports learning recovery and long-term academic success.

Metrics:
CA Dashboard 1.1 ELA, 1.2 Math
1.3 English Learner Progress Indicator (ELPI)
1.17 iReady Growth Assessment Data- Reading
1.18 iReady Growth Assessment Data- Math

Goal#1 Action 1.16 (3-02) Mental Health Support Staff : The LREBG action supports this LCAP goal by funding the addition of a school psychologist, helping to expand access to mental health services and ensure students' emotional and psychological needs are supported as part of their overall well-being and academic success.

Based on the Needs Assessment the Learning Recovery Emergency Block Grant (LREBG) funding, is being utilized to strengthen school-based mental health systems and address the increased social-emotional needs. The support ensures that the district can expand access to mental health professionals and maintain responsive services aimed at reducing chronic absenteeism and suspension rates, both of which are critical to long-term student recovery and success.

This action is further supported by Learning Recovery Emergency Block Grant (LREBG) funding, which is being utilized to strengthen school-based mental health systems and address the increased social-emotional needs that have emerged in the wake of the COVID-19 pandemic. These funds help ensure that the district can expand access to mental health professionals and maintain responsive services aimed at reducing chronic absenteeism and suspension rates—both of which are critical to long-term student recovery and success.

LREBG Funds: 26-27 $246,246
The district will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district's 2026-27 LCAP

Research Support :
Research consistently demonstrates that expanding access to school-based mental health professionals, such as psychologists, is critical for supporting student well-being and academic success. Studies show that early identification and intervention for mental health needs can significantly reduce chronic absenteeism, suspension rates, and behavioral challenges while improving academic engagement and

achievement. School-based mental health services also foster safe, supportive learning environments and strengthen protective factors that promote resilience, particularly in the wake of the COVID-19 pandemic when students experienced heightened levels of stress, anxiety, and trauma. Increasing mental health staffing is therefore an evidence-based strategy that directly supports both social-emotional recovery and long-term academic outcomes.

Metrics:
1.4 California Dashboard Chronic Absenteeism
1.7 Local Climate Survey
1.8 Student Aeries Attendance Rate,
Monthly :Tracking of referral #s & check- ins

Goal#2 2.1 (1-01) Mentor Teachers

The LREBG action supports this LCAP goal by funding mentor teacher stipends that provide ongoing coaching and professional development, helping staff build instructional capacity and maintain a strong, student-centered learning environment.

Based on the Needs Assessment the Learning Recovery Emergency Block Grant (LREBG) funding, is being utilized to support and expand the teacher mentorship program. This will provide additional capacity for experienced educators to guide early-career and existing teachers, with a focus on refining instructional practices, promoting consistency in high-quality teaching, and increasing teacher retention. By providing this support districtwide, especially in schools with high concentrations of unduplicated students, the district ensures equitable access to instructional excellence and accelerated learning recovery for those most affected by disruptions in education.

In alignment with the goals of the Learning Recovery Emergency Block Grant (LREBG), this action also addresses the critical need for learning recovery and improved academic outcomes for students most affected by the pandemic. By investing in districtwide professional development, coaching, and collaboration structures, the district strengthens the instructional capacity of educators across all schools. This ensures that unduplicated pupils, English learners, foster youth, and low-income students benefit from consistently high-quality instruction, evidence-based interventions, and a stable, well-supported workforce. Providing this support on an LEA-wide basis is essential to maintain coherence in educational delivery and close opportunity and achievement gaps for our most vulnerable student groups.

Funding Source:
LREBG – to address learning recovery through teacher support and development, ensuring students furthest from opportunity receive high-quality instruction consistently.

26-27 $9,792

Research Support: Research shows that teacher mentorship and coaching improve instructional quality, accelerate teacher development, and increase retention, particularly in high-need schools. By funding mentor teacher stipends through the LREBG, the district strengthens instructional capacity, ensures greater consistency in high-quality teaching, and provides equitable support for unduplicated students most impacted by learning disruptions.

Metrics: 2.3 HR Data # and % of new teachers retained each school year, 2.2 District Staff Pulse Survey Results Overall Score, 2.4 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year, and 2.5 Appropriately Assigned Teachers

Goal #3 Action 1.02: Parent Communication System

Based on the Needs Assessment the Learning Recovery Emergency Block Grant (LREBG) funding is being utilized to support this goal by providing Zoom access for parents and families to participate in school meetings, trainings, workshops, and district informational sessions. The district recognizes that increasing family engagement and communication is an important part of supporting student learning recovery and academic success. Providing virtual access opportunities allows families, especially unduplicated pupils and families facing transportation, work schedule, or childcare barriers, to participate more consistently in school activities and remain informed about student progress, available supports, and educational resources. This action increases equitable access to information, strengthens school-to-home communication, and promotes meaningful parent involvement to support improved student outcomes and learning recovery efforts districtwide.

The action of continuing the implementation of the Student Information System directly addresses the need to provide unduplicated pupils and their families with access to comprehensive academic records and information. By utilizing the Aeries portal, families can access real-time updates on their student's grades, assignments, and attendance records, fostering transparency and accountability in the educational process. Moreover, the system facilitates communication between teachers and parents through ParentSquare, allowing for direct messaging and notifications regarding student progress and upcoming events. In addition, Zoom access, further supported through Learning Recovery Emergency Block Grant (LREBG) funds, provides families with increased opportunities to participate virtually in parent meetings, trainings, workshops, SSTs, and district informational sessions. This support helps remove barriers related to transportation, work schedules, and childcare, ensuring families remain connected and engaged in their student’s education. Providing these services on an LEA-wide basis ensures that all families have equitable access to important information, promotes meaningful parental involvement, and supports student learning recovery and academic success.

LREBG Funds: 26-27 $6,090
The district will be receiving additional proposed LREBG funding as outlined as part of the Governor’s May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district’s 2026-27 LCAP

Research Support :
Research supports that strong family engagement and consistent school-to-home communication positively impact student attendance, academic achievement, and overall student success. Providing families with accessible communication tools and virtual participation opportunities helps remove barriers that may prevent parents from engaging in their child’s education. Studies have shown that increased parent participation is associated with improved student outcomes, particularly for unduplicated pupils and students disproportionately impacted by learning loss. Virtual meeting platforms such as Zoom increase accessibility for families by providing flexible opportunities to participate in school meetings, trainings, workshops, and student support discussions. This action aligns with learning recovery efforts by

strengthening partnerships between schools and families, increasing access to educational information and supports, and promoting meaningful engagement to improve student outcomes.

Metrics:
3.2 District Parent Survey Overall Mean
3.3 Parent Square Contactable Rate
3.7 Parent Participation- Unduplicated pupils- Parent Square Invites
3.8 Parent Participation- Exceptional Needs pupils - Parent Square Invites Report

In alignment with the findings from the 2025-2026 LRBG Needs Assessment, the district has identified clear areas of need in ELA, Mathematics, Chronic Absenteeism, and student well-being, particularly among Students with Disabilities (SWD), Foster Youth (FY), Homeless students (HL), Long-Term English Learners (LTELs), and English Learners (ELs). Based on these findings, the district will continue to utilize Learning Recovery Block Grant (LREBG) funds in the 2026-27 school year to sustain and expand evidence-based interventions and supports under Goal 1: Student Success. Specifically, the district will maintain ELA and Math intervention programs, including small group instruction, tutoring, and additional learning time, to address the persistent academic gaps identified across JMA, BES, OG, and BMS, where both ELA and Math performance remains at the "Low" status level. Additionally, recognizing the strong correlation between Chronic Absenteeism, Suspension Rates, and student mental health needs, the district will continue to prioritize school-based mental health services, behavioral interventions, and social-emotional supports. This includes expanding the role of school psychologists, counselors, and social workers to conduct regular student check-ins, SEL lessons, and mental health supports, particularly targeting the highest-need groups such as FY, HL, SWD, and TMR (Two or More Races) students, who are reflected across multiple indicators of concern. By continuing to leverage LRBG funds in these targeted areas, the district is committed to addressing both academic and non-academic barriers to student success, fostering improved academic achievement, attendance, engagement, and school connectedness. These efforts remain central to the district's Multi-Tiered System of Supports (MTSS) framework and overall equity goals, ensuring that all students have access to the supports necessary to thrive.

Reflections: Technical Assistance

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

Burton School District is currently engaged in Technical Assistance (TA) through Differentiated Assistance provided by the Tulare County Office of Education (TCOE). The district will continue to support student groups identified for targeted improvement based on the California School Dashboard. Students with Disabilities demonstrated persistent needs in the areas of chronic absenteeism and academic achievement, while Homeless Youth demonstrated persistent needs in the areas of suspension and chronic absenteeism, as reflected in the 2024 California School Dashboard. Based on the 2025 California School Dashboard data, Foster Youth will become an additional focus student group due to persistent needs in chronic absenteeism, suspension rates, and academic achievement.

Through this partnership, the district is participating in a structured Continuous Improvement in Equity process, which includes six collaborative sessions facilitated by TCOE. These sessions are centered on capacity building, data analysis, and systems-level planning. The district team is currently working to identify root causes of performance gaps, assess existing practices, and design responsive strategies that align with both LCAP goals and the Community Schools model.

The district has aligned this work with key LCAP actions. Under Goal 1, Action 1.16 (3-02), the district will continue to employ Mental Health Support Staff, including psychologists, LMFTs, social workers, and academic counselors, to strengthen student mental health and well-being. Under Goal 1, Action 1.15 (3-01), the district will continue implementing a Multi-Tiered System of Support (MTSS) to support social-emotional learning while providing tiered interventions for both behavior and academic needs across the LEA. Additionally, under Goal 1, Action 1.09, the district will continue its Intervention Program during the school day to support students struggling to meet academic goals, with services tailored to individual needs identified through assessment data.

This technical assistance process has already contributed to stronger cross-departmental collaboration, deeper reflection on equity-based practices, and the development of action steps to ensure that supports are comprehensive, targeted, and sustainable. By the end of the 2025–2026 school year, the district will complete a formal action plan that outlines key strategies and interventions to be implemented in the 2026–2027 school year. This plan will address academic support, behavior intervention, and attendance improvement with a focus on proactive engagement, multi-tiered systems of support (MTSS), and community partnerships. Burton School District values the technical assistance process as a meaningful opportunity for reflection, capacity building, and long-term improvement in service of our most vulnerable student populations.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, Site emailed LCAP Survey to all staff . 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026
Principals	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, LCAP presentations were sent to principals and asked to take the survey. 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026
Administrators	All departments: Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, LCAP presentations were sent to all cabinet and asked to take the survey. 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026
Other School Personnel	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, Site emailed LCAP Survey to all staff . 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026
Parents	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, district made personal phone calls to invite parents of our student groups: Foster Youth, English Learners, Students w/ disabilities, Homeless, & Low income students. 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026

Educational Partner(s)	Process for Engagement
Students	Burton School District included two student representatives (grades 7–12) as part of the Parent Advisory Committee (PAC). These student representatives review the LCAP and provide input alongside other PAC members. Their feedback is documented and considered in the development and revision of the LCAP. Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, principals brought students to the LCAP meetings. 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026
Equity Multiplier Site-Specific Engagement	For the Community Day school a survey was sent out to parents and staff. The director also made personal calls to get parents feedback. May 26-June 5th, 2026
Certificated Bargaining Unit	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, Site emailed LCAP Survey to all staff . 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026.
Classified Bargaining Unit	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, Site emailed LCAP Survey to all staff. 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026
SELPA	The district also collaborated and consulted with the SELPA on the following days (8/25/25, 10/6/25, 11/3/25, 12/1/25, 2/3/26, 2/2/26, 3/2/26, 4/13/26, and 6/1/26) through the Directors of Special Education Committee (DOSE) meetings with the Tulare County Office of Education.
District Parent Advisory Committee (DAC)	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, Site emailed LCAP Survey to all staff.The district made personal phone calls to invite parents. In DAC & DELAC meetings information and consultation was shared about the LCAP. 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026. Including Nov 18, 2025, January 15, 2026 , April 28, 2026, and May 19, 2026.
District English Learner Advisory Committee (DELAC)	Communication and Outreach by Parent Square Flyers, QR Code with surveys, Invitation to LCAP meetings, LCAP meetings feedback activities, Site emailed LCAP Survey to all staff . The district made

Educational Partner(s)	Process for Engagement
	personal phone calls to invite parents. In DAC & DELAC meetings information and consultation was shared about the LCAP. 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026. Including Nov 18, 2025, January 15, 2026 , April 28, 2026, and May 19, 2026.

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

The adoption of the Local Control and Accountability Plan (LCAP) was greatly influenced by the valuable feedback provided by our educational partners. Throughout the 2025-2026 school year, the district actively engaged with a diverse range of educational partners in LCAP meetings conducted in both English and Spanish. Invitations to these meetings were extended to a wide array of groups, including Parents, Parent Advisory Committees, English Language Advisory Committees (ELAC), School Site Council Committees (SSC), students, Staff (certificated, classified, and management), Board Members, Business Owners/Community Members, and representatives for each of the bargaining units. During these collaborative meetings, a wealth of data and metrics were presented to the audience members. This included the 2025 California Dashboard Academic Performance data for ELA, Math & English Learner Progress, Academic Engagement data on Chronic Absenteeism, Graduation Rate, and College & Career, as well as Conditions & Climate information on Suspension rates and local climate survey results utilized by the district. Additionally, all local Indicators were thoroughly reviewed, encompassing Implementation of Academic Standards, Basics such as Teachers, Instructional Materials, & Facilities, Parent & Family Engagement, Access to a broad Course of Study, and Local Climate survey reporting. Crucially, the data presented during these meetings incorporated feedback activities and surveys conducted with educational partners, ensuring that their perspectives and insights were integrated into the decision-making process. Furthermore, funding expenditures and any changes in how the funding was being utilized throughout the LCAP were transparently communicated and discussed with educational partners.

To further facilitate engagement and feedback, the district held multiple LCAP meetings throughout the school year, providing educational partners with ample opportunities to ask questions, provide feedback, and express their priorities. Additionally, surveys were distributed to gather input from those who were unable to attend meetings in person. The LCAP information, including metrics, expenditures, and progress updates, was also presented and discussed at public regular Board Meetings, providing an additional opportunity for transparency and public input. Throughout these meetings, no objections were raised to any items contained within the plan, indicating widespread continuous support for the proposed actions and initiatives. The LCAP meetings were held on the following dates: 2/19/2026, 3/5/2026, 3/19/2026, and 5/5/2026. During the final meeting a draft of actions was shared with Educational Partners in effort to ensure that any changes were transparent and would not cause any concern. In each of these meetings those present did not express any concern for anything that was included in the LCAP, rather how could we further increase the services that are already being provided. In addition to these meetings each of the Educational Partners had the opportunity to complete a survey so that those who were unable to attend in person were still able to provide feedback. The district also presented data related to the LCAP and solicited feedback at each of the DAC and DELAC meetings on Nov 18, 2025, January 15, 2026 , April 28, 2026, and May 19, 2026. Additionally, the district Superintendent must also respond in writing to comments shared by members of ELAC/DELAC and the SSC/DAC as requested.

Parents in attendance at District LCAP Meetings, DAC Meetings and DELAC Meetings not only represented parents of English Learners and

Socioeconomic Disadvantaged students, Foster Youth, but also there were parents of Students with Disabilities present to provide feedback from that lens. The district also collaborated and consulted with the SELPA on the following days (8/25/25, 10/6/25, 11/3/25, 12/1/25, 2/3/26, 2/2/26, 3/2/26, 4/13/26, and 6/1/26) through the Directors of Special Education Committee (DOSE) meetings with the Tulare County Office of Education. In addition to these meeting dates the information contained within the LCAP (metrics, expenditures, progress, etc) was presented and discussed at the following public regular Board Meetings: 9/15/25, 9/29/25,10/6/2025, 10/20/2025, 11/3/2025, 11/17/25, 12/1/25, 12/15/25, 1/20/26, 2/2/26, 2/17/26, 3/2/26, 4/7/26, 4/20/2026, 5/4/26, 5/18/26, 6/1/26, 6/15/26) with the last two meetings containing the full LCAP for public review and comment with no comments being made in objection to any items contained within the plan.

During spring 2026, four districtwide LCAP meetings and a QR code survey gathered input from students, families, teachers, classified staff, administrators, and community partners. Educational partners reviewed progress on each of the four LCAP goals and provided specific, actionable feedback.

Some highlights of the Educational Partner feedback:

All LCAP Goal #1 Student Success actions were reviewed, discussed, and received significant support for continuation or increasing those services:All actions were 75% above to continue or increase services, except for 1:World Program Technology at 67.4%.

Highlights:
(Action 3-01) Multi-Tiered System of Support (MTSS): received 87.2% support, with 43.5% requesting for increased SEL and behavior tech services.
(Action 1-09) Intervention Program: received 97.9% support, with 37% requesting for increase services.
(Action 3-02) Mental Health Support Staff: received 95.7% support, with 45.7% requesting for increase services.
(Action 1-02) Instructional Support Staff received 95.7% support , with 50% requesting for an increase in services.
(Action 2-03) Vice Principals: received 95.7% support, with 10.9% requesting for increase services.

Input was received from: Parents, teacher, student, admin, classified staff, community member, district level support staff, health staff, DAC & DELAC, and school counselors

Educational partners emphasized the need for increased support for Special Education programs, academic intervention services, behavior supports, and student mental health services. Key themes included maintaining and expanding intervention programs in reading and math, increasing support staff such as instructional aides, behavior technicians, school psychologists, counselors, SLPs, and education specialists, and addressing the growing needs of students in Intensive Learning Center (ILC) programs. Educational partners also expressed the importance of creating safe and supportive learning environments through stronger behavior systems, improved attendance supports, and continued social-emotional learning opportunities. Parents and staff advocated for expanded after-school tutoring, summer learning opportunities, early academic intervention, and increased parent involvement opportunities. Additional feedback highlighted the need for greater teacher support, including planning time, collaboration opportunities, and resources to effectively meet the diverse academic, behavioral, and social-emotional needs of students.

Additional highlighted comments made by our Educational Partners:

-More support staff to assist teachers and math/reading TOSAs. Behaviors are escalating, and learners are struggling.
-Give support to students reading way below grade level that do not meet IEP requirements but need help.
-Continue supporting intervention staff
-Making safety a priority for students
-Commit to maintaining 1 to 1 school psychologist at every campus
-How to gain more parent input and what we can do to bridge the gap to ensure students improvement
-Intervention in all areas: reading, math, writing, and SEL.
-Academic intervention programs should be continued and increased, especially if we are seeking to improve our state testing scores.
-Tutoring for students who need help
-After school math and reading help
-More interactive learning methods for each class

In response to the feedback received, the district will continue to prioritize and strengthen student academic, behavioral, and social-emotional supports within LCAP Goal #1. Educational partners emphasized the importance of intervention, mental health services, and instructional assistance—particularly for English Learners, students with disabilities, and students with chronic absenteeism. As a result, the district will maintain and strategically enhance staffing and services that support Multi-Tiered Systems of Support (MTSS), counseling, and inclusive instructional practices. These actions reflect the district's ongoing commitment to equity, data-driven improvement, and ensuring that all students are supported in reaching their full potential.

All LCAP Goal #2 Employee Engagement actions were reviewed, discussed, and received significant support for continuation or increasing those services (All actions were 90% and above)

Input was received from: Parents, teacher, student, admin, classified staff, community member, district level support staff, health staff, DAC & DELAC members

Highlights:
Action; 1-01 Mentor Teachers: received 93.3% support, with 3.3% requesting for increase services.
Action 1-02 Teacher Induction Program: received 96.9% support, with 3.3% requesting for increase services.
Action: 2-01 District Professional Development: received 93.3% support, with 20% requesting for increase services.
Action: 2-02 English Learner Professional Development: received 96.7% support, with 16.7% requesting for increase services.

Input was received from: Parents, teacher, student, admin, classified staff, community member, district level support staff, health staff, DAC & DELAC members

Educational partners emphasized the importance of continuing to strengthen employee support systems, professional learning opportunities, and collaborative working environments to better support student success. Key themes included providing teachers and staff with additional planning and preparation time, continued professional development opportunities, and support for attending conferences to gain new instructional strategies and networking opportunities. Staff also highlighted the importance of maintaining strong behavior and mental health supports for students through additional counselors, psychologists, intervention staff, and behavior technicians. Educational partners

expressed the need for increased communication, collaboration, and responsiveness from district leadership, while also emphasizing the importance of ensuring staff feel valued, heard, and supported in addressing student academic, behavioral, and social-emotional needs. Additional feedback focused on maintaining safe and positive school climates, improving staffing supports, and continuing intervention services and programs that directly impact student achievement and engagement.

Additional highlighted comments made by our Educational Partners:
-It would be helpful for the district to continue offering professional learning opportunities while also allowing teachers to attend different conferences where we can gain new ideas and strategies to bring back to our classrooms.
-It would also be beneficial to have dedicated planning time during back-to-school days or district professional development so teachers can prepare lessons and materials for the year.
-More challenging classes and work an advanced courses
-More teachers
-Send paper notices in addition to parent square.
-More support for teachers and students to improve math scores; support for students with special needs to attend and achieve in school.
-Staff wants to be encouraged and feel assured that the district will listen to their concerns.

Based on the Employee Engagement feedback received, the district remains committed to fostering a supportive, collaborative, and positive work environment for all staff members while continuing to strengthen programs and services that directly support student success. Educational partners emphasized the importance of ongoing professional learning opportunities, dedicated planning and preparation time, increased collaboration, and additional support for addressing the academic, behavioral, and social-emotional needs of students. In response, the district will continue to provide districtwide staff events, wellness opportunities, and employee engagement activities that promote collaboration, morale, and a positive workplace culture. The district will also continue to prioritize professional development opportunities for both certificated and classified staff, including training focused on instructional strategies, intervention supports, behavior and social-emotional supports, mental health awareness, student engagement, and supporting diverse student populations, including English Learners and students with disabilities. Educational partners also expressed the importance of staff feeling valued, heard, and supported, and the district will continue strengthening communication, collaboration, and opportunities for employee feedback and input. Additionally, the district will continue supporting intervention programs, counseling and mental health services, and expanded academic and behavioral supports to improve student engagement, attendance, and achievement outcomes. Through these efforts, the district remains committed to supporting employee well-being, professional growth, and the development of safe, supportive, and engaging learning environments for all students and staff.

All LCAP Goal #3 Family & Community Partnership actions were reviewed, discussed, and received significant support for continuation or increasing those services (All actions were 86% and above, except the Communication Department at 73.3%.)

Highlights:
Action; 1-03 Additional Clerk: received 96.7% support, with 10% requesting for increase services.
Action: 2-01 Parent Involvement Activities: received 93.3% support, with 10.0% requesting for increase services.
Action: 2-02 Parent Communication System: received 100% support, with 13.3% requesting for increase services.
Action : 2-03. LCFF Alternative Income: received 93.4% support, with 6.7% requesting for increase services.

Input was received from: Parents, teacher, student, admin, classified staff, community member, district level support staff, health staff, DAC & DELAC members

Educational partners emphasized the importance of strengthening family partnerships through consistent communication, accessible resources, and meaningful engagement opportunities. Key themes included increasing parent participation in district and school site meetings by offering flexible meeting times, virtual participation options such as Zoom, translation services, childcare, meals, and family incentives. Parents expressed the need for additional workshops and informational sessions focused on monitoring student progress, supporting learning at home, technology support, attendance awareness, mental health, social-emotional learning, and understanding school systems and expectations. Families also highlighted the importance of creating welcoming school environments through positive staff interactions, family events, visible administrative presence, and stronger school-to-home communication using tools such as Aeries and Canvas. Additional feedback emphasized continuing attendance incentives, tutoring opportunities, family engagement events, and increased access to academic and behavioral supports to strengthen partnerships between schools and families and improve student success.

Additional highlighted comments made by our Educational Partners:

- Ensure that every school has a positive school culture where the learning environment is a safe & welcoming space, where teachers are happy to be at work & students are excited to learn.
- Increase family participation by offering flexible meeting times, including virtual (Zoom) options, and holding meetings during convenient times like drop-off and pick-up. We have great

incentives, educated families about chronic absenteeism is where we need some support.

- Continue providing essential services such as childcare, translation, and meals, and offer small incentives to attendees.
- Maintain ongoing efforts to reach out to and invite families, including personal outreach efforts and having programs like Pathways share positive outcomes.
- Making sure families are connected to sites electronically, sending out weekly emails about student performance or incomplete work, and establishing two-way collaborative communication for

home-school teamwork are key.

- The district should enforce the mandatory use of Parent Aeries accounts and utilize technology systems that facilitate easy teacher-family connections, including dedicated time for teachers to

contact families and build relationships.

- Continue providing educational classes for parents/caregivers and offering informational nights focused on how to help children academically at home.
- Host academic nights for students, offer tutoring programs, and continue with math and reading intervention opportunities. Increase the availability of counselors and tutoring support.
- Continue asking families what support they need and ensure they are aware of resources like Aeries and Canvas help.

Based on the valuable input received from parents, teachers, students, administrators, classified staff, community members, district support staff, health staff, and DAC and DELAC members, the district remains committed to strengthening meaningful family and community partnerships as part of the LCAP development process. Educational partners emphasized the importance of creating safe, welcoming, and positive school environments where students are excited to learn and staff feel supported and valued. Feedback highlighted the need to

continue strengthening communication and family engagement through flexible meeting times, virtual participation opportunities such as Zoom, translation services, childcare, meals, and family incentives to increase participation in district and school site decision-making opportunities. Educational partners also stressed the importance of maintaining strong school-to-home communication through tools such as Aeries, Canvas, Parent Square, weekly updates, and direct teacher-family connections to support student success and attendance awareness. Additional priorities included continuing parent workshops and educational classes focused on supporting learning at home, mental health, social-emotional learning, technology support, and understanding school systems and expectations. Educational partners also advocated for continuing tutoring opportunities, academic nights, intervention supports, counseling services, and outreach efforts to ensure families are aware of available resources and supports. As a result of this meaningful engagement process, the district will continue investing in inclusive, accessible, and culturally responsive strategies that strengthen family partnerships, improve student engagement and attendance, increase academic and behavioral supports, and ensure all students feel safe, connected, supported, and prepared for success.

All LCAP Goal #4: Improvement, Efficiency, and Innovation (School Safety) actions were reviewed, discussed, and received strong support for continuation or increased services, with all actions rated at 80% and above, except for Studer Education at 64.2%. Based on prior year's feedback, the district eliminated Action 1-01 (Continuous Improvement Support) . Instead, the district will shift toward providing professional development for management staff through internal leadership capacity-building efforts. This adjustment ensures more efficient resource allocation while maintaining a strong commitment to leadership development and continuous improvement across all schools.

Our educational partners 100% agreed on the following actions to continue with crossing guards, student safety support, and Attendance.

Highlights:
Action; 3-02 Crossing Guards: received 100% support, with 17.9% requesting for increase services.
Action: 3-03 Student Safety Support: received 96.5% support, with 28.6% requesting for increase services.
Action: 3-01 Deferred Maintenance: received 96.4% support, with 25% requesting for increase services.
Action 3-04 Attendance: received 100% support, with 3.6% requesting for increase services.

Input was received from: Parents, teacher, student, admin, classified staff, community member, district level support staff, health staff, DAC & DELAC members

Educational partners emphasized the importance of continuing to strengthen school safety, positive school climates, and student engagement opportunities across all school sites. Key themes included increasing campus safety measures such as cameras, gates, office buzzers, visitor monitoring systems, emergency communication tools, and improved lockdown and evacuation procedures. Educational partners also emphasized the importance of maintaining strong behavioral and mental health supports through MTSS, counselors, psychologists, intervention staff, behavior technicians, and consistent discipline systems that support both student and staff safety. Staff, parents, and students highlighted the need for ongoing emergency preparedness training, school safety drills, and continued improvements to communication systems such as ActVnet and classroom emergency supports. Additional feedback focused on increasing supervision, improving campus cleanliness and facility maintenance, and creating welcoming and inclusive school environments where students feel safe, connected, respected, and supported. Parents and students also expressed interest in expanding extracurricular activities, clubs, sports, field trips, music, hands-on learning opportunities, and student engagement events to strengthen school connectedness and student belonging. Educational partners acknowledged many positive supports already in place, including caring staff, strong student relationships, safe school environments, and positive communication with families, while continuing to advocate for increased opportunities to improve school climate,

student engagement, and overall safety districtwide.

Additional highlighted comments made by our Educational Partners:

- Continue or increase focus on MTSS, ensure campuses are fully staffed to support mental health needs (Tier 2 and Tier 3 staff), and address bullying, violent behavior towards students /

teachers, and vaping.

- Prioritize practicing drills, mocking real-life situations, and continuing to train staff for emergency evacuations.
- Also, improve emergency communication systems, such as working through ActVnet, having possible extension dials on office phones, and providing walkies in each classroom.
- There is a need for intervention to begin at a young age to address disturbing and violent behaviors observed in young children (first and second grade) and to prevent the increase of such

behaviors in society.

- Continue and increase support for extracurricular events and community engagement.
- Increasing varied opportunities for student involvement beyond sports, such as establishing clubs and activities specifically for younger students, and having a suggestion box for activities or

subjects students want to learn about.

- Keeping libraries open a little after 5 p.m. and advocated for more funding and focus on teaching staff and core classes (especially math) to improve the teaching experience.
- Key improvements involve increased kindness and respect among students, including kids being more caring, saying nice things to each other, and following rules.
- Suggestion about having more hall monitors.
- Requested more opportunities for recreation, such as extra recess/more break time, more field trips, fun activities, and a swim team.

Based on the valuable feedback received from our educational partners, the district will continue to prioritize student and staff safety, positive school climates, and meaningful student engagement opportunities across all school sites. Educational partners expressed strong support for maintaining and increasing safety measures, including additional cameras, gates, office buzzers, visitor monitoring systems, emergency communication tools, facility maintenance, and continued support for the A2A attendance system and Raptor Technologies to strengthen campus safety and secure access procedures. Feedback also emphasized the importance of ongoing emergency preparedness through regular safety drills, staff trainings, evacuation procedures, and improvements to emergency communication systems such as ActVnet. Educational partners highlighted the need to continue strengthening behavioral and mental health supports through MTSS, school counselors, psychologists, behavior technicians, intervention services, and consistent discipline practices that support both student and staff safety. Parents and students also expressed the importance of creating welcoming and inclusive learning environments through increased extracurricular activities, clubs, sports, music, field trips, hands-on learning opportunities, and community engagement events that strengthen school connectedness and student belonging. Students specifically emphasized the importance of kindness, bullying prevention, positive peer interactions, and supportive relationships with trusted adults on campus. The district will continue to use this feedback to guide investments in school safety, student engagement, positive behavior supports, and school climate initiatives to ensure all students feel safe, supported, connected, and ready to learn.

Engagement with Community Day School Educational Partners on Equity Multiplier Funds:

From May 25–June 4, 2026, the district conducted a comprehensive engagement process with Community Day School parents, staff, and students to gather feedback regarding the LEA's receipt and use of Equity Multiplier funds. The engagement process included surveys, direct phone calls, and opportunities for educational partners to share input and recommendations to ensure all voices were represented. This consultation process played an important role in the development of the 2026–27 LCAP, particularly in supporting the required Equity Multiplier Focus Goals. Feedback from Community Day School educational partners emphasized the need for additional interventions, behavioral supports, mental health services, academic assistance, and student engagement opportunities that directly address the unique needs of the student population. Educational partners identified increased access to mental health consulting services, counseling supports, academic interventions, extracurricular opportunities, and positive behavior supports as key priorities to improve student success, school connectedness, and overall well-being. As a result, the district incorporated targeted actions and services within the LCAP focused on enhancing educational equity, strengthening wellness resources, improving student engagement, and closing achievement gaps for students attending Community Day School. The feedback gathered through this engagement process directly informed the allocation of Equity Multiplier resources, the selection of interventions and supports, and the development of goals aimed at improving academic achievement, attendance, school climate, and social-emotional outcomes for students most at risk. Through ongoing collaboration with educational partners, the district remains committed to ensuring Equity Multiplier funds are strategically utilized to meet the identified needs of Community Day School students and families.

The development of this LCAP was driven by meaningful collaboration and ongoing engagement with students, parents, staff, administrators, and community educational partners, whose voices played a critical role in identifying district priorities and shaping the direction of the plan. Feedback gathered through LCAP meetings, surveys, community outreach, Equity Multiplier consultations, and educational partner engagement opportunities directly informed the goals, actions, services, and resource allocations included within the adopted LCAP. Educational partners emphasized the importance of strengthening academic interventions, behavioral and mental health supports, family engagement, school safety, professional development, student connectedness, extracurricular opportunities, and equitable access to resources and supports for all students. This collaborative process ensured that the district's actions and investments remain responsive, student-centered, and aligned to the diverse academic, behavioral, social-emotional, and safety needs of our school communities. As a result, the district is well-positioned to continue improving student outcomes, strengthening school connectedness and safety, closing opportunity gaps, and promoting equity and success for all students, staff, and families across the district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Burton School District is dedicated to enhancing student academic achievement growth in English Language Arts (ELA), Math, and English Learner Progress, as well as promoting college and career readiness, and fostering positive cultures and climates across all campuses.	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.

The Burton School District has developed the goal of enhancing student academic achievement growth in English Language Arts (ELA), Math, and English Learner Progress, while also promoting college and career readiness, and fostering positive cultures and climates across all our campuses aligned with our Pillar 1 Student Success. Based on the 2025 California Dashboard data, local assessments, Educational Partner feedback, and district level discussions we will continue to commit to ensuring that every student has the opportunity to reach their full potential academically and support the "Whole Child". By using data to identify areas of strength and areas for improvement, the goal aims to guide decision-making and resource allocation to maximize student learning, support students social emotion needs, and achievement outcomes. This data-driven approach ensures that the district's efforts are focused on the areas of greatest need and have the greatest potential for impact.

For ELA overall performance level all students "Increased" (YELLOW). Student groups that increased in ELA were: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, American Indian or Alaska Native, Filipino, Hispanic, White, and Two or More Races. Students groups that maintained In ELA were: English Learners. Students Groups that declined in ELA were: Long-Term English Learners, Foster Youth, and Asian.

For Math overall performance level for all students "Increased" (Yellow). Student groups that increased in Math were: English Learners, Homeless, Socioeconomically Disadvantaged, Filipino, Hispanic, White, and Two or More Races. Students groups that maintained in Math were: Students with Disabilities, American Indian or Alaska Native, and Asian. Students Groups that declined in Math were: Long-Term English Learners and Foster Youth.

For ELPI all students 'Increased" 8.1% to Medium status at 48.5% (Green). Long-Term English Learners "Increase Significantly" by 38.9% to Very High status at 70.7% (Blue). The district will continue to provide staff professional development and provide intervention programs to support the needs of all students.

The district strives for all students to be prepared for success in college, career, and life. By promoting college and career readiness K-8th, the district is helping students develop the skills, knowledge, and competencies they need to excel in higher education, enter the workforce, and become productive members of society. The district believes that a positive and supportive school climate is essential for student success and well-being. By fostering positive cultures and climates across all our campuses, we are creating environments where students feel safe, valued, and empowered to learn and grow. This includes promoting respect, inclusivity, and a sense of belonging among students, staff, and families. Moreover, the actions outlined in Goal #1 also prioritize the social-emotional well-being of all students. By providing a Multi-Tier System of Support (MTSS), school psychologists, counselors, licensed marriage and family therapists (LMFT), community liaisons, and social workers, the district is ensuring that students have access to the support services they need to address social, emotional, and behavioral challenges. These actions aim to create a holistic approach to student success, recognizing the importance of addressing both academic and non-academic factors that impact student outcomes. The district's educational partners have expressed strong support for continuing or increasing these actions. As a learning organization, the district is committed to ongoing reflection, evaluation, and improvement. By setting clear goals for academic achievement and school climate, we are creating a framework for continuous improvement and accountability, ensuring that we are constantly striving to better serve the needs of our students and community. Overall, the development of this goal reflects the district deep commitment to student success, equity, excellence, and continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Dashboard-ELA	Fall 2023 CA. Dashboard Current Status Average Distance from Standard Note: (*) consist less than 11 students no score All Students -32.9 English Learners -47.6 Foster Youth -99	Fall 2024 CA. Dashboard Current Status Average Distance from Standard Note: (*) consist less than 11 students no score Overall: Declined by 3.7 All Students -36.6	Fall 2025 CA. Dashboard Current Status Average Distance from Standard Note: (*) consist less than 11 students no score Overall: Increased 4.5 points All Students -32.1 English Learners -50.9	Fall 2026 CA Dashboard: Current Status Average Distance from Standard Note: (*) consist less than 11 students no score All Students -26.9 English Learners -41.6	Baseline Fall 2023 difference from Current Fall 2025 All Students +0.8 English Learners -3.3 Foster Youth +23.1 Homeless -6.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless -48.2 Socioeconomically Disadvantaged. -38.3 Students with Disabilities -111.6 African American -82.1 American Indian or Alaska Native -133.7 Asian 11.7 Filipino 21.6 Hispanic -37.8 Native Hawaiian or Pacific Islander * White -22 Two or More Races +18	English Learners -53.1 Foster Youth -69.5 Homeless -60 Socioeconomically Disadvantaged. -43.6 Students with Disabilities -112.8 African American -82.7 American Indian or Alaska Native -99.3 Asian +8.7 Filipino +21.5 Hispanic -41.4 Native Hawaiian or Pacific Islander * White -20.5 Two or More Races -15.3	Foster Youth -75.9 Homeless -54.9 Socioeconomically Disadvantaged. -37 Students with Disabilities -102.5 African American * American Indian or Alaska Native -66.3 Asian -18.6 Filipino +26.1 Hispanic -35.7 Native Hawaiian or Pacific Islander * White -15.8 Two or More Races -10.9	Foster Youth -93 Homeless -42.2 Socioeconomically Disadvantaged. -32.3 Students with Disabilities -105.6 African American * American Indian or Alaska Native -127.7 Asian 17.7 Filipino 27.6 Hispanic -31.8 Native Hawaiian or Pacific Islander * White -16 Two or More Races 24	Socioeconomically Disadvantaged. +1.3 Students with Disabilities +9.1 African American * N/A American Indian or Alaska Native +67.4 Asian -30.3 Filipino +4.5 Hispanic +2.1 Native Hawaiian or Pacific Islander * White +6.2 Two or More Races -28.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	California Dashboard-Math	Fall 2023 CA. Dashboard Current Status Average Distance from Standard Note: (*) consist less than 11 students no score All Students -64.6 English Learners -81.9 Foster Youth -117.8 Homeless -65.8 Socioeconomically Disadvantaged. -70.6 Students with Disabilities -143.7 African American -113.8	Fall 2024 CA. Dashboard Current Status Average Distance from Standard Note: (*) consist less than 11 students no score Maintained -0.8 All Students -65.4 English Learners -83.3 Foster Youth -99.5 Homeless -87.3 Socioeconomically Disadvantaged. -71.6 Students with Disabilities -142.3 African American -110.7	Fall 2025 CA. Dashboard Current Status Average Distance from Standard Note: (*) consist less than 11 students no score Increased 9.4 pts. All Students -56 English Learners -73.3 Foster Youth -127.7 Homeless -76.6 Socioeconomically Disadvantaged. -60.9 Students with Disabilities -144.3 African American *	Fall 2026 CA Dashboard: Current Status Average Distance from Standard Note: (*) consist less than 11 students no score All Students -55.9 English Learners -75.9 Foster Youth -111.8 Homeless -59.8 Socioeconomically Disadvantaged. -64.6 Students with Disabilities -137.7 African American -107.8	Baseline Fall 2023 difference from Current Fall 2025 All Students +8.6 English Learners +8.6 Foster Youth -9.9 Homeless -10.8 Socioeconomically Disadvantaged. +9.7 Students with Disabilities -0.6 African American * N?A American Indian or Alaska Native +55.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian or Alaska Native -152 Asian -9.1 Filipino +6.5 Hispanic -71.4 Native Hawaiian or Pacific Islander * White -56.8 Two or More Races -15.6	American Indian or Alaska Native -96.2 Asian -25 Filipino -18.8 Hispanic -71.4 Native Hawaiian or Pacific Islander * White -45.9 Two or More Races -27.6	American Indian or Alaska Native -96.1 Asian -27.1 Filipino +4.3 Hispanic -61.2 Native Hawaiian or Pacific Islander * White -38.3 Two or More Races -20.8	American Indian or Alaska Native -146 Asian -3.1 Filipino 12.5 Hispanic -65.4 Native Hawaiian or Pacific Islander * White -50.8 Two or More Races -9.6	Asian -18.0 Filipino -2.2 Hispanic +10.2 Native Hawaiian or Pacific Islander * N/A White +18.5 Two or More Races -5.2
1.3	California Dashboard - English Learner Progress Indicator (ELPI)	Fall 2023 CA. Dashboard: Current Status EL Students Progressing an ELPI Level based on the Summative ELPAC District English Learner Progress 48.5%	Fall 2024 CA. Dashboard: Current Status EL Students Progressing an ELPI Level based on the Summative ELPAC: Declined 8% District English Learner Progress 40.4%	Fall 2025 CA. Dashboard: Current Status EL Students Progressing an ELPI Level based on the Summative ELPAC: Increased by 8.1% District English Learner Progress 48.5%	2026 CA Dashboard:Current Status EL Students Progressing an ELPI Level based on the Summative ELPAC District English Learner Progress 50.5%	Baseline Fall 2023 difference from Current Fall 2025 District English Learner Progress Maintained
1.4	California Dashboard Chronic Absenteeism	Fall 2023 CA. Dashboard Current Chronic Absenteeism Rate (%) Note: (*) consist less than 11 students no score	Fall 2024 CA. Dashboard Current Chronic Absenteeism Rate (%) Note: (*) consist less than 11 students no	Fall 2025 CA. Dashboard Current Chronic Absenteeism Rate (%) Note: (*) consist less than	2026 CA Dashboard: CA. Dashboard Current Chronic Absenteeism Rate (%) All Students	Baseline Fall 2023 difference from Current Fall 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 14.5% English Learners 10.2% Foster Youth 9.7% Homeless 15.4% Socioeconomically Disadvantaged. 15.1% Students with Disabilities 21.2% African American 11.8% American Indian or Alaska Native 27.8% Asian 5.5% Filipino 5.0% Hispanic 14.5% Native Hawaiian or Pacific Islander * White 19.4% Two or More Races 13.2%	score Overall: Declined by 2% All Students 12.6% English Learners 7.1% Foster Youth 2.9% Homeless 22.9% Socioeconomically Disadvantaged. 13.2% Students with Disabilities 21.0% African American 5.9% American Indian or Alaska Native 11.8% Asian 5.3% Filipino 7.4% Hispanic 12.5% Native Hawaiian or Pacific Islander * White 13.9% Two or More Races 17.8%	11 students no score Overall: Declined by 1.3% All Students 11.3% English Learners 7.5% Foster Youth 25% Homeless 16.6% Socioeconomically Disadvantaged. 11.7% Students with Disabilities 15.3% African American 23.8% American Indian or Alaska Native 18.2% Asian 2.9% Filipino 3.9% Hispanic 11.3% Native Hawaiian or Pacific Islander * White 13.6%	Note: (*) consist less than 11 students no score All Students 10.5% English Learners 8.2% Foster Youth 7.7% Homeless 11.4% Socioeconomically Disadvantaged. 11.1% Students with Disabilities 17.2% African American 10.8% American Indian or Alaska Native 23.8% Asian 4.5% Filipino 4.0% Hispanic 10.5% Native Hawaiian or Pacific Islander * White 15.4%	-3.2% English Learners. -2.7% Foster Youth +15.3% Homeless +1.2 Socioeconomically Disadvantaged -3.4% Students with Disabilities -5.9% African American +12.0% American Indian or Alaska Native -9.6% Asian -2.6% Filipino -1.1% Hispanic -3.2% Native Hawaiian or Pacific Islander * N/A White -5.8% Two or More Races -2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Two or More Races 10.9%	Two or More Races 10.5%	
1.5	California Dashboard Suspension Rate	Fall 2023 CA. Dashboard: Current Suspension Rate (%) Note: (*) consist less than 11 students no score All Students 2.2% English Learners 1.6% Foster Youth 8.8% Homeless 2.5% Socioeconomically Disadvantaged. 2.4% Students with Disabilities 4.0% African American 5.9% American Indian or Alaska Native 5.3% Asian 0% Filipino 1.7%	Fall 2024 CA. Dashboard: Current Suspension Rate (%)Note: (*) consist less than 11 students no score All Students 2.8% English Learners 1.4% Foster Youth 2.6% Homeless 5.1% Socioeconomically Disadvantaged. 2.9% Students with Disabilities 4.4% African American 22.2% American Indian or Alaska Native 5.6% Asian 1.3%	Fall 2025 CA. Dashboard: Current Suspension Rate (%)Note: (*) consist less than 11 students no score . Increased by 1.7% All Students 4.5% English Learners 3.8% Foster Youth 21.4% Homeless 6.2% Socioeconomically Disadvantaged. 4.7% Students with Disabilities 5.8% African American 9.1% American Indian or Alaska Native 9.1% Asian 1.4%	Fall 2026 CA. Dashboard: Current Suspension Rate (%) Note: (*) consist less than 11 students no score All Students 2.14% English Learners 1.0% Foster Youth 8.2% Homeless 1.9% Socioeconomically Disadvantaged. 1.8% Students with Disabilities 3.4% African American 5.0% American Indian or Alaska Native 4.7% Asian 0%	Baseline Fall 2023 difference from Current Fall 2025 All Students +2.3% English Learners +2.2% Foster Youth +12.6% Homeless +3.7% Socioeconomically Disadvantaged. +2.3% Students with Disabilities +1.8% African American +3.2% American Indian or Alaska Native +3.8% Asian +1.4% Filipino +0.3% Hispanic +2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 2.3% Native Hawaiian or Pacific Islander * White 1.7% Two or More Races 2.6%	Filipino 3.6% Hispanic 2.8% Native Hawaiian or Pacific Islander * White 1.4% Two or More Races 3.9%	Filipino 2% Hispanic 4.6% Native Hawaiian or Pacific Islander * White 4.3% Two or More Races 5.1%	Filipino 1.1% Hispanic 1.7% Native Hawaiian or Pacific Islander * White 1.1% Two or More Races 2.0%	Native Hawaiian or Pacific Islander * N/A White +2.6% Two or More Races +2.5%
1.6	English Learner Reclassification Rate	2022-2023 Local Data: Ellevation Reclassification 16.10%	2023-2024 Local Data: Ellevation Reclassification 16.65%	2024-2025 Local Data: Ellevation Reclassification 17.61%	2025-2026 Local Data: Ellevation Reclassification 16.30%	Baseline Fall 2023 difference from Current Fall 2025 Ellevation Reclassification + 1.51%
1.7	Local Climate Survey	Spring 2024 Overall Local Climate Survey Score Student Experience Survey Overall Mean 3.75 out of 5.00	Spring 2025 Overall Local Climate Survey Score Student Experience Survey Overall Mean 3.79 out of 5.00	Spring 2026 Overall Local Climate Survey Score Student Experience Survey Overall Mean: 3.78 out of 5.00	Spring 2027 Local Climate Survey Student Experience Survey Overall Mean 3.95 out of 5.00	Baseline Fall 2023 difference from Current Fall 2025 Survey Score Student Experience Survey Overall Mean +0.03
1.8	Student Aeries Average Daily Attendance (ADA) Report	2023-2024 Aeries ADA Rate 95.13%	2024-2025 Aeries ADA Rate 95.60%	2025-2026 Aeries ADA Rate 96%	2023-2024 Aeries ADA Rate 96.5%	Baseline Fall 2023 difference from Current Fall 2025 Aeries ADA Rate +0.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	DataQuest Expulsion Rate	22-23 DataQuest Expulsion Rate 0%	23-24 DataQuest Expulsion Rate 0%	24-25 DataQuest Expulsion Rate 0%	25-26 DataQuest Expulsion Rate 0%	Baseline Fall 2023 difference from Current Fall 2025 Expulsion Rate 0%
1.10	STAR Growth Assessment Data- Reading	April 2024 STAR Growth Assessment Data- Reading At/Above 40 PR 61.2% students scored at or above typical growth from Fall to Spring 2023-2024	No Data Discontinued 24-25 April 2025 STAR Growth Assessment Data- Reading At/Above 40 PR % students scored at or above typical growth from Fall to Spring 2024-2025	No Data Discontinued 24-25	Discontinued 24-25 April 2027 STAR Growth Assessment Data- Reading At/Above 40 PR 63.2% students scored at or above typical growth from Fall to Spring 2026-2027	Discontinued 24-25
1.11	STAR Growth Assessment Data- Math	April 2024 STAR Growth Assessment Data- Math 56% students scored at or above typical growth from Fall to Spring 2023-2024	No Data Discontinued 24-25 April 2025 STAR Growth Assessment Data- Math % students scored at or above typical growth from Fall to Spring 2024-2025	No Data Discontinued 24-25	Discontinued April 2027 STAR Growth Assessment Data- Math 58% students scored at or above typical growth from Fall to Spring 2026-2027	Discontinued 24-25
1.12	Pupil Expulsion Rate	2022-2023 Expulsion Rate DataQuest 0%	2023-2024 Expulsion Rate DataQuest 0%	2024-2025 Expulsion Rate DataQuest 0%	2026-2027 Expulsion Rate DataQuest 0%	Baseline Fall 2023 difference from Current Fall 2025 Expulsion Rate DataQuest 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Board Course of Study-Access Reviewed	2023-2024 District Local Data Review of teachers & site schedules 100%	2024-2025 District Local Data Review of teachers & site schedules 100%	2025-2026 District Local Data Review of teachers & site schedules 100%	2026-2027 District Local Data Review of teachers & site schedules 100%	Baseline Fall 2023 difference from Current Fall 2025 0.0
1.14	Middle School Dropout Rate	2023-2024 Aeries Data Drop Out Rate 0%	2024-2025 Aeries Data Drop Out Rate 0%	2025-2026 Aeries Data Drop Out Rate 0%	2026-2027 Aeries Data Data Drop Out Rate 0%	Baseline Fall 2023 difference from Current Fall 2025 0%
1.15	Sufficient student access to standards-aligned instructional materials.	Williams Act Visit 2023 Met 100% have access	Williams Act Visit 2024 Met 100% have access	Williams Act Visit 2025 Met 100% have access	Williams Act Visit 2026 Met 100% have access	Baseline Fall 2023 difference from Current Fall 2025 0%
1.16	ELD Standards Implementation -Self Reflection Rating in the California Dashboard	2023-2024 Full Implementation	2024-2025 Full Implementation	2025-2026 Full Implementation	2026-2027 Full Implementation	Baseline Fall 2023 difference from Current Fall 2025 Full Implementation
1.17	iReady Reading	iReady Reading: Baseline Spring: 40% On or above grade-level	iReady Reading: Baseline: 24-25 Spring: 40% On or above grade-level	iReady Reading: Baseline: 25-26 Spring: 37% on or above grade-level	iReady Reading: 26-27 Spring 46% On or above grade-level	Baseline Fall 2023 difference from Current Fall 2025 -3%
1.18	iReady Math	iReady Math: Baseline Spring: 30% On or above grade-level	iReady Math: Baseline: 24-25 Spring: 30% On or above grade-level	iReady Reading: Baseline: 25-26 Spring: 32% on or above grade-level	iReady Math: 26-27 Spring 36% On or above grade-level	Baseline Fall 2023 difference from Current Fall 2025 +2%

Goal Analysis [2025-26]

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

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

There were no substantive changes or challenges in the implementation of the planned services and actions. The primary differences were related to actual expenditures, which are reflected in the expenditure section below. Overall, the district experienced several successes through the implementation of these actions, including increased academic interventions and supports, improved English Learner Progress Indicator (ELPI) scores, expanded student behavioral and mental health supports, increased family engagement opportunities, and continued efforts to reduce chronic absenteeism and improve student outcomes across the district.

Examples include
Action 1.2 Instructional Support Staff: increase in staffing to support small group instruction and contributed to an increase on ELA and Math
Action 1.9 Intervention Program: increase in staffing to support interventions based on assessment results and it contributed to an increase on ELA
and Math
Action 1.12 English Learner Mentor Teacher: provided additional classroom support for English Language Development (ELD) instruction. The
support contributed to increased English Learner Progress Indicator (ELPI) scores across the district and strengthened instructional support for English Learners.
Action 1.14 Attendance Incentives: focused on attendance incentives, was implemented as planned and contributed to a reduction in chronic absenteeism across the district
Action 1.15 Multi-Tiered System of Support: focused on supporting academic, behavioral, and social-emotional interventions for students an contributed to a decrease in chronic absenteeism.

Several adjustments were made throughout the year; however, the intent of each action in the 2025 LCAP Annual Update for the 2025–26 Burton School District plan was upheld. Notably, Action 1.15 Multi-Tiered Systems of Support (MTSS), demonstrated strong success. Educational partners consistently continue to emphasize the need for intervention, mental health services, and instructional support, particularly for English Learners, students with disabilities, and those with chronic absenteeism. In response, the district will continue to maintain and strategically enhance staffing and services that strengthen MTSS, counseling, and inclusive instructional practices.

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.

Action 1.9 Intervention Program: Estimated actual expenditures increased due to additional staffing and support services provided to strengthen
student interventions based on assessment results and identified academic needs.
Action 1.6 Gifted and Talented Education: Estimated actual expenditures increased due to expanded support, resources, and opportunities provided to enhance Gifted and Talented Education services and student enrichment opportunities.

Action 1.7 Supplemental Instructional Program: Estimated actual expenditures were lower than projected because only the program license fee was
needed, as sufficient instructional materials and supplies were available from the previous school year.
Action 1.8 Leadership: Estimated actual expenditures decreased due to lower-than-anticipated expenditures for student leadership activities.
Action 1.11 Additional Minutes: Estimated actual expenditures increased due to negotiated salary increases associated with the additional 15 minutes
provided for staff collaboration, planning, and support of student academic and intervention needs.
Action 1.14 Attendance Incentives: Estimated actual expenditures were lower than budgeted due to reduced costs associated with attendance incentive purchases and activities. However, the action was fully implemented as planned and continued
to support district efforts to improve student attendance and reduce chronic absenteeism across the district.
Action 1.15 Multi-Tiered System of Support: Estimated actual expenditures were lower than projected due to reduced costs for services and materials while still maintaining the planned MTSS supports and interventions across the district.
Action 1.16 Mental Health Services: Estimated actual expenditures decreased because actual personnel costs were lower than originally budgeted while continuing to provide mental health services and supports for students.
Action 1.17 School Nurses: Estimated actual expenditures increased due to negotiated salary increases for school nursing staff while continuing to
provide student health and wellness services districtwide.

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

Action 1.1 – Effective: Specific Sites: School sites were able to tailor and implement interventions based on their individual needs. Across the district, we observed growth in student performance in both ELA and Math, along with decreases in suspension rates and chronic absenteeism. With the implementation of the new i-Ready Math curriculum and assessments, we will continue to monitor progress to ensure that all student groups demonstrate academic growth.(Metrics 1.1 ELA,1.2 Math, 1.5 Suspension and 1.4 Chronic Absenteeism)
Action 1.2 - Effective: Instructional Support Staff: additional support staff provided academic supports and a safe learning environment for students. Across the district there was growth in ELA and Math and a decrease in Suspension as well as a decrease in
Chronic Absenteeism. (Metrics 1.1 ELA,1.2 Math, 1.5 Suspension and 1.4 Chronic Absenteeism)
Action 1.3 - Effective: District Sponsored Trips- provided students the opportunity for students to attend SCICON and other sponsor filed trips giving all student equity in field trip experiences. Improved climate and feedback from parents and students due to field trips. (Metric 1.7 Local Climate)
Action 1.4 - Action 1.4 – Effective: The 1:1 World Program provided students and staff with digital tools to support instruction, monitor student progress, and provide individualized learning opportunities. Students demonstrated continued progress in English
Language Arts (Metric 1.1) and Mathematics (Metric 1.2). Additionally, local assessment data (Metric 1.3) showed continued academic growth, demonstrating the effectiveness of providing students with access to technology and instructional platforms.
Action 1.5 -Effective: Visual & Performing Arts (VAPA) Program: provided opportunities for all students to participate in visual and performing arts. Enrichment that supports students engagement and impacts their other subject areas. Number of students served increased. Positive parent and student feedback about student programs (Metric 1.7 Local Climate)
Action 1.6 - Effective: Gifted and Talented Education (GATE): provided opportunities for gifted and talented students. There was growth in ELA and Math and enrollment is consistent. Positive parent and student feedback about student programs. .(Metrics 1.1 ELA,1.2 Math, and 1.4 Chronic Absenteeism)

Action 1.7 Effective: Supplemental Instructional Programs: Project Lead the Way program provides hands-on, STEM-based learning experiences that enhance critical thinking and problem-solving skills. It increased engagement and academic achievement. (Metrics 1.1 ELA,1.2 Math, and 1.3 ELPI)
Action 1.8 Effective: Leadership- fosters essential leadership skills for students, boosts confidence, and promotes active participation. It lead to improved academic outcomes and school engagement. (Metric 1.7 Local Climate and 1.14 Middle School Drop Out rate)
Action 1.9 Effective: Intervention Program: Intervention teachers ran small group instructions during the day. Increase in iReady reading scores as well as increase in intervention specific diagnostic assessments. (Metrics 1.1 ELA,1.2 Math)
Action 1.10- Effective: Dual Immersion: the program gave students and families additional options for their educational program as well as responds directly to the community feedback received both during Community and LCAP meetings. Parents continue to request Dual Immersion program at JMA. JMA enrollment has increased. (Metrics 1.1 ELA,1.2 Math, 1.3 ELPI, 1.17 local climate, and 1.18 iReady Math)
Action 1.11 Effective: Additional Minutes: enables teachers to have more time to plan and tailor instruction and interventions more precisely to meet the diverse needs of these students. There was student performance growth in iReady for reading and math. (Metrics 1.1 ELA,1.2 Math)
Action 1.12 Effective: English Learner Mentor Teacher- provides specialized support and strategies to improve English proficiency and academic achievement for English learners. Although the district decreased in ELPI growth, current preliminary 2025 ELPAC results indicate an increase in the # of students in Level 4 who meet the criteria for reclassification. (Metric 1.3 ELPI)
Action 1.13 Effective: Vice Principals- enhanced leadership support, improved student behavior management, and fostered a positive school climate that benefits all students. The was a decrease in Chronic Absenteeism and Suspensions. (Metric1.4 Chronic Absenteeism and 1.5 Suspension)
Action 1.14- Effective :Attendance Incentives: District-wide incentive that encourage consistent school attendance, which is crucial for improving academic performance. The district reduced chronic absenteeism among students from underserved backgrounds. (Metric 1.4 Chronic Absenteeism and 1.8 ADA)
Action 1.15 – Effective: Multi-Tiered System of Support (MTSS): Expanded access to mental health resources contributed to a decline in suspension rates and increased utilization of school-based mental health services. These efforts have positively impacted school climate. Additionally, DESSA results indicate that SEL small group instruction is effectively reducing the number of students identified in Tiers 2 and 3 who require additional support. (Metric 1.4 Chronic Absenteeism, 1.5 Suspension, 1.7 Local Climate, 1.8 ADA, 1.9 Expulsion Rate, 1.12 Pupil Expulsion)
Action 1.16 Effective: Mental Health Support Staff: increased staff provided essential emotional and psychological support, improving students' overall well-being and academic success. There was a decrease in Suspension as well as a decrease in Chronic Absenteeism. (Metric 1.4 Chronic Absenteeism, 1.5 Suspension, 1.7 Local Climate, 1.8 ADA, 1.9 Expulsion Rate, 1.12 Pupil Expulsion)
Action 1.17 Effective: School Nurse: increased staff ensures that students' health needs are met, allowing them to fully participate in and benefit from educational opportunities. The was a decrease in Chronic Absenteeism. (Metric1.4 Chronic Absenteeism)
Action 1.18 Effective: Counselor: effective in supporting student social-emotional wellness, academic success, and college and career readiness through counseling services and expanded CTE pathway opportunities at the middle school and secondary levels. The district experienced decreases in Chronic Absenteeism and Suspension rates, while Student STUDER Local Climate Survey results increased, demonstrating improved student engagement and school connectedness. (Metric 1.5 Suspension and 1.4 Chronic Absenteeism and 1.7 Local Climate)
Action 1.19 Effective: Data Platforms: These platforms provided comprehensive tools and resources for analyzing student data. Staff members had access to real-time insights into student performance, allowing them to identify trends, track progress, and tailor instructional

strategies to meet the diverse needs of students across the LEA. There was growth in iReady for reading and math. (Metrics 1.1 ELA,1.2 Math, 1.3 ELPI, 1.17 Local Climate, and 1.18 iReady Math)
Action 1.20 Effective: Assessment Coordinator: the coordinator worked collaboratively with educators to provide assessment reports, analyze assessment data and identify areas for improvement. The Assessment Coordinator conducted his annual meetings with administrators and staff. There was growth in iReady for reading and math. (Metrics 1.1 ELA,1.2 Math, 1.3 ELPI, 1.17 Local Climate, and 1.18 iReady Math)
Action 1.21 – Effective: Base supports for Foster Youth: District-wide continue to provide academic, behavioral, and social-emotional assistance tailored to the individual needs of students. School sites reported decreases in suspensions for Foster Youth at various locations as a result of targeted interventions and ongoing support. However, because the district serves a very small Foster Youth population (typically a few students per site), suspension percentages can change significantly with the suspension of even one student. Therefore, suspension data should be interpreted with caution when evaluating the effectiveness of this action. School staff will continue to monitor individual student progress and provide targeted supports to improve student outcomes. (Metric1.5 Suspension)
Action 1.22 Effective: Base support for Students w/ Disability at BES (SWD): School Site Baseline 2023 to 2025 +0.8% improvement. Burton Elementary continued to provide base supports for Students with Disabilities (SWD) through specialized instruction, targeted interventions, and collaborative academic and behavioral supports. The district will provide additional counselor check-ins, Trauma-Informed Practices training for staff, and continue implementing Multi-Tiered System of Supports (MTSS) interventions with a focus on Students with Disabilities. The district will provide monthly progress reports to the school site to monitor outcomes and support continuous improvement for this student group. (Metric1.5 Suspension)
Action 1.23 Effective; Base support for Two or More Races at BES: School Site Baseline 2023 to 2025 -6.1% improvement. Burton Elementary continued to provide base supports for students identifying as Two or More Races through equitable access to academic, behavioral, and social-emotional supports. The district is providing additional support through counselor check-ins, Trauma-Informed Practices training for staff, and ongoing behavioral and social-emotional supports to improve student outcomes and reduce suspensions.(Metric1.5 Suspension)

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.

With the development of the 2026–27 LCAP, no changes were made to the planned goals or actions under Goal #1, as this school year serves as the baseline year for the new three-year cycle. All actions within this goal have demonstrated effectiveness based on the 2025 California School Dashboard outcomes and local assessment data from iReady ELA and Math. The district will continue implementation as originally planned, with the expectation of continued growth in the coming year.

While the overall goal structure remains intact, the district has updated the metrics last school year by discontinuing the use of metric 1.10 STAR Growth Assessment Data- Reading metric 1.11 STAR Growth Assessment Data- Math. The district transitioned to the iReady Reading and Math assessment system and established baseline data during the current school year. This change aligns with the district's adoption of the iReady instructional curriculum and assessment platform to ensure progress monitoring remains aligned with instructional priorities, intervention supports, and student academic growth measures.

Following reflection on the 2026-27 implementation year and the LRBG Needs Assessment, the district will continue to prioritize ELA and Math interventions while expanding school-based mental health and behavior supports to address chronic absenteeism and suspension rates. LRBG funds will be aligned to strengthen these efforts, with a focus on high-need student groups and sites identified in the needs

assessment. While no changes were made to metrics or target outcomes, specific actions were refined to ensure more targeted support, enhanced site-based intervention teams, and improved monitoring of LRBG-funded services in Actions: 1.9 Intervention Program, and Action 1.16 Mental Health Support Staff, 2.1 Mentor teachers, and 3.2 Parent Communication System. In addition, based on the district's LREBG Needs Assessment, Action 1.10 Dual Immersion will be supported with LREBG funds to provide Bilingual Authorization (BILA) stipends. The action description was updated to reflect the district's continued commitment to expanding the number of teachers with bilingual authorization and strengthening instructional capacity in the Dual Immersion program. Providing BILA stipends helps remove financial barriers for teachers pursuing bilingual certification, increases the district's ability to recruit and retain qualified bilingual educators, and supports the implementation of evidence-based instructional practices that improve outcomes for multilingual learners and overall student achievement.

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	1-01 Site Specific Programs	Schools will use the allocated funds to offer site intervention programs and tailored initiatives directly at the school site. These efforts will include various activities and services such as additional staff time, new programs, and extra learning opportunities for students. To ensure that the funds allocated to school sites are principally directed at addressing the needs of Unduplicated Pupils (English Learners, Foster Youth, and Low-Income students), the district has implemented a comprehensive monitoring and accountability process. Each school site is required to develop a detailed plan outlining how the allocated LCFF funds will be utilized to specifically support Unduplicated Pupils. In addition to financial monitoring, the district also assesses the effectiveness of the interventions and programs funded by these allocations through student performance data, attendance records, and feedback from school site leaders. This ensures that the actions funded are not only compliant but also impactful in enhancing the educational outcomes of Unduplicated Pupils.By maintaining this structured approach, the district ensures that the flexibility given to individual sites does not dilute the focus on Unduplicated Pupils but rather enhances it, providing targeted support that directly addresses their unique needs.	$553,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	1-02 Instructional Support Staff	The district will employ instructional support staff such as Instructional Aides and Bilingual Aides.These individuals will assist in delivering high-quality instruction and promoting a safe environment for learning. Includes Metrics: 1.1 ELA, 1.2 Math, and 1.3 ELPI 1.7 Local Climate Survey 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math	$1,327,591.00	Yes
1.3	1-03 District Sponsored Trips	The district will provide students with learning experiences outside of the classroom. The district will fund specific field trips and activities to provide students with these opportunities.	$102,000.00	Yes
1.4	1-04 1:World Program (Technology)	In order to ensure that students continue to have access to appropriate technology based programs, the district will continue to fund these programs and the ancillary supports necessary to run them.	$50,981.00	Yes
1.5	1-05 Visual & Performing Arts (VAPA) Program	The district is committed to providing additional opportunities for students to engage in the arts through a comprehensive Visual and Performing Arts (VAPA) program. This program offers various artistic activities to enrich students' educational experiences. Funding will be allocated for staffing and materials essential for students' participation in the program, ensuring that they have access to diverse arts experiences that contribute to their holistic development.In order to ensure that students have additional opportunities to experience the arts the district will continue to provide a robust VAPA program that allows for students to experience these activities. Expenditures include staffing and materials necessary for students to participate in the program.	$205,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	1-06 Gifted and Talented Education (GATE) Program	The district will continue to provide a GATE program. Expenditures include training costs, materials and supplies, and supplemental time for teachers to participate in training and development of the program.	$74,744.00	Yes
1.7	1-07 Supplemental Instructional Programs	The district will continue to provide supplemental instructional programs and materials including but not limited to Project Lead the Way.	$2,950.00	Yes
1.8	1-08 Leadership	The district will provide leadership opportunities for middle school students.	$4,954.00	Yes
1.9	1-09 Intervention Program	To support students who are struggling to meet current academic goals, the district will implement an intervention program during the school day. This program will be tailored to address the specific needs of individual students based on assessment data. The Learning Recovery Emergency Block Grant (LREBG) funding will support this LCAP goal by providing the necessary resources, such as intervention staff and professional development, to implement targeted, data-driven interventions during the school day for students who are not meeting academic benchmarks. This action is further supported by Learning Recovery Emergency Block Grant (LREBG) funds, which are being used to accelerate student learning and recovery efforts following pandemic-related disruptions. These funds specifically support the implementation of small-group instruction, academic interventions in ELA and Math, and supplemental staff to address the identified academic needs of students most impacted by learning loss. 26-27 $11,691 LREBG: Metrics that will be used to measure progress: CA Dashboard 1.1 ELA, 1.2 Math 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math	$1,952,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	1-10 Dual Immersion Program	The Dual Immersion program will continue at JMA. This gives students and families additional options for their educational program as well as responds directly to the community feedback received both during Community Meetings and LCAP. (Concentration add-on funds) This action is further supported by Learning Recovery Emergency Block Grant (LREBG) funds, which are being used to strengthen instructional capacity following pandemic-related learning disruptions. LREBG funds support Bilingual Authorization (BILA) certification for teachers, ensuring that students, particularly English Learners, have increased access to high-quality bilingual instruction that promotes academic recovery, biliteracy, and college and career readiness. 26-27 $8,514 Metrics: 1.1 California Dashboard – English Language Arts (ELA) 1.2 California Dashboard – Mathematics 1.3 English Learner Progress Indicator (ELPI) 1.17 i-Ready Reading Growth Assessment Data 1.18 i-Ready Math Growth Assessment Data	$69,566.00	Yes
1.11	2-01 Additional Minutes	The district will continue to maintain the 15 additional instructional minutes added at the implementation of LCAP and the additional staff collaboration time added.	$1,123,729.00	Yes
1.12	2-02 English Learner Mentor Teacher	The district will employ an English Learner (EL) mentor/TOSA to train, help develop instructional materials to support rigorous instruction, and coach teachers across the grade levels in providing high quality language instruction and learning opportunities for our English Learners during D-ELD and I-ELD.	$258,311.00	Yes
1.13	2-03 Vice Principals	The district will fund a portion of all Vice Principal positions out of LCAP to ensure a full time Vice Principal is available at all school sites to support	$900,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased attendance, improved discipline, maintain a safe learning environment, and improved academic outcomes for students.		
1.14	2-04 Attendance Incentives	The district will continue to provide incentives for students with great attendance. Expenditures will include materials, entertainment, and transportation costs.	$15,000.00	Yes
1.15	3-01 Multi-Tiered System of Support	The district will continue implementation of the a Multi-Tiered System of Supports (MTSS) in order to support Student Social Emotional Learning and provide a tiered system of support for behavior and academic needs across the LEA. Expenditures include programs, materials and personnel related costs.	$343,765.00	Yes
1.16	3-02 Mental Health Support Staff	The district will continue to employ Mental Health Support Staff to support students mental health and well being. (Psychologists, LMFT, Social Worker, Academic Counselors, etc.) The LREBG action supports this LCAP goal by funding the addition of a school psychologist, helping to expand access to mental health services and ensure students' emotional and psychological needs are supported as part of their overall well-being and academic success. These funds help ensure that the district can expand access to mental health professionals and maintain responsive services aimed at reducing chronic absenteeism and suspension rates—both of which are critical to long-term student recovery and success. LREBG Funds: 26-27 $246,246 Metrics: 1.4 California Dashboard Chronic Absenteeism 1.7 Local Climate Survey 1.8 Student Aeries Attendance Rate	$1,795,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	3-03 School Nurse	The district will maintain the credentialed school nurses and health staff to continue providing a healthy learning environment through monitoring students' medical & physical health.	$791,089.00	Yes
1.18	3-05 Counselors	A counselor will be provided in order to improve both the social emotional outcomes of students as measured by the STUDER climate survey as well as improved college and career readiness and academic outcomes. The counselor will work with students at the secondary level to improve the overall climate of the campuses.	$54,968.00	Yes
1.19	4-01 Data Platforms	Data platforms will be purchased and utilized to analyze student data. This analysis will support improving student outcomes and directly inform staff on student needs.	$24,120.00	Yes
1.20	4-02 Assessment Coordinator	In order to ensure that assessments are valid, administered in a timely fashion, and that the data is meaningfully used to support improving student outcomes the district will continue to employ a coordinator to support the implementation of student assessments and supporting instruction.	$98,306.00	Yes
1.21	Base support for Foster Youth	After examining the red indicators on the Dashboard at the LEA level, the district identified that the Foster Youth student group is in the "Red" for suspension rates. To address this, the district will implement several base support actions. The district will support all sites by providing counseling support check ins for Foster Youth, provide trauma Informed practices training for staff, and continue the MTSS intervention supports with a focus on Foster Youth. The district will provide monthly progress reports to all sites.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.22	Base support for Students w/ Disability (SWD)	After examining the red indicators on the Dashboard at the LEA Level , The district also found a student group in "Red" at BES for suspension SWD. The district will support BES by providing counseling support check ins, provide trauma Informed practices training for staff, and continue MTSS intervention supports with a focus on SWD students. District will provide monthly progress reports to the site with a focus on SWD.	$0.00	No
1.23	Base support for Two or More Races	After examining the red indicators on the Dashboard at the LEA Level , The district found a student group in "Red" at BES for suspension Two or More Races. The district will support BES by providing counseling support check ins, provide trauma Informed practices training for staff, and continue MTSS intervention supports with a focus on Two or More Races students. District will provide monthly progress reports to the site.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All employees of the Burton School District will be engaged and valued. Burton School District will improve employee engagement by fostering a culture of inclusivity, recognition, and professional growth, ensuring that every staff member feels empowered and appreciated for their contributions to our district.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA has developed the goal of ensuring that all employees of the Burton School District are engaged and valued as part of its commitment to fostering a supportive and inclusive work environment. This goal is rooted in the Strategic Plan developed at the end of the 2019-2020 School Year, which was informed by extensive feedback from educational partners.The goal aligns with Pillar 2 of the Strategic Plan, which centers on Employee Engagement and emphasizes the importance of ensuring that every staff member feels empowered and appreciated for their contributions. While the district has made progress in increasing staff survey results, there is recognition that further improvements are needed to fully meet the goal. The decision to prioritize employee engagement is reinforced by feedback from educational partners, who have expressed strong support for staff engagement activities. In fact, all actions within this goal received a high rating of at least 90% or above on the LCAP educational partner survey conducted in Spring 2025, indicating a clear mandate to continue and even increase efforts in this area.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	DataQuest Fully Credentialed Teachers	22-23 DataQuest Fully Credentialed Teachers 82.3%	23-24 DataQuest Fully Credentialed Teachers 85.3%	24-25 DataQuest Fully Credentialed Teachers % Not available	24-25 DataQuest Fully Credentialed Teachers 86%	Difference between 2023 and 2024 +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data was not released prior to adoption		Data needed to determine difference has not been released by the CDE at this time for 24-25
2.2	District Staff Pulse Survey Results Overall Score (rating scale 1-5)	Spring 2024 District Staff Pulse Survey Results Overall Score: Employee Experience of feeling supported and valued. 4.01	Spring 2024 District Staff Pulse Survey Results Overall Score: Employee Experience of feeling supported and valued. 4.08	Spring 2025 District Staff Pulse Survey Results Overall Score: Employee Experience of feeling supported and valued. 4.07	Spring 2027 District Staff Pulse Survey Results Overall Score: Employee Experience of feeling supported and valued. 4.30	Difference between 2023 and 2025 District Staff Pulse Survey Results Overall Score: +0.06
2.3	HR Data # and % of new teachers retained each school year	2023-2024 HR Local Data: 23 out of 23 teachers retained 100% Retention	2024-2025 HR Local Data: 20 out of 24 teachers retained 83% Retention	2025-2026 HR Local Data: 26 out of 28 teachers retained 92.85%	2027-2028 HR Local Data: 100% and above Retention	Difference between 2023 and 2025 Data: Retention -7.15%
2.4	CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year	May 2024 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year 100%	May 2025 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year 100%	May 2026 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year 100%	May 2027 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year 100%	Difference between 2024 and 2026 May 2026 CTC - Track Completion Rate 0%
2.5	Appropriately Assigned Teachers	22-23 DataQuest Appropriately Assigned Teachers	23-24 DataQuest Appropriately	24-25 DataQuest Appropriately	24-25 DataQuest Appropriately Assigned Teacher	Difference between 2023 and 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		98.9%	Assigned Teachers 98.2%	Assigned Teachers Data was not released prior to adoption	98.1%	-0.8% Data needed to determine difference has not been released by the CDE at this time for 24-25

Goal Analysis [2025-26]

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

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

There were no substantive changes in the actual services provided. The primary differences were related to actual expenditures and are reflected in the expenditure section below. The district did not encounter any significant challenges in implementing the planned actions and services. A continued area of success was district professional development under Action 2.4 and the support provided through mentor teachers under Action 2.1 to assist new teachers with classroom instruction and instructional practices. With the support of mentor teachers, the Teacher Induction Program (TIP) continued to maintain a 100% completion rate for enrolled teachers. The TIP program also received positive feedback from participating teachers and administrators regarding the level of support and collaboration provided. Additionally, the district demonstrated academic growth with increases in both English Language Arts (ELA) and Mathematics achievement outcomes.

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

Action 2.1 Mentor Teachers: Estimated actual expenditures were lower than projected; however, all mentor teacher salaries were fully covered to continue supporting new teacher instruction and the Teacher Induction Program (TIP).
Action 2.4 District Provided Professional Development: Estimated actual expenditures increased due to additional professional development services, instructional rounds, and substitute costs to support staff training and collaboration opportunities.
Action 2.5 English Learner Professional Development: Estimated actual expenditures were lower than projected due to reduced consultation costs and less external support needed during the school year.

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

Action 2.1 Effective: Mentor Teachers: continues to receive positive feedback from the staff these individuals work with and administrative staff. Mentor teacher help support the district goal of 95% and above for retention of teachers
Action 2.2 Effective: TIP Program: continues to provide the district with more fully qualified teachers each year which helps support the metric of teacher credentialing. 100% completed the program this school year.

Action 2.3 Effective: District Staff Events: by promoting a positive work environment and strengthening staff morale, the district enhances the overall educational experience for all students. District Staff survey maintained in overall results from 4.08 to 4.07.
Action 2.4 Effective: District Provided Professional Development: shows progress in the district local assessments (iReady Math & ELA) by providing staff with specialized training to support improved student outcomes and an increase in ELA and Math district-wide (Metric 2.2 District Staff Pulse Survey)
Action 2-05 Effective: English Learner Professional Development: shows progress in local assessments and training being provided for ELD instruction to support English Learners & LTELs. Increase in the # of students preliminary results for 2025 Level 4 ELPAC for reclassification and an increase in ELPI. (Metric 2.2 District Staff Pulse Survey)

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.

With the development of the 2026–27 LCAP, the district has determined that no changes will be made to Goal #2, as the 2024–25 school year serves as the baseline year for the new three-year LCAP cycle. All actions under this goal continue to demonstrate effectiveness based on the 2025 California Dashboard results, local assessments (iReady Math & ELA), employee engagement surveys, and educational partner feedback. This approach ensures stability while continuing to address both instructional and community needs effectively.

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	1-01 Mentor Teachers	To foster employee engagement and provide ongoing support for professional growth, the Burton School District will employ mentor teachers. These mentor teachers will play a vital role in supporting staff members to maintain a high-quality learning environment for all students. The LREBG action supports this LCAP goal by funding mentor teacher stipends that provide ongoing coaching and professional development, helping staff build instructional capacity and maintain a strong, student-centered learning environment. Based on the Needs Assessment the Learning Recovery Emergency Block Grant (LREBG) funding, is being utilized to support and expand the teacher mentorship program. This will provide additional capacity for experienced educators to guide early-career and existing teachers, with a focus on refining instructional practices, promoting consistency in high-quality teaching, and increasing teacher retention. By providing this	$930,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support districtwide, especially in schools with high concentrations of unduplicated students, the district ensures equitable access to instructional excellence and accelerated learning recovery for those most affected by disruptions in education. In alignment with the goals of the Learning Recovery Emergency Block Grant (LREBG), this action also addresses the critical need for learning recovery and improved academic outcomes for students most affected by the pandemic. By investing in districtwide professional development, coaching, and collaboration structures, the district strengthens the instructional capacity of educators across all schools. This ensures that unduplicated pupils, English learners, foster youth, and low-income students benefit from consistently high-quality instruction, evidence-based interventions, and a stable, well-supported workforce. Providing this support on an LEA-wide basis is essential to maintain coherence in educational delivery and close opportunity and achievement gaps for our most vulnerable student groups. 26-27 $9,792 LREBG Metrics to measure progress: 2.3 HR Data # and % of new teachers retained each school year, 2.2 District Staff Pulse Survey Results Overall Score, 2.4 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year		
2.2	1-02 Teacher Induction Program	Utilizing a district developed CTC approved program the district will continue to implement the Teacher induction Program to support teachers in becoming highly qualified and fully credentialed to support a high quality learning environment.	$160,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	1-03 District Staff Events	The district recognizes the importance of fostering a positive and supportive work environment for all staff members to enhance morale and promote a student-first workplace culture.	$15,000.00	Yes
2.4	2-01 District Provided Professional Development	The district will provide professional development training for staff on district initiatives and goals. Expenditures include directors, cost of trainings, travel, materials, additional staff hours and subs.	$300,920.00	Yes
2.5	2-02 English Learner Professional Development	Provide professional development and training to staff directly related to supporting and improving the outcomes for all English Learners. Additional support will be provided for LTEL students through data chats with students. Resources and coaching will be provided to weave ELPAC tasks into instruction throughout the school year. Interim ELPAC assessment will provide data for progress monitoring and language intervention suppports as needed. Expenditures include training costs, materials, and additional staff time.	$22,317.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Burton School District will enhance family and community engagement to foster a collaborative and supportive learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA has developed this goal in alignment with the District Strategic Plan, which was informed by extensive feedback from educational partners. This goal corresponds to Pillar 3 of the Strategic Plan, emphasizing Family and Community Partnerships, with the overarching aim of ensuring that all school families and community partners are actively engaged and feel valued. The overarching objective is to cultivate robust engagement among all school families and community partners, ensuring that they are not only actively involved but also genuinely valued the educational partners in the educational process. This goal reflects our commitment to fostering collaborative relationships that enhance student success and contribute to the overall well-being of our community. During the LCAP educational partners survey they agree with 93% or higher to continue and increase parent communication system, parent involvement activities/meetings/workshops, and continue to employ the Community Liaisons that support with family and students needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District Parent Survey Question #18	Spring 2024 District Parent Survey question#18 Scale from 1 to 5 (5 being the highest) Rating 4.10 Question 18.) The school encourages me to be an active partner	Spring 2025 District Parent Survey question#18 Scale from 1 to 5 (5 being the highest) Rating 4.19	Spring 2026 District Parent Survey question#18 Scale from 1 to 5 (5 being the highest) Rating: _N/A____	Spring 2027 District Parent Survey Question#18 Rating 4.25	Difference between 2024 and 2026 Rating: N/A Studer left the question out form the Parent Survey. Will resume next school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in my child's education and I am invited to district and school family events in a timeline manner.	Question 18.) The school encourages me to be an active partner in my child's education and I am invited to district and school family events in a timeline manner.	Question 18.) The school encourages me to be an active partner in my child's education and I am invited to district and school family events in a timeline manner.		District Parent Survey question#18 Scale from 1 to 5 (5 being the highest) Rating: N/A
3.2	District Parent Survey Overall Mean : Scale from 1 to 5 (5 being the highest)	Spring 2024 District Parent Survey Overall Mean: Parent experience, safety, & partnership with the schools. Scale from 1 to 5 (5 being the highest) Rating 4.12	Spring 2025 District Parent Survey Overall Mean: Parent experience, safety, & partnership with the schools. Scale from 1 to 5 (5 being the highest) Rating 4.21	Spring 2026 District Parent Survey Overall Mean: Parent experience, safety, & partnership with the schools. Scale from 1 to 5 (5 being the highest) Rating : 4.25	Spring 2027 District Parent Survey Overall Mean: Parent experience, safety, & partnership with the schools. Scale from 1 to 5 (5 being the highest) Rating 4.30	Difference between 2024 and 2026 District Parent Survey Overall Mean: Parent experience, safety, & partnership with the schools. Scale from 1 to 5 (5 being the highest) Rating: (+) 0.13
3.3	Parent Square Contactable Rate	April 2024 Parent Square Contactable Rate 98%	April 2025 Parent Square Contactable Rate 98%	April 2026 Parent Square Contactable Rate: 97.7%	April 2027 Parent Square Contactable Rate 100%	Difference between 2023 and 2025 Parent Square Contactable Rate : -0.3%
3.4	Aeries Attendance Rate	April 2024 Aeries Attendance Rate 95.2%	April 2025 Aeries Attendance Rate 95.6%	April 2026 Aeries Attendance Rate 96%	April 2027 Aeries Attendance Rate 96.5%	Difference between 2024 and 2025Aeries

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Attendance Rate Difference: + 0.80
3.5	Rocket Scan Income Form Report	Oct. 2023 Rocket Scan Income Form Report 98% completed forms	Oct. 2024 Rocket Scan Income Form Report 98% completed forms	Oct. 2025 Rocket Scan Income Form Report 98.82% completed forms	Oct. 2026 Rocket Scan Income Form Report 99% completed forms	Difference between 2024 and 2025 Rocket Scan Income Form Report completed forms % difference: +0.82%
3.6	Parent Involvement in Decision Making- District & Site Level SSC/ELAC, DAC/DELAC, & LCAP meetings- Parent Square Invites Report	2023-2024 Parent Square Invites 100%	2024-2025 Parent Square Invites 100%	2025-2026 Parent Square Invites 100%	2026-2027 Parent Square Invites 100%	Difference between 2024 and 2026 Parent Square Invites Difference maintained 0%
3.7	Parent Participation- Unduplicated pupils- Parent Square Invites	2023-2024 Parent Square Invites 100%	2024-2025 Parent Square Invites 100%	2025-2026 Parent Square Invites 100%	2026-2027 Parent Square Invites 100%	Difference between 2024 and 2026 Parent Square Invites Difference Maintained 0%
3.8	Parent Participation- Exceptional Needs pupils - Parent Square Invites Report	2023-2024 Parent Square Invites 100%	2024-2025 Parent Square Invites 100%	2025-2026 Parent Square Invites 100%	2026-2027 Parent Square Invites 100%	Difference between 2024 and 2026 Parent Square Invites Difference Maintained 0%

Goal Analysis [2025-26]

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

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

There were no substantive differences or challenges with the implementation of the planned actions and services. All services were implemented as intended, and the primary adjustments were related to actual expenditures, which are reflected in the expenditure section below.

Action 3.3 – Additional Clerk: by maintaining clerical support staff to work closely with site administration to improve student attendance monitoring and family outreach. This support contributed
to decreases in Chronic Absenteeism, particularly for unduplicated pupil groups.
Action 3.2 – Parent Communication System: continued to strengthen communication and engagement between the district and families through ParentSquare, Aeries, and Zoom access for
meetings and events. The district experienced increased family participation and engagement, including a 30% increase in parent participation at Community Schools parent events
across the district.
Action 2.02 – Community Liaisons: continued to provide targeted support for homeless and foster youth students and families by connecting them to resources, services, and school supports.
This action contributed to improved family engagement and decreases in Chronic Absenteeism for identified student groups.

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.

Action 3.2 – Parent Communication System: Estimated actual expenditures were lower than projected due to reduced costs for communication software programs while continuing to maintain
districtwide family communication and engagement services.
Action 3.3 – Additional Clerk: Estimated actual expenditures increased due to negotiated salary increases for clerical staff supporting attendance and family outreach services.
Action 3.4 – Parent Involvement: Estimated actual expenditures were lower than projected due to a greater focus on site-based parent workshops and activities rather than districtwide
presentations and events.
Action 3.6 – LCFF Alternative Income Data: Estimated actual expenditures increased due to higher costs associated with the Rocket Scan program used to support alternative income data
collection and processing.

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

Action 3.1 Effective: Communication System: has continued to allow the district to be connected to families and for the district to receive feedback from those families on how to improve
services. Parent Square shows 97.7% contactability of families.

Action 3.2 Effective: Parent Communication System: has continued to allow the district to be connected to families and for the district to receive feedback from those families on how to improve
services. Educational Partner Surveys to keep Aeries Student Information System 100% to continue or increase. (Metric 3.3 Parent Square Contact rate)
Action 3.3 Effective: Additional Clerk- maintaining clerks to work closely with site administration directly addresses the need to support unduplicated pupils in improving attendance. Continue
Decrease in Chronic Absenteeism. Educational Partner Survey results 100% to continue or increase services.
Action 3.4 Effective: Parent Involvement: opportunities for events school/district and parent workshops continue to be offered. Educational Partner Survey results 93.3% continue or increase
services with the district to continue to providing parent workshops. (Metric 3.3 Parent Square Contact rate, 3.7 Parent Participation Unduplicated pupils, Parent Square Invites, and 3.8 Parent Participation Exceptional Needs pupils - Parent Square
Invites Report)
Action 3.5 Effective: Community Liaisons- has proven to support our homeless and foster students by having individuals dedicated to those student groups and meeting the needs the families and students. Decrease in Chronic Absenteeism. (Metric 3.4 Attendance rate)
Action 3.6 Effective: LCFF Alternative Income - has been effective in improving our collection of student data to ensure that all eligible students receive funding (98% completion rate for 25-26)

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.

With the development of the 2025–28 LCAP, the district determined that no substantive changes were needed to Goal 3, as the actions continue to address the identified needs of students, families, and staff. Action 3.2 was revised to reflect the use of Learning Recovery Emergency Block Grant (LREBG) funds to expand family engagement opportunities by providing Zoom access for parent meetings, trainings, workshops, Student Study Team (SST) meetings, and district informational sessions. This enhancement increases equitable access for families who face transportation, work schedule, or childcare barriers and supports meaningful family participation in their student's education. All other actions under this goal continue to demonstrate effectiveness based on the 2024 California Dashboard, local assessment data (i-Ready ELA and Mathematics), Aeries attendance data, employee engagement survey results, and educational partner feedback. The metrics established for the next three years will continue to monitor progress and ensure alignment with district priorities.

Additionally, Metric 3.2 (District Parent Survey, Question 18) was not reported for the 2025–26 school year because the survey vendor, Studer Education, inadvertently omitted the question from the Parent Survey. As a result, no comparison between the 2024 baseline and the 2026 outcome could be made. The district will reinstate this survey question during the 2026–27 school year, and the metric will again be used to monitor parent perceptions and progress toward the established target in future LCAP annual updates.

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	1-01 Communications Department	Provide a communications department to ensure that families and the community are aware of the opportunities available to them within the district. Expenditures include staff salary and benefits and materials to promote the district.	$87,177.00	Yes
3.2	1-02 Parent Communication System	Purchase, maintain, and utilize a parent communication system to ensure that accurate, timely, and meaningful messages get to parents to inform them about their student's progress and other school/district events. In addition, Learning Recovery Emergency Block Grant (LREBG) funds will support Zoom access to increase family participation in virtual meetings, trainings, workshops, SSTs, and district informational sessions. These supports help remove barriers related to transportation, work schedules, and childcare while strengthening family engagement, communication, and student learning recovery efforts districtwide. LREBG Funds: 26-27 $13,129 LREBG metrics to measure progress: 3.2 District Parent Survey Overall Mean 3.3 Parent Square Contactable Rate 3.7 Parent Participation- Unduplicated pupils- Parent Square Invites 3.8 Parent Participation- Exceptional Needs pupils - Parent Square Invites Report	$30,090.00	Yes
3.3	1-03 Additional Clerk	Maintain the additional part-time office clerk. at all sites This position improves communication with families and works with site administration to improve attendance outcomes.	$132,687.00	Yes
3.4	2-01 Parent Involvement Activities	In order to ensure parents are well informed and have the skills necessary to support their students at home the district will provide a variety of parent trainings throughout the school year.	$9,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	2-02 Community Liaisons	The district will maintain the employment of community liaisons to ensure easy access for the community and families to communicate with, while also supporting school sites with making home visits and follow up calls to address the needs of our families and students.	$46,678.00	Yes
3.6	2-03 LCFF Alternative Income Data	In order to ensure accurate counts and that the district receives the maximum amount of funding allowable the district will continue implementation of data collection to determine what students qualify for the additional supplemental and concentration grant funding.	$4,345.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Burton School District will enhance organizational efficiency to support effective growth and innovation, optimizing organizational efficiency, fostering innovation, and ensuring the safety and well-being of students and staff within the Burton School District.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to underscore the Burton School District's commitment to streamlining operations, fostering innovation, and prioritizing the safety and well-being of all educational partners. Recognizing that organizational efficiency is essential for facilitating effective growth and continuous improvement, the district aims to cultivate an environment conducive to these goals. This objective aligns closely with the district's overarching mission of delivering high-quality education while fostering innovation and maintaining a secure and supportive learning environment. Through this goal, the district will focus on implementing various strategies and initiatives aimed at promoting efficiency, stimulating creativity and innovation, and ensuring the safety and well-being of both students and staff. These efforts are integral to the district's pursuit of overall success and excellence, allowing it to maintain its position as a leader in education and a driver of innovation within the community. Additionally, the decision to prioritize safety is supported by data from the District Parent & Student surveys, where safety emerged as a top priority. Furthermore, results from the LCAP educational partners survey indicate unanimous support of 100% and above for the continuation of funds allocated to support student safety, attendance and visitor check-ins, crossing guards, and deferred maintenance needs. This high level of support underscores the importance of prioritizing safety within the district's organizational efficiency goals. The other actions LCAP educational partners survey results ranged from 82% and above, except for Studer Education at a 64.2%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	William Visit: Facility & Instructional materials	Fall 2023 William Visit: "Met" Facility Inspection & Instructional materials	Fall 2024 William Visit: "Met" Facility Inspection &	Fall 2025 William Visit: "Met" Facility Inspection &	Fall 2026 William Visit "Met" Facility Inspection &	Difference between 2023 and 2025 William Visit:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Instructional materials	Instructional materials	Instructional materials	"Met" Facility Inspection & Instructional materials: Maintained: No Difference
4.2	Facility Inspection Tool (FIT) Reports	Dec. 2023 Facility Inspection Tool (FIT) Reports "Good or Better"	Dec. 2024 Facility Inspection Tool (FIT) Reports "Good or Better"	Dec. 2025 Facility Inspection Tool (FIT) Reports "Good or Better"	Dec. 2026 Facility Inspection Tool (FIT) Reports "Good or Better"	Difference between 2023 and 2025 Facility Inspection Tool (FIT) Reports "Good or Better": Maintained: No Difference
4.3	District Support Services Survey Overall Mean: (Scale 1-5) 5 being the highest	Spring 2024 District Support Services Survey on accessibility, accuracy, attitude, operations, and timeliness. Overall Mean: 4.02	Spring 2024 District Support Services Survey on accessibility, accuracy, attitude, operations, and timeliness. Overall Mean: 4.07	Spring 2025 District Support Services Survey on accessibility, accuracy, attitude, operations, and timeliness. Overall Mean: 4.18	Spring 2027 District Support Services Survey on accessibility, accuracy, attitude, operations, and timeliness. Overall Mean: 4.2 or higher	Difference between 2023 and 2025 District Support Services Survey on accessibility, accuracy, attitude, operations, and timeliness. Overall Mean: Difference +0.16
4.4	Aeries Attendance Rate	April 2024 Aeries Attendance Rate 95.2%	April 2025 Aeries Attendance Rate 95.6%	April 2026 Aeries Attendance Rate 96%	April 2027 Aeries Attendance Rate 96.4%	Difference between 2023 and 2025 Aeries Attendance Rate: +0.4
4.5	Local Climate Survey: (Scale 1-5) 5 being the highest	Spring 2024 Local Climate Survey: Student Experience	Spring 2025 Local Climate Survey: Student	Spring 2026 Local Climate Survey: Student	Spring 2027 Local Climate Survey: Student	Difference between 2023 and 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Survey on safety and school connectedness.Overall Mean: 3.75	Experience Survey on safety and school connectedness.Overall Mean: 3.79	Experience Survey on safety and school connectedness. Overall Mean: 3.78	Experience Survey on safety and school connectedness. Overall Mean: 3.95	Local Climate Survey: Student Experience Survey on safety and school connectedness. Overall Mean: Difference +0.03
4.6	School Safety & Connectedness- Students Experience Survey rating (1-5) 5 being the highest	Spring 2024 Student Experience Survey 3.69 Students feel safe	Spring 2025 Student Experience Survey 3.72 Students feel safe	Spring 2026 Student Experience Survey Rating 3.72 Students feel safe	Spring 2027 Student Experience Survey 4.09 Students feel safe	Difference between 2023 and 2025 Student Experience Survey : Difference +0.03
4.7	School Safety & Connectedness- Parents Experience Survey rating (1-5) 5 being the highest	Spring 2024 Parent Experience Survey 4.14 Feel the the schools provide a safe environment	Spring 2025 Parent Experience Survey 4.23 Feel the the schools provide a safe environment	Spring 2026 Parent Experience Survey Rating : 4.28 Feel the the schools provide a safe environment	Spring 2027 Parent Experience Survey 4.29 Feel the the schools provide a safe environment	Difference between 2023 and 2025 Parent Experience Survey: Difference +0.14 Feel the the schools provide a safe environment
4.8	School Safety & Connectedness- Staff - Experience Survey rating (1-5) 5 being the highest	Spring 2024 Staff Experience Survey 4.00 Overall staff feels supported	Spring 2024 Staff Experience Survey 4.08	Spring 2026 Staff Experience Survey Rating: 4.07	Spring 2027 Staff Experience Survey 4.15	Difference between 2024 and 2025 Staff Experience Survey Difference : + 0.07

Goal Analysis [2025-26]

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

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

There were no substantive differences or challenges with the implementation of the planned actions and services. All services were carried out as intended, with the primary adjustments reflected in the actual expenditures.

Action 4.6 Crossing Guards: provided additional safety measures for students and families during arrival and dismissal times and supported a positive school climate. The district experienced
decreases in Chronic Absenteeism while maintaining safe campus environments.
Action 4.7 Student Safety Support: provided additional campus safety supports, including safety systems, supervision, and campus safety improvements. These supports contributed to
improved school climate outcomes, decreases in suspensions, and decreases in chronic absenteeism across the district.
Action 4.8 Attendance Data Platform: continued to support communication with families regarding student absences and reinforced the importance of regular school attendance. Based on
Aeries attendance data, the district experienced decreases in chronic absenteeism through improved attendance monitoring and family outreach efforts.

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.

Action 4.2 Studer Education: expenditures increased due to additional professional development and leadership support services provided for district management staff.
Action 4.8 Attendance Data Platform: expenditures were lower than projected due to reduced costs associated with the A2A attendance platform and Raptor visitor management services while
continuing to maintain attendance and campus safety supports.
Action 4.5 Deferred Maintenance expenditures increased from the original budget due to unexpected facility repairs and safety hazards that required immediate attention and
repair throughout the school year. Additional deferred maintenance projects were necessary to maintain safe, functional, and compliant school environments for students and staff
across the district.
Action 4.7 Student Safety Support: expenditures increased significantly due to unexpected safety hazards, emergency response needs, and additional safety supplies, materials, and equipment
required following three lockdown events that occurred during the school year. Additional expenditures were necessary to maintain safe school environments, strengthen campus
safety measures, and support emergency preparedness and response efforts across the district.

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

Action 4.1 24-25 Discontinued: Continuous Improvement Support ;/ Embedded with 4.2 Studer Education into the district's internal professional development for management to streamline
efforts and build internal capacity.
Action 4.2 Effective: Studer Education: has led to an increase in the number of individuals trained district & site level in continuous improvement to improve student academic outcome. Increase
in ELA and Math growth. Improvement in district, departments and school sites scorecards.
Action 4.3 Effective: Technology Replacement: the district ensures that all unduplicated pupils, regardless of their school or geographical location, have equal access to updated technology resources. This promotes fairness and equity in education by ensuring that all students have access to the tools and resources necessary for academic success. Academic growth in iReady Math and ELA and 100% of students have devices available. There was also an increase in the Local School Climate Survey (Metric 4.5)
Action 4.4 Effective: Business Support Services: the district has effectively allocate resources to support various administrative functions, such as finance, human resources, and operations.
Increase in Employee Engagement survey and District Services Support Survey.
Action 4.5 Effective: Deferred Maintenance has led to better facility ratings both on the FIT report and as measured by student responses on the local climate survey.
Action 4.6 Effective: Crossing Guards: has provided additional safety measures and supported increasing positive school climate seeing an increase in attendance. Growth in Local Climate Survey and Student Safety Survey. (Metric 4.5, 4.6)
Action 4.7 Effective: Student Safety Support has provided additional safety measures on campus and supported increasing positive school climate seeing a decrease in suspensions and a
decrease in chronic absenteeism.
Action 4.8 Effective: Attendance Data Platform: A2A system informs families of their child absences and the importance of their child attending school. Based on Aeries data the district has seen
an increased in attendance.

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.

For the 2026–2027 school year, no major changes have been made to the planned goal, metrics, or target outcomes under Goal #4, as all actions have proven effective. However, Action 4.1 (Continuous Improvement Support) was discontinued last school year and integrated into Action 4.2 (Studer Education). This adjustment was made to streamline efforts, reduce redundancy, and strengthen leadership development through a more cohesive, in-house professional learning structure. Reflections on prior practice confirmed that Studer Education has effectively increased capacity in continuous improvement at both the district and site levels, contributing to gains in ELA and Math and improvements on district and school scorecards. As such, all other actions, 4.2 through 4.8, will continue without changes, having demonstrated positive impact on academic achievement, operational efficiency, safety, and student attendance.

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	1-01 Continuous Improvement Support	In order to ensure that the district continues to move forward with continuous improvement in all areas, including but not limited in technology, business and other departments, the district will continue to have staff attend Continuous Improvement Support conferences. This components of this Action have been embedded in Action 4.2, thus, Action 4.1 has been discontinued.		
4.2	1-02 Studer Education	The district will continue to maintain a contract with Studer Education to continue implementation of the district strategic plan and ongoing monitoring and improvement of the district strategic plan.	$35,000.00	Yes
4.3	2-01 Technology Replacement Fund	In order to ensure that all students have current, high performing, and efficient technology the district will set aside a per student amount annually to replace devices when they are functionally obsolete.	$256,410.00	Yes
4.4	2-02 Business Support Services	In order to ensure that the employees paid with LCAP funds and the services that expend LCAP funds the district will reserve an indirect cost to provide Business Support Services.	$471,816.00	Yes
4.5	3-01 Deferred Maintenance Contribution	In order to make sure that the school sites are safe, secure, and visually appealing the district will set aside a percentage to ensure that facilities are well maintained.	$317,306.00	Yes
4.6	3-02 Crossing Guards	In order to ensure that students are able to walk safely to our school campuses the district will continue to employ crossing guards to ensure the safe crossing at major street intersections.	$83,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	3-03 Student Safety Support	In order to ensure that students have a school environment that is safe and secure and that they have access to medical services if needed the district will maintain a School Resource Officer Contract and continue to provide student insurance.	$204,007.00	Yes
4.8	3-04 Attendance Data Platform	In order to improve student attendance a data platform and training will be provided to support school staff in tracking and improving individual student's attendance, with a particular focus on unduplicated pupils. (A2A system with Behavior Alerts)	$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within the next 3 years the district will utilize the Equity Multiplier funds allocated to the Community Day School to significantly increase mental health services, ensuring students have access to comprehensive support. This initiative is based on feedback from our educational partners. Additionally, the district will actively explore partnerships with mentoring programs that provide positive role models and consider collaborations with organizations specializing in mentoring and restorative justice programs. This goal aims to create a supportive and holistic environment that fosters the well-being and success of all students at the Community Day School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has developed this goal in response to the unique challenges faced by students at the Community Day School, recognizing the need to address disparities in educational opportunities and outcomes. The allocation of Equity Multiplier funds is a targeted effort to promote equity, close achievement gaps, and ensure that all students have access to high-quality education and comprehensive support services. Feedback from our educational partners highlighted the critical need for enhanced mental health services, which are essential for fostering student well-being and academic success. In response, the district is committing these funds to significantly expand mental health services at the Community Day School. Additionally, the district will explore partnerships with mentoring and restorative justice programs to provide students with positive role models and further support their social and emotional development. This goal reflects our commitment to creating a supportive, holistic environment that prioritizes the well-being and success of all students at the Community Day School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	California Dashboard Suspension Rate	2023 CA. Dashboard Suspension 22.7% suspended at least one day Hispanic 13.3% Socioeconomically Disadvantage 25%	2024 CA. Dashboard Suspension 20% suspended at least one day Hispanic 18.8% Socioeconomically Disadvantage 23.5%	2025 CA. Dashboard Suspension 0% suspended at least one day Hispanic 0% Socioeconomically Disadvantage 0%	2026 CA. Dashboard Suspension 19.7% suspended at least one day Hispanic 10.3% Socioeconomically Disadvantage 20%	Difference between 2023 and 2025 CA. Dashboard Suspension -22.7%% suspended at least one day Hispanic -13.3% Socioeconomically Disadvantage -25%
5.2	Community Day School Local tracking of % of students receiving mental health services	June 2024 Local Tracking of % of students receiving mental health services 100%	June 2025 Local Tracking of % of students receiving mental health services 100%	June 2026 Local Tracking of % of students receiving mental health services 100%	June 2027 Local Tracking of % of students receiving mental health services 100%	Difference between 2024 and 2026 Local Tracking of % of students receiving mental health services 0%
5.3	California Dashboard Chronic Absenteeism Rate	2023 CA. Dashboard Chronic Absenteeism Rate 60% Socioeconomically Disadvantage 61.5%	2024 CA. Dashboard Chronic Absenteeism Rate: Fewer than 11 students data not displayed Socioeconomically Disadvantage	2025 CA. Dashboard Chronic Absenteeism Rate: Fewer than 11 students data not displayed Socioeconomically Disadvantage	2023 CA. Dashboard Chronic Absenteeism Rate 55% Socioeconomically Disadvantage 56.5%	Difference between 2023 and 2025 Fewer than 11 students data not displayed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Fewer than 11 students data not displayed	Fewer than 11 students data not displayed		

Goal Analysis [2025-26]

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

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

The district implemented the majority of the planned actions to support Burton Community Day School students, including mental health services, mentoring opportunities, and restorative practices. These supports were provided as intended and contributed to improved student engagement and school climate. While there were no significant challenges with the implementation of these core services, some Community Day School Equity Multiplier activities were delayed due to implementation and procurement timelines. As a result, not all planned activities were completed during the fiscal year. The district will continue implementing these remaining supports in the coming year to ensure students receive the full range of planned services.

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.

Estimated Actual Expenditures were lower than Budgeted Expenditures because not all planned Community Day School Equity Multiplier activities were implemented during the fiscal year. Delays in implementation and procurement resulted in expenditures of $12,000 compared to the budgeted $61,425. The district will continue implementing the planned supports to meet the needs of Community Day School students.

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

Evidence of effectiveness can be seen in the 2025 California Dashboard Suspension data for Burton Community Day, shows 0% of All Students were suspended at least one day. This reflects an overall -22.7% decrease, demonstrating progress in reducing suspensions. Among subgroups, suspensions for socioeconomically disadvantaged students decreased by -23.5% and Hispanic students decreased by -18.8% increase. Additionally, the 2025 California Dashboard Chronic Absenteeism data was not displayed due to fewer than 11 students in the subgroup, including socioeconomically disadvantaged students. However, Aeries attendance data shows an increase in overall student attendance, suggesting that expanded mental health supports, mentoring, and restorative practices are contributing to improved engagement and school connectedness. While suspension and attendance remain areas for continued attention, the data indicates that these actions are making progress toward reducing barriers to learning and fostering a more equitable school climate.

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

No changes have been made to the planned goal, metrics, target outcomes, or actions. The district will continue providing mental health services, mentoring opportunities, and restorative practices to support student well-being and success.

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
5.1	Ensure Educational Equity and Excellence for All Students	The district's Community Day School received the Equity Multiplier funds.Based on feedback from educational partners, the district will allocate Equity Multiplier funds to significantly increase mental health services at the Community Day School.The district will consult with mentoring programs that provide students with positive role models.The district will also look into partnering with other organizations that implement mentoring and restorative justice programs. Contract with additional mental health professionals to provide ongoing support to students, addressing issues such as anxiety, depression, and trauma. Offer regular counseling sessions and workshops focused on emotional well-being and resilience. Establish a structured mentoring program where students are paired with trained mentors who can offer guidance, support, and motivation. The mentors will meet regularly with students to discuss academic progress, set personal goals, and build trustful relationships. Identify and collaborate with local and national organizations that provide mentoring and restorative justice programs. These partnerships will help implement practices that focus on conflict resolution, community building, and personal accountability. By implementing comprehensive mental health services, mentoring programs, and restorative justice practices, the district aims to create a nurturing and equitable learning environment that promotes student success and well-being. This approach aligns with the district's strategic	$68,981.00	No

Action #	Title	Description	Total Funds	Contributing
		plan and addresses the specific needs identified through educational partner feedback. Carry Over from 24-25 $18,981 Funding for 26-27 $50,000		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,778,090	$1,220,799

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
36.752%	0.000%	$0.00	36.752%

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:** 1-01 Site Specific Programs **Need:** Based on the Dashboard Academic Performance results the district will continue to allocate funds to school sites to address the needs of unduplicated pupils. The 2023 Dashboard analysis shows gaps regarding Unduplicated students performance in both Language Arts and Math. In ELA English	This action will address the need by the district allocating funds to school sites to provide intervention supports and additional learning opportunities across the entire LEA. These funds will be used to offer additional resources such as increased staff time, new programs, and extra learning opportunities to all students. By enhancing educational opportunities and supporting student growth in ELA, Math, and ELPI, the district aims to meet the specific needs of unduplicated pupils, ensuring they receive the	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI , 1.15 Sufficient student access to standards-aligned instructional materials. 1.14 Middle School Dropout Rate, 1.13 Board Course of Study-Access Reviewed, and 1.12 Pupil Expulsion 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
	Learners are -47.6 from standard, Foster Youth -99 from standard , and Socioeconomically Disadvantaged are -38.3 from standard In Math, English Learners are -81.9 from standard, Foster Youth -117.8 from standard , and Socioeconomically Disadvantaged are -70.6 from standard. The schools will allocate funds to implement site intervention programs and tailored initiatives directly at the school site. **Scope:** LEA-wide	targeted support necessary for academic success and progress. This LEA-wide approach ensures equitable access to these vital resources for all students.	
1.2	**Action:** 1-02 Instructional Support Staff **Need:** Based on the Dashboard Academic Performance results the district will continue to allocate funds to school sites to address the needs of unduplicated pupils. The 2023 Dashboard analysis shows gaps regarding Unduplicated students performance in both Language Arts and Math. In ELA English Learners are -47.6 from standard, Foster Youth -99 from standard , and Socioeconomically Disadvantaged are -38.3 from standard In Math, English Learners are -81.9 from standard, Foster Youth -117.8 from standard , and Socioeconomically Disadvantaged are -70.6 from standard. The district will employ instructional aides and bilingual aides. These individuals will play a vital role in delivering high-quality instruction to unduplicated pupils, ensuring they receive the	The action will address the need by maintaining instructional aides and bilingual aides at all sites. These dedicated individuals will be instrumental in delivering high-quality instruction tailored to the unique needs of unduplicated pupils, ensuring they receive the necessary support to excel academically. Moreover, by fostering a safe and inclusive learning environment, these staff members will contribute to the overall well-being and success of all students. Additionally, targeted support in English Language Arts (ELA) and Math will be provided, specifically addressing the academic challenges faced by unduplicated pupils and facilitating their growth and achievement throughout the entire school district. This LEA-wide approach ensures that all students, particularly unduplicated pupils, have access to the essential resources and support needed for their academic success. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore,	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI 1.7 Local Climate Survey 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math

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
	necessary support to excel academically. Additionally, these staff members will contribute to promoting a safe learning environment, fostering a sense of inclusion and support among all students. Furthermore, targeted support will be provided in English Language Arts (ELA) and Math, addressing the specific academic needs of unduplicated pupils and facilitating their academic growth and success across the LEA. **Scope:** LEA-wide	while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.3	**Action:** 1-03 District Sponsored Trips **Need:** Based on the 2023 Dashboard AcademicEngagement and Local Climate Survey dataanalysis shows gaps regarding Unduplicated students performance in both Suspension and Chronic Absenteeism .In Chronic Absenteeism English Learners were 10.2%, Foster Youth 9.7% , and Socioeconomically Disadvantaged were 15.1% . In Suspension English Learners were 1.6%, Foster Youth 8.8% , and Socioeconomically Disadvantaged were 2.4% The district will continue to allocate funds to school sites to address the needs of unduplicated pupils.To ensure equitable access to educational opportunities and enrich students' learning experiences, particularly for	This action will address the need by allocating district funds for district-sponsored field trips. These excursions contribute to a well-rounded education by exposing all students to real-world contexts, fostering curiosity, and enriching their understanding of various subjects across the entire LEA. By providing equitable access to these educational opportunities, the district ensures that unduplicated pupils receive the same experiential learning benefits as their peers, promoting inclusivity and enhancing overall academic engagement and achievement.	1.7 Local Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated pupils, the district will allocate funds for sponsored field trips. These field trips will provide hands-on learning experiences outside the classroom, exposing students to new environments, cultures, and concepts. By funding sponsored field trips, the district aims to broaden students' horizons, enhance their educational experiences, and foster a deeper understanding of various subjects. **Scope:** LEA-wide		
1.4	**Action:** 1-04 1:World Program (Technology) **Need:** This action is targeted principally at unduplicated pupils based upon educational partner feedback regarding the need for technology based program. 86% approval rate in the Spring 2024 educational partner survey. This will ensure equitable access to modern educational resources and tools, particularly for unduplicated pupils, the district recognizes the importance of maintaining funding for technology-based programs. This guarantees that students maintain access to suitable technology-based programs, the district will allocate continued funding for these programs along with the necessary ancillary supports required to operate them effectively. **Scope:**	This action aims to ensure that students have access to updated technology by replacing outdated devices, covering repair costs, and maintaining an inventory of devices at each school site. By doing so, the district ensures that students can effectively utilize technology for their learning needs, fostering an environment conducive to academic success. This action addresses the needs of unduplicated pupils—such as foster youth, English learners, and low-income students—by providing equitable access to essential technological resources, thereby supporting their academic progress and closing the digital divide on an LEA-wide basis.	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** 1-05 Visual & Performing Arts (VAPA) Program **Need:** This action is targeted principally atUnduplicated Pupils based upon a review of data showing Unduplicated Pupils not getting involved with the VAPA programs. Feedback from all educational partner groups highlights that the VAPA program provides a valuable resource for students who would not otherwise be able to participate. Data from the Spring 2024 survey shows strong support from Educational Partners to continue and maintain this program for the 2024-25 school year. Overall, 82% of the respondents wanted to continue or increase this service for our students in the upcoming year. Recognizing the importance of fostering creativity and artistic expression, particularly among unduplicated pupils, the district prioritizes the maintenance and enhancement of a comprehensive Visual & Performing Arts (VAPA) Program. **Scope:** LEA-wide	The action will address the need by providing the VAPA (Visual and Performing Arts) program at all elementary sites across the entire LEA. By investing in the VAPA program, the district aims to provide students with diverse opportunities for self-expression, creativity, and cultural exploration. Additionally, the district will ensure equitable access to VAPA activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	1.7 Local Climate Survey, 1.13 Board Course of Study- Access Reviewed
1.6	**Action:** 1-06 Gifted and Talented Education (GATE) Program	The actions taken to address the identified need for a Gifted and Talented Education (GATE) Program are designed to provide comprehensive support and opportunities for gifted and talented	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI

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
	Need: This action is targeted principally at Unduplicated Pupils based upon educational partner feedback requesting a GATE program within the district. Overall 92.2% of the Educational Partner respondents wanted to continue or increase this service for our students for the upcoming year. The district recognizes the importance of providing specialized educational opportunities for gifted and talented students, particularly among unduplicated pupils, the district prioritizes the maintenance and enhancement of the Gifted and Talented Education (GATE) Program. This program aims to identify and support students with exceptional abilities and talents, ensuring that they receive appropriate academic challenges and enrichment opportunities that cater to their unique learning needs. **Scope:** LEA-wide	students across the entire LEA. These actions include implementing a targeted identification process to ensure all eligible students, particularly unduplicated pupils, are recognized. The program will provide specialized curriculum and instruction tailored to meet the advanced learning needs of these students. Additionally, enrichment opportunities will be offered to enhance their educational experience. To ensure the effective delivery of the GATE program, professional development for educators will be prioritized, equipping them with the necessary skills and knowledge to support gifted and talented students effectively.	
1.7	**Action:** 1-07 Supplemental Instructional Programs **Need:** This action is targeted principally at Unduplicated Pupils based upon educational partner feedback. Overall 90.2% of the respondents wanted to continue or increase this service for our students for the upcoming year.The district recognizes the importance of continuing to provide supplemental instructional programs and materials, including	The action will address the district's commitment to providing supplemental instructional programs and materials, including initiatives such as Project Lead the Way (PLTW), across the entire LEA. By implementing PLTW, the district aims to offer hands-on, project-based learning experiences that enhance students' skills in science, technology, engineering, and mathematics (STEM). This initiative is particularly beneficial for unduplicated pupils, as it provides equitable access to high-quality educational resources and opportunities that can inspire interest in STEM fields, foster	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI

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
	initiatives such as Project Lead the Way (PLTW). These programs offer additional learning opportunities and resources to enhance students' educational experiences and academic achievement. By offering initiatives like PLTW, the district aims to provide students with hands-on, engaging learning experiences that foster critical thinking, problem-solving skills, and STEM (Science, Technology, Engineering, and Mathematics) knowledge. **Scope:** LEA-wide	critical thinking, and improve academic outcomes. By offering PLTW district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	
1.8	**Action:** 1-08 Leadership **Need:** This action is targeted principally at unduplicated pupils based upon educational partner feedback desiring to continue this program that develops students' leadership skills. In the Spring 2024 in the educational partner survey 92.1% of our educational partners would like to see this continue or increase. The district recognizes the importance of providing leadership opportunities for middle school students to foster their personal growth, civic engagement, and leadership skills. **Scope:** Schoolwide	The district will implement a comprehensive leadership development program for middle school students aimed at fostering their leadership skills, confidence, and civic engagement. This program will include opportunities for students to participate in student government, leadership workshops, community service projects, and mentorship initiatives. The program will be school-wide base at BMS.	1.7 Local Climate Survey, 1.14 Middle School Dropout 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
1.9	**Action:** 1-09 Intervention Program **Need:** Based on the Dashboard Academic Performance results the district will continue to allocate funds to school sites to address the needs of unduplicated pupils. The 2023 Dashboard analysis shows gaps regarding unduplicated students performance in both Language Arts and Math. In ELA English Learners are -47.6 from standard, Foster Youth -99 from standard, and Socioeconomically Disadvantaged are -38.3 from standard. In Math, English Learners are -81.9 from standard, Foster Youth -117.8 from standard, and Socioeconomically Disadvantaged are -70.6 from standard. The district has identified a need for an intervention program during the school day. This data indicates that a portion of students are not meeting growth proficiency standards in ELA and Math, highlighting the need for targeted interventions to support their academic progress. To further support this effort, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funding to enhance intervention services based on the needs assessment. This includes hiring additional instructional aides and intervention specialists, and providing professional development for staff in differentiated instruction and acceleration strategies. LREBG funds will ensure that unduplicated pupils, specifically	The action will address the need by implementing targeted interventions and personalized support across the entire LEA. Through these measures, students, particularly unduplicated pupils, will receive additional assistance and resources designed to enhance their academic performance and help them progress towards meeting their learning objectives. By providing these supports on an LEA-wide basis, the district ensures that all students, regardless of their background, have equitable access to the tools and guidance necessary for academic success, thereby fostering an inclusive and supportive educational environment.	CA Dashboard 1.1 ELA, 1.2 Math 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math

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
	English Learners, Foster Youth, and students from low-income households, receive intensive, high-impact academic support aligned to their learning recovery needs. **Scope:** LEA-wide		
1.10	**Action:** 1-10 Dual Immersion Program **Need:** This action is targeted principally at unduplicated pupils based upon educational partner feedback desiring to continue the dual immersion program. In the Spring 2024 in the educational partner survey 94.2% of our educational partners would like to see this continue or increase.Community feedback and LCAP meeting requested the dual immersion program. Based on the 2025 California School Dashboard, local assessment data, and educational partner feedback, English Learners continue to need increased access to high-quality bilingual instruction to improve academic achievement, language acquisition, and biliteracy. To address this need, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to support teachers in earning their Bilingual Authorization (BILA) certification, increasing the number of qualified bilingual teachers and strengthening the Dual Immersion Program to	The dual immersion program is offered to all families across the LEA. This action aligns with community feedback received during Community Meetings and LCAP discussions, providing students and families with additional educational options. By offering dual immersion, the district supports linguistic and cultural diversity, enhancing educational opportunities for unduplicated pupils and fostering a more inclusive learning environment. This program helps to ensure equitable access to high-quality, bilingual education for all students, thereby addressing the specific needs of unduplicated pupils. This action addresses the identified need by utilizing Learning Recovery Emergency Block Grant (LREBG) funds to support teachers in earning their Bilingual Authorization (BILA) certification, increasing the district's capacity to provide high-quality Dual Immersion instruction. Expanding the number of BILA-certified teachers strengthens instructional practices, improves access to rigorous bilingual education, and supports accelerated learning recovery for English Learners and other unduplicated pupils. This action is provided on an LEA-wide basis to ensure equitable access to qualified bilingual teachers	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math

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
	accelerate learning recovery and improve outcomes for English Learners and other unduplicated pupils. **Scope:** Schoolwide	and consistent implementation of the Dual Immersion Program across the district, benefiting both current and future English Learners. LREBG Funds: 26-27 $8,514 Metrics: CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math	
1.11	**Action:** 2-01 Additional Minutes **Need:** This action is targeted principally at unduplicated pupils based upon several different data points. The 2023 Dashboard analysis shows gaps regarding unduplicated students performance in both Language Arts and Math. In ELA English Learners are -47.6 from standard, Foster Youth -99 from standard , and Socioeconomically Disadvantaged are -38.3 from standard. In Math, English Learners are -81.9 from standard, Foster Youth -117.8 from standard, and Socioeconomically Disadvantaged are -70.6 from standard. In the Spring 2024 in the educational partner survey 92.2% of our educational partners would like to see this continue or increase. The district has recognized the necessity for staff to continue to maintain the additional 15 minutes allocated for collaboration time to enhance professional	This action addresses the needs by the district implementing a plan across the LEA to maintain the additional 15 minutes for collaboration time among staff members. This time will be utilized to enhance professional development opportunities, facilitate collaboration among educators, and improve instructional practices. By providing dedicated time for collaboration, the district aims to strengthen the capacity of its educators and ultimately improve student outcomes for all students.	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math

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, promote collaboration among educators, and improve instructional practices. **Scope:** LEA-wide		
1.13	**Action:** 2-03 Vice Principals **Need:** This action is targeted principally at unduplicated pupils based upon 2023 CA Dashboard Suspension Data showing that our Unduplicated Pupil Groups Foster Youth is in "Red" needing support and to continue to maintain the growth of our Low Income (LI) students & English Learners (EL) that improved to low status "Green" for Suspension rates. In the CA Dashboard Chronic Absenteeism we have improved and want to maintain the growth of all unduplicated groups in the "Medium" status "Yellow". In Chronic Absenteeism English Learners were 10.2%, Foster Youth 9.7% , and Socioeconomically Disadvantaged were 15.1%. In Suspension English Learners were 1.6%, Foster Youth 8.8% , and Socioeconomically Disadvantaged were 2.4%. In the Spring 2024 the educational partner survey 92.2% of our educational partners would like to see this continue or increase. The district has identified the need to have a vice principal at all sites to provide effective leadership and oversight of the school level based needs, maintaining a safe learning environment and improve academic outcomes for students.	The district will continue to fund a portion of all vice principal positions through LCAP to ensure that every school site has a full-time vice principal. This action addresses the needs of unduplicated pupils by supporting increased attendance, improved discipline, maintaining a safe learning environment, and enhancing academic outcomes for students. Providing vice principals at all sites ensures that these critical supports are available LEA-wide, benefiting all students and particularly supporting the success of unduplicated pupils.	1.4 California Dashboard Chronic Absenteeism 1.5 California Dashboard Suspension Rate 1.7 Local Climate Survey 1.8 Student Aeries Attendance Rate 1.12 Pupil Expulsion 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
	Scope: LEA-wide		
1.14	**Action:** 2-04 Attendance Incentives **Need:** Based on the California Dashboard Chronic Absenteeism results, the district has identified a need to implement strategies to motivate students to attend school regularly. In Chronic Absenteeism English Learners were 10.2%, Foster Youth 9.7% , and Socioeconomically Disadvantaged were 15.1%. Additionally, In the Spring 2024 the educational partner survey 90.3% of our educational partners would like to see this continue or increase.To address the identified need of improving regular attendance among unduplicated pupils, the district will continue to implement the Multi-Tier System of Supports (MTSS). For 2024 In Chronic Absenteeism English Learners were 7.1%, Foster Youth 2.9% , and Socioeconomically Disadvantaged were 13.2%. Additionally, In the Spring 2025 the educational partner survey 94.5% of our educational partners would like to see this continue or increase. **Scope:** LEA-wide	Even though chronic absenteeism continues to decline, continued efforts to increase attendance rates are needed to improve all-around student outcomes.These incentives may include recognition for students with excellent attendance, rewards for improved attendance, and incentives for classes or grade levels with the highest attendance rates. Additionally, the district will collaborate with community partners to provide tangible rewards such as school supplies or special events for students who demonstrate consistent attendance. By incentivizing attendance, the district aims to increase student engagement and reduce chronic absenteeism rates, particularly among unduplicated pupils, thereby supporting their academic success and overall well-being for all students since they experience similar needs.	1.4 California Dashboard Chronic Absenteeism 1.8 Student Aeries Attendance 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
1.15	**Action:** 3-01 Multi-Tiered System of Support **Need:** This action is targeted principally at unduplicated pupils based upon 2023 CA Dashboard Suspension Data showing that our Unduplicated Pupil Groups Foster Youth is in "Red" needing support and to continue to maintain the growth of our Low Income (LI) students & English Learners (EL) that improved to low status "Green" for Suspension rates. In the CA Dashboard Chronic Absenteeism we have improved and want to maintain the growth of all unduplicated groups in the "Medium" status "Yellow" Based on the California Dashboard Chronic Absenteeism results, the district has identified a need to implement strategies to motivate students to attend school regularly. In Chronic Absenteeism English Learners were 10.2%, Foster Youth 9.7% , and Socioeconomically Disadvantaged were 15.1%. In Suspension English Learners were 1.6%, Foster Youth 8.8% , and Socioeconomically Disadvantaged were 2.4%. This action is targeted principally at unduplicated pupils based upon educational partner feedback sharing that students need to have mental health services, support with social emotional learning & behavior support. In the Spring 2024 the educational partner survey 100% of our educational partners would like to see this action continue or increase.	The district will allocate funds to sustain leadership programs, MTSS programs, and interventions, provide ongoing professional development for staff to effectively implement MTSS strategies, ensure adequate support staff to deliver targeted interventions and support services, regularly monitor and assess the effectiveness of MTSS interventions, and make adjustments as needed to meet our unduplicated pupils' needs. Additionally, the district will collaborate with community partners to expand resources and support available through the MTSS framework. Recognizing the importance of a Multi-Tiered System of Supports (MTSS), the district aims to support student social-emotional learning and provide a tiered system of support for behavior, attendance, and academic needs across the LEA. This comprehensive approach ensures that unduplicated pupils receive the necessary interventions and support to thrive academically and personally as well as all students that experience similar needs.	1.4 California Dashboard Chronic Absenteeism 1.5 California Dashboard Suspension Rate 1.7 Local Climate Survey 1.8 Student Aeries Attendance Rate 1.9 DataQuest Expulsion Rate 1.12 Pupil Expulsion 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
	Scope: LEA-wide		
1.16	**Action:** 3-02 Mental Health Support Staff **Need:** This action is targeted principally at unduplicated pupils based upon 2023 CA Dashboard Suspension Data showing that our Unduplicated Pupil Groups Foster Youth is in "Red" needing support and to continue to maintain the growth of our Low Income (LI) students & English Learners (EL) that improved to low status "Green" for Suspension rates. In the CA Dashboard Chronic Absenteeism we have improved and want to maintain the growth of all unduplicated groups in the "Medium" status "Yellow" Based on the California Dashboard Chronic Absenteeism results, the district has identified a need to implement strategies to motivate students to attend school regularly.In Chronic Absenteeism English Learners were 10.2%, Foster Youth 9.7% , and Socioeconomically Disadvantaged were 15.1%. In Suspension English Learners were 1.6%, Foster Youth 8.8% , and Socioeconomically Disadvantaged were 2.4%. This action is targeted principally at unduplicated pupils based upon educational partner feedback sharing that students need to have mental health services, support with social emotional learning & behavior support. In the Spring 2024 the educational partner survey 90% of our educational partners would like to see this action continue or increase.	This action will continue to allocate resources to employ Mental Health Support Staff, including Psychologists, LMFTs, Social Workers, Academic Counselors, and other relevant professionals, across all schools in the district. These professionals will provide comprehensive mental health services to students, including counseling, therapy, crisis intervention, and support for social and emotional development. By ensuring that mental health support is readily available, the district aims to address the unique challenges faced by unduplicated pupils, fostering their overall well-being and enhancing their capacity for academic success, while also benefiting all students within the LEA who experience similar needs.	1.4 California Dashboard Chronic Absenteeism 1.7 Local Climate Survey 1.8 Student Aeries Attendance Rate, Monthly :Tracking of referral #s & check- ins

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
	The district recognizes the importance of supporting families and students' mental health and well-being and acknowledges the need to continue to employ Mental Health Support Staff (such as Psychologists, LMFT, Social Workers, Academic Counselors, etc.) across the district. **Scope:** LEA-wide		
1.17	**Action:** 3-03 School Nurse **Need:** This action is targeted principally at unduplicated pupils based on the Chronic Absenteeism Dashboard results. In Chronic Absenteeism English Learners were 10.2%, Foster Youth 9.7% , and Socioeconomically Disadvantaged were 15.1%. In the Spring 2024 the educational partner survey 92.2% of our educational partners would like to see this action continue or increase. The district recognizes the importance of maintaining credentialed school nurses and health staff to support providing a healthy learning environment. The health staff play a crucial role in monitoring students' medical and physical health, ensuring timely access to healthcare services, managing health-related emergencies, and promoting overall well-being among students.	This action includes funding for salaries, training, and necessary medical supplies to enable school nurses to effectively attend to the medical and physical health needs of students. By prioritizing the presence of qualified health professionals, the district aims to ensure that unduplicated pupils have access to timely healthcare services, medical monitoring, and support in managing health-related emergencies. This initiative aligns with the district's commitment to promoting the overall well-being and academic success of unduplicated pupils by providing them with the necessary health resources and support, while also benefiting all students within the LEA.	1.4 California Dashboard Chronic Absenteeism 1.8 Student Aeries Attendance Rate, Aeries Monthly monitoring # of students needing daily check ins medical Logs, Aeries # of IEPs for medical reports, Track of professional development

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.18	**Action:** 3-05 Counselors **Need:** This action is targeted principally at unduplicated pupils based on the 2023 Chronic Absenteeism Dashboard results. In Chronic Absenteeism English Learners were 10.2%, Foster Youth 9.7% , and Socioeconomically Disadvantaged were 15.1%. This action is targeted principally at unduplicated pupils based upon educational partner feedback sharing that students need to have mental health services, support with social emotional learning & behavior support. In the Spring 2024 in the educational partner survey 98.2% of our educational partners would like to see this action continue or increase. The district will continue to have counselors to improve both the social emotional outcomes of unduplicated students as measured by the STUDER climate survey as well as improved college and career readiness and academic outcomes and based upon educational partner survey feedback. **Scope:** Schoolwide	This action will address the need by allocating resources for counseling services at the secondary level. This includes funding for hiring a qualified counselor, implementing evidence-based counseling programs, and providing professional development opportunities for counselors to enhance their skills in supporting students' holistic development. By ensuring that unduplicated pupils have access to comprehensive counseling services, the district aims to support their academic, social, and emotional well-being, thus promoting their overall success. This initiative is provided on an LEA-wide basis to benefit all students, fostering a supportive and inclusive school environment.	1.4 California Dashboard Chronic Absenteeism, 1.7 Local Climate Survey 1.8 Student Aeries Attendance Rate 1.12 Pupil Expulsion Rate Monthly Tracking of referral #s & check- ins
1.19	**Action:** 4-01 Data Platforms	The action addresses the need by the district allocating funds to invest in data platforms. These platforms will provide comprehensive tools and	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI

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
	Need: This action is targeted principally at Unduplicated Pupils based upon several different data points. The 2023 Dashboard analysis shows gaps regarding Unduplicated students performance in both Language Arts and Math. In ELA English Learners are -47.6 from standard, Foster Youth -99 from standard , and Socioeconomically Disadvantaged are -38.3 from standard In Math, English Learners are -81.9 from standard, Foster Youth -117.8 from standard , and Socioeconomically Disadvantaged are -70.6 from standard. This shows that monitoring of these student groups compared to the whole school is necessary. The STAR Local assessments data shows the same gaps. As a result our educational partners have requested various platforms to ensure that we can accurately monitor student performance. In the Spring 2024 the educational partner survey 87.3% of our educational partners would like to see this action continue or increase. The district recognizes the need to invest in data platforms that will facilitate the analysis of student data.This analysis is crucial for improving student outcomes by providing valuable insights into student performance, identifying areas for improvement, and informing instructional practices. **Scope:** LEA-wide	resources for analyzing student data. By implementing these data platforms, staff members will have access to real-time insights into student performance, allowing them to identify trends, track progress, and tailor instructional strategies to meet the diverse needs of students across the LEA. This initiative ensures that unduplicated pupils receive targeted support and interventions, enhancing their educational outcomes and overall success. Additionally, the data platforms benefit all students by enabling a more personalized and effective approach to education, fostering a culture of continuous improvement and academic excellence.	1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math Monthly checks on staff usage of the platform report.

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
1.20	**Action:** 4-02 Assessment Coordinator **Need:** This action is targeted principally at unduplicated pupils based upon assessment data unduplicated students performance in both Language Arts and Math. The 2023 Dashboard analysis shows gaps regarding Unduplicated students performance in both Language Arts and Math. In ELA English Learners are -47.6 from standard, Foster Youth -99 from standard , and Socioeconomically Disadvantaged are -38.3 from standard In Math, English Learners are -81.9 from standard, Foster Youth -117.8 from standard , and Socioeconomically Disadvantaged are -70.6 from standard. This demonstrates the need to monitor student performance assessment data that will need to be collected throughout the year and compare data to other student groups to determine if the gaps are closing. Educational partners would like to see this continue. The district recognizes the importance of ensuring the validity and timely administration of assessments, as well as the meaningful use of assessment data to support student outcomes. To address this need, the district will continue to employ a coordinator dedicated to supporting the implementation of student assessments and facilitating their integration into instructional practices. **Scope:**	The action addresses the need of unduplicated pupils by the district allocating resources to maintain an assessment coordinator position. This coordinator will oversee the administration of assessments across the district, ensuring that assessments are administered accurately, on schedule, and in alignment with instructional goals. Additionally, the coordinator will work collaboratively with educators to provide assessment reports, analyze assessment data, and identify areas for improvement. This role is crucial in ensuring that unduplicated pupils receive timely and appropriate interventions based on assessment outcomes, thereby enhancing their academic progress. By standardizing assessment practices and providing actionable insights, the coordinator's efforts benefit all students across the LEA, promoting a culture of data-driven instruction and continuous academic improvement.	CA Dashboard 1.1 ELA, 1.2 Math, and 1.3 ELPI 1.17 iReady Growth Assessment Data- Reading 1.18 iReady Growth Assessment Data- Math Tracking of frequency of professional development sessions conducted by the Assessment Coordinator to support educators in assessment administration and data analysis.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** 1-01 Mentor Teachers **Need:** This action is targeted principally at unduplicated pupils based upon educational partner feedback surrounding the need for teacher coaching support in the classroom to improve unduplicated student group outcomes. Overall 96.4% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. In order to improve teacher retention, the district through a mentorship program will have experienced educators guide and assist staff members in refining their teaching practices, navigating challenges, and continuously improving their instructional skills. The LREBG action supports this LCAP goal by funding mentor teacher stipends that provide ongoing coaching and professional development, helping staff build instructional capacity and maintain a strong, student-centered learning environment. Based on the Needs Assessment the Learning Recovery Emergency Block Grant (LREBG) funding, is being utilized to support and expand the teacher mentorship program. This will provide additional capacity for experienced educators to guide early-career and existing teachers, with a focus on refining instructional	This action aims to create a culture of collaboration and professional development, ensuring that all employees feel supported and empowered in their roles within the district. By implementing this action district-wide, the district can ensure that all schools and classrooms, including those serving unduplicated pupils, have access to the same resources and opportunities for collaboration and professional growth. This approach helps to promote fairness and equity in the distribution of resources and support services, ensuring that unduplicated pupils receive the same high-quality education and support as their peers Research Support: Research shows that teacher mentorship and coaching improve instructional quality, accelerate teacher development, and increase retention, particularly in high-need schools. By funding mentor teacher stipends through the LREBG, the district strengthens instructional capacity, ensures greater consistency in high-quality teaching, and provides equitable support for unduplicated students most impacted by learning disruptions. Metrics: 2.3 HR Data # and % of new teachers retained each school year, 2.2 District Staff Pulse Survey Results Overall Score, 2.4 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year, and 2.5 Appropriately Assigned Teachers	2.3 HR Data # and % of new teachers retained each school year, 2.2 District Staff Pulse Survey Results Overall Score, 2.4 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year, 2.5 Appropriately Assigned Teachers

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
	practices, promoting consistency in high-quality teaching, and increasing teacher retention. By providing this support districtwide, especially in schools with high concentrations of unduplicated students, the district ensures equitable access to instructional excellence and accelerated learning recovery for those most affected by disruptions in education. In alignment with the goals of the Learning Recovery Emergency Block Grant (LREBG), this action also addresses the critical need for learning recovery and improved academic outcomes for students most affected by the pandemic. By investing in districtwide professional development, coaching, and collaboration structures, the district strengthens the instructional capacity of educators across all schools. This ensures that unduplicated pupils, English learners, foster youth, and low-income students benefit from consistently high-quality instruction, evidence-based interventions, and a stable, well-supported workforce. Providing this support on an LEA-wide basis is essential to maintain coherence in educational delivery and close opportunity and achievement gaps for our most vulnerable student groups. Funding Source: LREBG – to address learning recovery through teacher support and development, ensuring students furthest from opportunity receive high-quality instruction consistently.		

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
	26-27 $9,792 **Scope:** LEA-wide		
2.2	**Action:** 1-02 Teacher Induction Program **Need:** This action is targeted principally at unduplicated pupils based upon the DataQuest % of credential teachers. Many of our new teachers at our sites are serving high percentages of unduplicated pupils that have not obtained their clear credential. The district calculated that it would be more cost efficient and effective to run this program internally to ensure that our students have highly qualified staff. Overall 89.3.% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. The district acknowledges the significance of providing comprehensive support to new teachers to foster a high-quality learning environment for all students, including unduplicated pupils. Utilizing a district-developed program approved by the California Commission on Teacher Credentialing (CTC), the district will continue to implement the Teacher Induction Program. This program aims to provide comprehensive support to new teachers as	The action will address the needs by providing a structured mentoring program, ongoing professional development, and reflective practice, the Teacher Induction Program will equip teachers with the necessary skills and knowledge to excel in their roles and contribute to a positive educational experience for students.Through the Teacher Induction Program, the district aims to ensure that all students, including unduplicated pupils, have access to well-prepared and supported teachers who can provide them with the highest quality of instruction and support their academic success.	2.1 DataQuest Fully Credentialed Teachers 2.4 CTC - Track Completion Rate of how many teachers who are enrolled successfully complete TIP program requirements each year

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
	they work towards becoming highly qualified and fully credentialed educators. **Scope:** LEA-wide		
2.3	**Action:** 1-03 District Staff Events **Need:** Based on feedback from the Spring 2024 LCAP educational partners surveys 100% agreed to continue this action. The district has identified the need to cultivate a positive and supportive work environment that prioritizes staff morale and reinforces a student-first workplace culture. Staff members play a vital role in student success, and their engagement and well-being directly impact the overall educational experience. Through ongoing support and initiatives focused on staff morale and workplace culture, the district endeavors to ensure that all students, including unduplicated pupils, receive the highest quality of education and support for their academic and personal growth. **Scope:** LEA-wide	This action aims to address the identified need by providing opportunities for staff to come together, participate in meaningful activities, and foster camaraderie and collaboration. By promoting a positive work environment and strengthening staff morale, the district enhances the overall educational experience for all students, including unduplicated pupils. When staff members feel supported and valued, they are better equipped to meet the diverse needs of students and create an inclusive learning environment. Providing these opportunities on an LEA-wide ensures that all staff members have access to resources and support systems that contribute to their professional growth and well-being, ultimately benefiting the entire student body.	2.2 District Staff Pulse Survey Results Overall Score
2.4	**Action:** 2-01 District Provided Professional Development **Need:**	The action will address this need by the district prioritizing professional development training for all staff members, ensuring alignment with district priorities and instructional practices.By providing comprehensive training opportunities, the district	2.2 District Staff Pulse Survey Results Overall Score

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
	This action is targeted principally at unduplicated pupils based upon data from the 2023 CA School Dashboard analysis shows some gaps regarding unduplicated students performance in both Language Arts and Math. The district has identified the need to enhance staff capacity and expertise in implementing district initiatives and achieving established goals.Overall 96.4% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. **Scope:** LEA-wide	aims to enhance staff capacity and expertise in implementing initiatives that support unduplicated pupils' academic success. Expenditures associated with this initiative include costs for maintaining Ed Services directors, conducting trainings, facilitating travel arrangements, procuring materials, allocating additional staff hours, and providing substitute coverage to accommodate staff participation in training sessions.	
3.1	**Action:** 1-01 Communications Department **Need:** This action is targeted principally at unduplicated pupils based upon feedback from educational partners regarding the need to receive communication from the district regarding their students. Overall 96.4% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. By establishing a dedicated communications department, the district aims to bridge communication gaps and ensure equitable access to information for all families, including those of unduplicated pupils. **Scope:**	The action of establishing a communication department directly addresses the need to ensure that unduplicated pupils and their families have equitable access to information about district opportunities and resources. By disseminating information through various channels such as digital platforms, newsletters, social media, and community events, the communication department ensures that communication is accessible and inclusive. Providing this service on an LEA-wide ensures that all families, regardless of background or circumstances, have equal access to important information, fostering a sense of belonging and engagement within the entire school community.	3.2 District Parent Survey Overall Mean 3.3 Parent Square Contactable Rate 3.6 Parent Involvement in Decision Making- District & Site Level - Parent Square Invites Report 3.7 Parent Participation-Unduplicated pupils-Parent Square Invites 3.8 Parent Participation-Exceptional Needs pupils - Parent Square Invites Report

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** 1-02 Parent Communication System **Need:** This action is targeted principally at unduplicated pupils based upon feedback from educational partners regarding the need to receive communication from the district communication system regarding their students, school events, and parent meetings. Overall 100% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. The district recognizes the importance of maintaining effective communication channels between schools and parents to ensure that all families are well-informed about their student's progress and other school or district events. Based on the Needs Assessment the Learning Recovery Emergency Block Grant (LREBG) funding is being utilized to support this goal by providing Zoom access for parents and families to participate in school meetings, trainings, workshops, and district informational sessions. The district recognizes that increasing family engagement and communication is an important part of supporting student learning recovery and academic success. Providing virtual access opportunities allows families, especially unduplicated pupils and families facing transportation, work schedule, or childcare	The action of continuing the implementation of the Student Information System directly addresses the need to provide unduplicated pupils and their families with access to comprehensive academic records and information. By utilizing the Aeries portal, families can access real-time updates on their student's grades, assignments, and attendance records, fostering transparency and accountability in the educational process. Moreover, the system facilitates communication between teachers and parents (ParentSquare), allowing for direct messaging and notifications regarding student progress and upcoming events. Providing this service on an LEA-wide ensures that all families have equitable access to important information, promoting parental involvement and engagement in their student's education. Research Support : Research supports that strong family engagement and consistent school-to-home communication positively impact student attendance, academic achievement, and overall student success. Providing families with accessible communication tools and virtual participation opportunities helps remove barriers that may prevent parents from engaging in their child’s education. Studies have shown that increased parent participation is associated with improved student outcomes, particularly for unduplicated pupils and students disproportionately impacted by learning loss. Virtual meeting platforms such as Zoom increase accessibility for families by providing flexible opportunities to participate in school meetings,	3.2 District Parent Survey Overall Mean 3.3 Parent Square Contactable Rate 3.7 Parent Participation-Unduplicated pupils-Parent Square Invites 3.8 Parent Participation-Exceptional Needs pupils - Parent Square Invites Report

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
	barriers, to participate more consistently in school activities and remain informed about student progress, available supports, and educational resources. This action increases equitable access to information, strengthens school-to-home communication, and promotes meaningful parent involvement to support improved student outcomes and learning recovery efforts districtwide. The action of continuing the implementation of the Student Information System directly addresses the need to provide unduplicated pupils and their families with access to comprehensive academic records and information. By utilizing the Aeries portal, families can access real-time updates on their student's grades, assignments, and attendance records, fostering transparency and accountability in the educational process. Moreover, the system facilitates communication between teachers and parents through Parent Square, allowing for direct messaging and notifications regarding student progress and upcoming events. In addition, Zoom access, further supported through Learning Recovery Emergency Block Grant (LREBG) funds, provides families with increased opportunities to participate virtually in parent meetings, trainings, workshops, SSTs, and district informational sessions. This support helps remove barriers related to transportation, work schedules, and childcare, ensuring families remain connected and engaged in their student’s education. Providing these services on an LEA-wide	trainings, workshops, and student support discussions. This action aligns with learning recovery efforts by strengthening partnerships between schools and families, increasing access to educational information and supports, and promoting meaningful engagement to improve student outcomes.	

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
	basis ensures that all families have equitable access to important information, promotes meaningful parental involvement, and supports student learning recovery and academic success. LREBG Funds: 25-26 $0 26-27 $13,129 The district will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district's 2026-27 LCAP **Scope:** LEA-wide		
3.3	**Action:** 1-03 Additional Clerk **Need:** This action is targeted principally at unduplicated pupils based based on the 2023 CA Dashboard for Chronic Absenteeism rates. The district has seen growth and will continue this action to sustain the growth with the unduplicated pupils.Overall 92,8% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. The district recognizes the importance of maintaining an additional office clerk at all sites to support improved attendance outcomes and enhance communication with	The action of maintaining clerks to work closely with site administration directly addresses the need to support unduplicated pupils in improving attendance and reducing absenteeism. By having clerks dedicated to this task, the district can identify patterns of absenteeism and implement targeted strategies to encourage regular attendance among students. Providing this support on an LEA-wide basis ensures that all students, including unduplicated pupils, have access to resources and interventions aimed at improving attendance and promoting academic success.	3.4 Aeries Attendance 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
	families. This position plays a vital role in ensuring that accurate attendance records are maintained and that any issues related to student attendance are promptly addressed. **Scope:** LEA-wide		
3.4	**Action:** 2-01 Parent Involvement Activities **Need:** This action is targeted principally at Unduplicated Pupils based upon Educational Partners feedback requesting opportunities for parents of unduplicated pupils to receive training and support in supporting their student's education.Overall 100% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. The district recognizes the importance of ensuring parents are well-informed and equipped with the necessary skills to support their students at home. To address this need, the district will provide a variety of parent trainings throughout the school year. **Scope:** LEA-wide	The action will address the need for enhanced parental involvement, particularly among unduplicated pupils, by providing a diverse range of training sessions that cover various topics relevant to supporting their child's education. Based on the educational partner feedback, these sessions will include workshops on understanding academic expectations, promoting positive study habits, utilizing technology for learning, fostering social-emotional development, emphasizing the importance of attendance, organizing fun family nights, and providing mental health information. By offering these trainings LEA-wide, the district ensures that all families, including unduplicated pupils, have equitable access to resources and information to support their child's academic success and overall well-being.	3.2 District Parent Survey Overall Mean 3.3 Parent Square Contactable Rate 3.6 Parent Involvement in Decision Making- District & Site Level - Parent Square Invites Report 3.7 Parent Participation- Unduplicated pupils- Parent Square Invites 3.8 Parent Participation- Exceptional Needs pupils - Parent Square Invites Report
3.5	**Action:** 2-02 Community Liaisons **Need:**	The action of maintaining community liaisons effectively addresses the needs of unduplicated pupils by providing essential support to facilitate communication between families, community	3.2 District Parent Survey Overall Mean 3.4 Aeries Attendance 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
	This action is targeted principally at unduplicated pupils based upon educational partners feedback to maintain the support of the Community Liaisons.Overall 100% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. By prioritizing the support of community liaisons, the district ensures that unduplicated pupils and their families have equitable access to resources and assistance, ultimately fostering a more inclusive and supportive educational environment. The district recognizes the importance of maintaining community liaisons to facilitate effective communication and support between the school, families, and the broader community. These liaisons play a critical role in ensuring easy access families and community members to communicate their needs, concerns, and feedback. **Scope:** LEA-wide	members, and the school. By ensuring the presence of community liaisons, the district can offer easy access for families and community members to express their needs, concerns, and feedback. These liaisons also play a crucial role in providing valuable assistance to school sites by facilitating home visits and follow-up calls, which are instrumental in addressing the diverse needs of our families and students. Since unduplicated pupils often come from backgrounds that require additional support and attention, providing community liaisons on an LEA-wide basis ensures equitable access to resources and assistance for all students, thereby fostering a more inclusive and supportive educational environment district-wide.	3.7 Parent Participation-Unduplicated pupils-Parent Square Invites
3.6	**Action:** 2-03 LCFF Alternative Income Data **Need:** This action is targeted principally at unduplicated pupils based upon educational partners feedback to maintain the system. Overall 96.4% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational	The action of continuing the implementation of data collection methods effectively addresses the needs of unduplicated pupils by ensuring accurate identification for supplemental and concentration grant funding. By maintaining tools such as Rocket Scan software, providing online access, and distributing alternative income forms, the district streamlines the process of collecting income data. This comprehensive approach helps to accurately identify all eligible students, including unduplicated	3.5 Rocket Scan Income Form Report

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
	Partner Survey.The district aims to ensure accurate counts and maximize funding by continuing the implementation of data collection methods to determine which students qualify for additional supplemental and concentration grant funding under LCFF Alternative Income Data. **Scope:** LEA-wide	pupils, who require additional support and resources. Providing these tools on an LEA-wide basis ensures consistency and equity in identifying students who may benefit from supplemental funding, thereby fostering a more inclusive and supportive educational environment for unduplicated pupils across the entire district.	
4.2	**Action:** 1-02 Studer Education **Need:** This action is targeted principally at unduplicated pupils based on the 2023 Dashboard for ELA, Math, & ELPI and District Service Survey there is a need to continue providing professional development opportunities for all staff to improve student academic outcomes. Overall 87.5% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. Based on the feedback the district has reduce this cost as we are working towards sustainability and each school year needing less support. To ensure the effective implementation and ongoing monitoring of the district's strategic plan, there is a need for continued support from external consultants. The district will continue to maintain a contract with Studer Education. This partnership will enable the district to receive expert guidance and support in implementing strategic	The action of partnering with Studer Education and maintaining a contract with them directly addresses the need to support unduplicated pupils by providing ongoing support and guidance in implementing the district's strategic plan. This action will involve regular consultations with Studer Education consultants to review progress, identify areas for improvement, develop strategies and action plan. Additionally, the district will allocate resources to provide professional development opportunities for staff members to ensure effective implementation of the strategic initiatives. Providing this support on an LEA-wide basis ensures that all schools within the district benefit from the expertise and resources provided by Studer Education. This promotes consistency and coherence in the implementation of the district's strategic plan, ultimately leading to improved outcomes for unduplicated pupils and greater equity in education across the district.	4.3 District Scorecard Pillar 4: Improvement, Efficiency, & Innovation

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
	initiatives aimed at improving outcomes for students. Studer Education will play a crucial role in facilitating data-driven decision-making, providing professional development opportunities, and supporting the district in achieving its goals for student success and equity. Through this collaboration, the district will enhance its capacity to address the unique needs of unduplicated pupils and ensure that all students have equitable access to high-quality education and support service. **Scope:** LEA-wide		
4.3	**Action:** 2-01 Technology Replacement Fund **Need:** The identify need for unduplicated pupils is that they do not have access to educational programs at home via home device or internet therefore needing access. This action is targeted principally at unduplicated pupils based upon educational partner feedback regarding the need for current and effective devices as well as the training to effectively utilize those devices and programs to support students. Devices, program, and support are provided in academic areas to support student academic growth where there are gaps for unduplicated students. Overall 95% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey.	To address the need for unduplicated pupils not being able to access the educational programs at home, the district provides devices and hotspots for families as needed. The action of allocating funds annually to replace obsolete devices directly addresses the need to ensure that unduplicated pupils have access to suitable technology resources. By earmarking a per-student amount for device replacement, the district can guarantee that all students, including unduplicated pupils, have access to current and functional technology that supports their learning needs. This action is provided on an LEA-wide basis to ensure equity and consistency across all schools within the district. By implementing this initiative district-wide, the district can ensure that all unduplicated pupils, regardless of their school or geographical location, have equal access to updated technology resources. This promotes fairness and equity in education by ensuring that all students have	4.3 District Scorecard Pillar 4: Improvement, Efficiency, & Innovation

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
	The district recognizes the importance of ensuring that all students, including unduplicated pupils, have access to current, high-performing, and efficient technology. An identified need among Unduplicated Pupils is the limited access to technology outside the school environment. Many of these students lack reliable internet connections or devices at home, which hinders their ability to complete assignments, access online resources, and engage in remote learning. Addressing this digital divide is crucial to ensuring that Unduplicated Pupils have equal opportunities to succeed academically and stay connected with their education beyond the classroom. To address this need, the district will establish a Technology Replacement Fund, allocating a per-student amount annually to replace devices when they become functionally obsolete. This initiative aims to provide students with equitable access to technology resources that support their learning and prepare them for success in the digital age. By prioritizing the replacement of outdated devices, the district will enhance the learning experience for unduplicated pupils and ensure that they have access to the tools necessary for academic achievement and college and world readiness. **Scope:** LEA-wide	access to the tools and resources necessary for academic success.	
4.4	**Action:** 2-02 Business Support Services	This action will meet the needs of unduplicated pupils by ensuring the provision of essential Business Support Services throughout the district.	4.3 District Scorecard Pillar 4: Improvement, Efficiency, & Innovation

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
	Need: This action is primarily focused on meeting the needs of unduplicated pupils, as indicated by internal data reviews highlighting the frequency of purchases or hires made to support these students. The district will continue to uphold its commitment to maintaining additional staff hires and ensuring the efficiency of systems, particularly in business staffing, to support unduplicated pupils effectively. Overall 92.5% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. To ensure proper management and allocation of LCAP funds, the district recognizes the need to reserve an indirect cost to provide Business Support Services. These services are essential for overseeing the financial aspects of programs and initiatives funded by LCAP, including payroll for employees paid with LCAP funds and procurement of services. By establishing dedicated business support services, the district aims to streamline financial operations, enhance accountability, and ensure compliance with financial regulations. This will ultimately contribute to the effective utilization of LCAP funds and support the district's overarching goals for student success and equitable outcomes. **Scope:** LEA-wide	By reserving an indirect cost for this purpose, the district can effectively allocate resources to support various administrative functions, such as finance, human resources, and operations. Providing Business Support Services on an LEA-wide basis ensures equitable access to essential resources and administrative support for all students, including unduplicated pupils, across the district.	

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
4.5	**Action:** 3-01 Deferred Maintenance Contribution **Need:** This action is targeted principally at Unduplicated Pupils based upon Educational Partners feedback emphasizing the importance of safe and visually appealing school campuses. Ensuring this involves providing secure and welcoming facilities for unduplicated pupils, who rely on school grounds for recreation. It's crucial that these facilities not only meet safety standards but also create a positive environment for students and families utilizing district facilities for both education and recreation purposes. Overall 100% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. The district recognizes the importance of maintaining safe, secure, and visually appealing school facilities to create conducive learning environments for all students, including unduplicated pupils. To address this need, the district will allocate a percentage of funds for Deferred Maintenance. **Scope:** LEA-wide	This action addresses the need for facility repairs, upgrades, and maintenance to ensure safety, enhance security, and maintain the overall appeal of school sites. By allocating funds for these purposes, the district prioritizes the creation of a positive and conducive learning environment that supports student success and well-being. This initiative is provided on an LEA-wide basis to benefit all students across the district, ensuring equitable access to safe and welcoming school facilities.	4.2 Facility Inspection Tool (FIT) Reports 4.1 William Visit 4.6 School Safety & Connectedness- Students - Studer Survey rating (1-5) 4.7 School Safety & Connectedness- Parents - Studer Survey rating (1-5) 4.8 School Safety & Connectedness- Staff - Studer Survey rating (1-5)
4.6	**Action:** 3-02 Crossing Guards **Need:**	This action directly meets the needs of Unduplicated Pupils by ensuring their safety during school commutes. By retaining crossing guards at major street intersections, the district prioritizes safe passage for all students, particularly those	4.3 District Scorecard: Pillar 4: Improvement, Efficiency, & Innovation

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
	This action is targeted principally at unduplicated pupils based as evidenced by internal data indicating that the majority of students walking to school belong to this demographic. Furthermore, consistent requests from Educational Partners emphasize the necessity of crossing guards for student safety. Overall 100% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. The district acknowledges the importance of ensuring the safety of all students, including unduplicated pupils, as they travel to and from school campuses. To address this need, the district will continue to employ crossing guards at major street intersections to facilitate safe crossings for students. **Scope:** LEA-wide	from vulnerable demographics. This service is provided on an LEA-wide basis to guarantee equitable access to safe crossing facilities for all students across the district.	
4.7	**Action:** 3-03 Student Safety Support **Need:** This action is targeted principally at unduplicated pupils based upon 2023 CA Dashboard Data for Suspension Rate showing that our Unduplicated Pupil Groups (LI-Green, EL-Green) are making growth and performing with other other student groups. Suspension status being "Low". On the 2023 CA Dashboard results for Chronic Absenteeism are also making growth (FY- Green, LI-	This action effectively meets the needs of Unduplicated Pupils by prioritizing their safety and well-being within the school environment. By allocating funds to maintain the School Resource Officer (SRO) contract and addressing safety issues promptly, the district ensures a secure learning environment for all students, particularly those from vulnerable demographics. Additionally, supporting student behavior management contributes to maintaining a safe and conducive atmosphere for learning. This action is provided on an LEA-wide basis to guarantee equitable access	4.3 District Scorecard: 4: Improvement, Efficiency, & Innovation 4.5 Local Climate Survey 4.4 Aeries Attendance Rate 1.5 CA Dashboard Suspension Rate 4.6 School Safety & Connectedness- Students - Studer Survey rating (1-5)

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
	Yellow, & EL- Yellow). The district will continue this action to sustain the growth our unduplicated pupils have made with this support. Additionally, Educational Partner feedback has been very clear in the area of school safety and partnering with local law enforcement in order to provide students a safe learning environment. Overall 100% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey, with 30% of this number wanting an increased to safety supports. In order to ensure that students have a school environment that is safe, secure, and conducive to learning, and to provide access to medical services if needed, the district continue to maintain a School Resource Officer (SRO) Contract to continue to collaborate with local law enforcement agencies to maintain a School Resource Officer presence on campuses that directly works with the site administrators and the mental health professionals. The SRO plays a vital role in promoting campus safety, addressing security concerns, providing presentations/trainings, counseling, and fostering positive relationships between law enforcement and students. The district will continue to provide student insurance to ensure that all students have access to medical services in case of emergencies or accidents on campus. This aims to alleviate financial barriers to healthcare access and	to a safe learning environment for all students across the district.	4.7 School Safety & Connectedness- Parents - Studer Survey rating (1-5) 4.8 School Safety & Connectedness- Staff - Studer Survey rating (1-5)

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
	prioritize the well-being of all students, including unduplicated pupils. **Scope:** LEA-wide		
4.8	**Action:** 3-04 Attendance Data Platform **Need:** This action is targeted principally at Unduplicated Pupils based upon the 2023 CA Dashboard results for Chronic Absenteeism show that our Unduplicated Pupils are making growth (FY- Green, LI- Yellow, & EL- Yellow). The district will continue this action to sustain the growth our unduplicated pupils have made. The district acknowledges the importance to improve student attendance. The district will continue to implement the A2A System and the Behavior-Alerts platform to track student attendance in real-time, notifications sent to families, staff is instantly notify of behavior alerts, and it enables prompt identification of attendance concerns and targeted interventions. The district will prioritize support for unduplicated pupils to reduce chronic absenteeism and promote equitable access to education. **Scope:** LEA-wide	This action will address the need by continuing to contract with A2A and provide training to administrators and staff on using the A2A system and implementing evidence-based strategies to address attendance challenges. The rationale for implementing this action on an LEA-wide basis is to ensure a consistent and comprehensive approach to improving attendance across all schools within the district. By applying these strategies district-wide, the district aims to standardize attendance interventions, thereby maximizing their effectiveness and ensuring that all students, particularly Unduplicated Pupils who are disproportionately affected by attendance issues, receive the support they need to maintain regular school attendance. This LEA-wide approach also enables the district to better monitor and respond to attendance trends, fostering a culture of accountability and support that benefits all students.	4.3 District Scorecard: Pillar 4: Improvement, Efficiency, & Innovation 4.4 Aeries Attendance Rate 4.5 Local Climate Survey

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
1.12	**Action:** 2-02 English Learner Mentor Teacher **Need:** The district has identified the need for an English Learner Mentor Teacher based on the results of the English Learner Proficiency Indicator (ELPI) 2023 Dashboard results and the reclassification data progress. In CA. Dashboard ELPI English Learner progress was 40.4% Medium status. In ELA English Learners are -53.1.6 from standard and in Math English Learners are -83.3 from standard.Teachers will continue to receive professional development to support the needs of English Learners. In the Spring 2025 in the educational partner survey 82.5% of our educational partners would like to see this continue or increase. Also based on the 2024 Dashboard Math and ELA results there is an achievement gap between "All Students" and "English Learners" results. **Scope:** Limited to Unduplicated Student Group(s)	The English Learner (EL) mentor/Teacher on Special Assignment (TOSA) will train and coach teachers across all grade levels, develop instructional materials, and support the implementation of rigorous instruction. This action ensures high-quality language instruction and learning opportunities for our English Learners (ELs) during both Designated-English Language Development (D-ELD) and Integrated-English Language Development (I-ELD). By providing this support on an LEA-wide basis, the district aims to enhance the academic success of unduplicated pupils, ensuring equitable access to effective language education across all schools.	1.3 ELPI , 1.6 English Learner Reclassification Rate , 1.16 ELD Standards Implementation -Self Reflection Rating in the California Dashboard
2.5	**Action:** 2-02 English Learner Professional Development **Need:**	This action will address the need by providing training sessions district-wide, equipping staff with the necessary tools and techniques to integrate English Language Proficiency Assessment for California (ELPAC) tasks into everyday instruction.	2.2 District Staff Pulse Survey Results Overall Score

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	This action is targeted principally at unduplicated pupils based upon data from the CA 2023 Dashboard student performance data for ELPI, Math, and Reading, particularly among English Learner (EL) students, the district has identified the need to enhance staff capacity in effectively supporting and improving outcomes for all EL students. Overall 96.4% of our educational partners would like to see this continue or increase as measured by the Spring 2024 Educational Partner Survey. This includes providing targeted support for Long-Term English Learners (LTEL) through individualized data chats, coaching, and resources tailored to their unique needs. **Scope:** Limited to Unduplicated Student Group(s)	By offering training on a district-wide basis, all educators can ensure alignment with state standards and benchmarks, benefiting English Learners across the entire LEA. This includes providing targeted support for Long-Term English Learners (LTEL) through individualized data chats, coaching, and resources tailored to their unique needs. To address this need, the district will implement professional development and training sessions specifically focused on strategies for EL instruction and language development. Additionally, administering interim ELPAC assessments will allow for ongoing monitoring of student progress, enabling educators to implement targeted language intervention supports as needed. Expenditures associated with this action include costs for organizing training sessions, procuring materials, and allocating additional staff time to facilitate professional development opportunities for the benefit of all unduplicated pupils within the district.	

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above has been strategically allocated to increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. Recognizing the critical need for student support across all campuses within the district, the funds have been utilized to augment various student services. To ensure sustainability beyond temporary funding sources and to ensure the maintenance of staff providing direct services to students, staff positions have been shifted to permanent LCAP funding. Examples of the utilization of these funds include the addition of Vice Principals, Intervention Aides, Health Service Staff, Dual Immersion Aides, and Mental Health Staff. These enhancements align with specific Goals and Actions outlined in the district's strategic plan, such as Goal 1 Actions 1.9 (Intervention), 1.10 (Dual Immersion), 1.13 (Vice Principals), 1.16 (Mental Health Staff), and 1.17 (School Nurse). The allocation of these positions reflects feedback from educational partners and underscores the district's commitment to meeting the diverse needs of its student population while advancing its strategic objectives.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Burton Elementary 1:27.20 Jim Maples Academy 1:28.63 Oak Grove Elementary 1:21.85 William R. Buckley 1:22.11 Burton Middle School 1:35.51
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Burton Elementary. 1: 16.28 Jim Maples Academy 1: 15.41 Oak Grove Elementary 1:15.20 William R. Buckley 1:15.40 Burton Middle School 1:17.43

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$26,605,312	9,778,090	36.752%	0.000%	36.752%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,778,090.00	$1,447,683.00	$722,445.00	$1,012,106.00	$12,960,324.00	$10,901,714.00	$2,058,610.00

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	1-01 Site Specific Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$352,516.00	$200,909.00	$351,513.00			$201,912.00	$553,425.00	
1	1.2	1-02 Instructional Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,327,591.00	$0.00	$1,327,591.00				$1,327,591.00	
1	1.3	1-03 District Sponsored Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$102,000.00	$102,000.00				$102,000.00	
1	1.4	1-04 1:World Program (Technology)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,181.00	$41,800.00	$50,981.00				$50,981.00	
1	1.5	1-05 Visual & Performing Arts (VAPA) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$173,405.00	$32,050.00	$205,455.00				$205,455.00	
1	1.6	1-06 Gifted and Talented Education (GATE) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$48,256.00	$26,488.00	$74,744.00				$74,744.00	
1	1.7	1-07 Supplemental Instructional Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,950.00	$2,950.00				$2,950.00	
1	1.8	1-08 Leadership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Burton Middle School	Ongoing	$1,654.00	$3,300.00	$4,954.00				$4,954.00	
1	1.9	1-09 Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$1,929,241.00	$22,891.00	$1,395,518.00	$11,691.00		$544,923.00	$1,952,132.00	

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
						Low Income										
1	1.10	1-10 Dual Immersion Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jim Maples Academy	Ongoing	$59,416.00	$10,150.00	$61,052.00	$8,514.00			$69,566.00	
1	1.11	2-01 Additional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,123,729.00	$0.00	$1,123,729.00				$1,123,729.00	
1	1.12	2-02 English Learner Mentor Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$100,656.00	$157,655.00	$100,656.00			$157,655.00	$258,311.00	
1	1.13	2-03 Vice Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$900,266.00	$0.00	$450,133.00		$450,133.00		$900,266.00	
1	1.14	2-04 Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.15	3-01 Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$93,497.00	$250,268.00	$343,765.00				$343,765.00	
1	1.16	3-02 Mental Health Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,794,357.00	$1,066.00	$452,808.00	$1,342,615.00			$1,795,423.00	
1	1.17	3-03 School Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$717,089.00	$74,000.00	$518,777.00		$272,312.00		$791,089.00	
1	1.18	3-05 Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Burton Middle School	Ongoing	$29,968.00	$25,000.00	$54,968.00				$54,968.00	
1	1.19	4-01 Data Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$24,120.00	$24,120.00				$24,120.00	
1	1.20	4-02 Assessment Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$98,306.00	$0.00	$98,306.00				$98,306.00	

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	1.21	Base support for Foster Youth	Foster Youth	No			All Schools Specific Schools: All schools TK-12th grade	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.22	Base support for Students w/ Disability (SWD)	Students with Disabilities	No			Specific Schools: Burton Elementary	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.23	Base support for Two or More Races	Two or More Races	No			Specific Schools: Burton Elementary	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	1-01 Mentor Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$930,258.00	$0.00	$920,466.00	$9,792.00			$930,258.00	
2	2.2	1-02 Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,915.00	$10,075.00	$53,374.00			$107,616.00	$160,990.00	
2	2.3	1-03 District Staff Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.4	2-01 District Provided Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$241,096.00	$59,824.00	$300,920.00				$300,920.00	
2	2.5	2-02 English Learner Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$9,471.00	$12,846.00	$22,317.00				$22,317.00	
3	3.1	1-01 Communications Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,042.00	$28,135.00	$87,177.00				$87,177.00	
3	3.2	1-02 Parent Communication System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,090.00	$24,000.00	$6,090.00			$30,090.00	
3	3.3	1-03 Additional Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$132,687.00	$0.00	$132,687.00				$132,687.00	

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
						Low Income										
3	3.4	2-01 Parent Involvement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,500.00	$9,500.00				$9,500.00	
3	3.5	2-02 Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$46,678.00	$0.00	$46,678.00				$46,678.00	
3	3.6	2-03 LCFF Alternative Income Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,345.00	$4,345.00				$4,345.00	
4	4.1	1-01 Continuous Improvement Support														
4	4.2	1-02 Studer Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
4	4.3	2-01 Technology Replacement Fund	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$256,410.00	$256,410.00				$256,410.00	
4	4.4	2-02 Business Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$471,816.00	$0.00	$471,816.00				$471,816.00	
4	4.5	3-01 Deferred Maintenance Contribution	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$317,306.00	$317,306.00				$317,306.00	
4	4.6	3-02 Crossing Guards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$83,067.00	$0.00	$83,067.00				$83,067.00	
4	4.7	3-03 Student Safety Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$204,007.00	$204,007.00				$204,007.00	
4	4.8	3-04 Attendance Data Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
5	5.1	Ensure Educational Equity and Excellence for All Students	All	No			Specific Schools: Community School Day	Ongoing	$17,556.00	$51,425.00		$68,981.00			$68,981.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$26,605,312	9,778,090	36.752%	0.000%	36.752%	$9,778,090.00	0.000%	36.752 %	**Total:**	$9,778,090.00
								LEA-wide Total:	$9,534,143.00
								Limited Total:	$122,973.00
								Schoolwide Total:	$120,974.00

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**	1-01 Site Specific Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$351,513.00	
1	**1.2**	1-02 Instructional Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,327,591.00	
1	**1.3**	1-03 District Sponsored Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,000.00	
1	**1.4**	1-04 1:World Program (Technology)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,981.00	
1	**1.5**	1-05 Visual & Performing Arts (VAPA) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,455.00	
1	**1.6**	1-06 Gifted and Talented Education (GATE) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,744.00	
1	**1.7**	1-07 Supplemental Instructional Programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,950.00	

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 (%)
					Low Income			
1	1.8	1-08 Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Burton Middle School	$4,954.00	
1	1.9	1-09 Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,395,518.00	
1	1.10	1-10 Dual Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jim Maples Academy	$61,052.00	
1	1.11	2-01 Additional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,123,729.00	
1	1.12	2-02 English Learner Mentor Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,656.00	
1	1.13	2-03 Vice Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,133.00	
1	1.14	2-04 Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.15	3-01 Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,765.00	
1	1.16	3-02 Mental Health Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$452,808.00	
1	1.17	3-03 School Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$518,777.00	
1	1.18	3-05 Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Burton Middle School	$54,968.00	
1	1.19	4-01 Data Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,120.00	
1	1.20	4-02 Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth	All Schools	$98,306.00	

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 (%)
					Low Income			
2	2.1	1-01 Mentor Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$920,466.00	
2	2.2	1-02 Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,374.00	
2	2.3	1-03 District Staff Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.4	2-01 District Provided Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,920.00	
2	2.5	2-02 English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$22,317.00	
3	3.1	1-01 Communications Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,177.00	
3	3.2	1-02 Parent Communication System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
3	3.3	1-03 Additional Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,687.00	
3	3.4	2-01 Parent Involvement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,500.00	
3	3.5	2-02 Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,678.00	
3	3.6	2-03 LCFF Alternative Income Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,345.00	
4	4.2	1-02 Studer Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
4	4.3	2-01 Technology Replacement Fund	Yes	LEA-wide	English Learners Foster Youth	All Schools	$256,410.00	

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 (%)
					Low Income			
4	**4.4**	2-02 Business Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$471,816.00	
4	**4.5**	3-01 Deferred Maintenance Contribution	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$317,306.00	
4	**4.6**	3-02 Crossing Guards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,067.00	
4	**4.7**	3-03 Student Safety Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,007.00	
4	**4.8**	3-04 Attendance Data Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,611,024.00	$12,599,582.02

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**	1-01 Site Specific Programs	Yes	$670,930	$670,761
1	**1.2**	1-02 Instructional Support Staff	Yes	2,204,647	$2,101,340
1	**1.3**	1-03 District Sponsored Trips	Yes	$96,266.00	$93,389.00
1	**1.4**	1-04 1:World Program (Technology)	Yes	$52,481.00	$50,480.00
1	**1.5**	1-05 Visual & Performing Arts (VAPA) Program	Yes	$205,257.00	$205,257
1	**1.6**	1-06 Gifted and Talented Education (GATE) Program	Yes	$82,984.00	$86,451.00
1	**1.7**	1-07 Supplemental Instructional Programs	Yes	$22,450.00	$950.00
1	**1.8**	1-08 Leadership	Yes	$13,475.00	$2.019
1	**1.9**	1-09 Intervention Program	Yes	$1,996,861	$2,076,417
1	**1.10**	1-10 Dual Immersion Program	Yes	$70,487.00	$67,695.00
1	**1.11**	2-01 Additional Minutes	Yes	$931,717.00	$987,370.00

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	1.12	2-02 English Learner Mentor Teacher	Yes	$99,268.00	$99,240.00
1	1.13	2-03 Vice Principals	Yes	$998,118	$985,588
1	1.14	2-04 Attendance Incentives	Yes	$15,000.00	$11,767.78
1	1.15	3-01 Multi-Tiered System of Support	Yes	$403,080.00	$343,719.00
1	1.16	3-02 Mental Health Support Staff	Yes	$685,403	$636,343
1	1.17	3-03 School Nurse	Yes	$818,573	$847,875
1	1.18	3-05 Counselors	Yes	$54,436.00	$53,854.00
1	1.19	4-01 Data Platforms	Yes	$25,000.00	$25,000.00
1	1.20	4-02 Assessment Coordinator	Yes	$103,602.00	$93,792.00
1	1.21	Base support for Foster Youth	No	$0.00	$0.00
1	1.22	Base support for Students w/ Disability (SWD)	No	$0.00	$0.00
1	1.23	Base support for Two or More Races	No	$0.00	$0.00
2	2.1	1-01 Mentor Teachers	Yes	$943,763.00	$897,312.00

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	2.2	1-02 Teacher Induction Program	Yes	$52,948.00	$52,156.81
2	2.3	1-03 District Staff Events	Yes	$15,000.00	$16,500.00
2	2.4	2-01 District Provided Professional Development	Yes	$248,813.00	$256,913.00
2	2.5	2-02 English Learner Professional Development	Yes	$24,121.00	$20,109.00
3	3.1	1-01 Communications Department	Yes	$97,177.00	$91,859.00
3	3.2	1-02 Parent Communication System	Yes	$62,000.00	$21,892.00
3	3.3	1-03 Additional Clerk	Yes	$138,036.00	$157,140.00
3	3.4	2-01 Parent Involvement Activities	Yes	$15,000.00	$7,600.00
3	3.5	2-02 Community Liaisons	Yes	$44,604.00	$44,535.00
3	3.6	2-03 LCFF Alternative Income Data	Yes	$3,500.00	$4,342.86
4	4.1	1-01 Continuous Improvement Support		$0	$0
4	4.2	1-02 Studer Education	Yes	$35,000.00	$44,535.00
4	4.3	2-01 Technology Replacement Fund	Yes	$253,990.00	$253,990.00
4	4.4	2-02 Business Support Services	Yes	$435,549.00	$435,549.00

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)
4	**4.5**	3-01 Deferred Maintenance Contribution	Yes	$294,512.00	$435,659.50
4	**4.6**	3-02 Crossing Guards	Yes	$86,319.00	$82,766.00
4	**4.7**	3-03 Student Safety Support	Yes	$189,232.00	$293,856.05
4	**4.8**	3-04 Attendance Data Platform	Yes	$60,000.00	$33,576.00
5	**5.1**	Ensure Educational Equity and Excellence for All Students	No	$61,425.00	$12,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,529,283	$9,817,080.00	$9,817,080.00	$0.00	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	1-01 Site Specific Programs	Yes	$471,853.00	$471,853.00		
1	1.2	1-02 Instructional Support Staff	Yes	$1,440,304.00	$1,296,997.00		
1	1.3	1-03 District Sponsored Trips	Yes	$96,266.00	$93,389.00		
1	1.4	1-04 1:World Program (Technology)	Yes	$52,481.00	$50,480.00		
1	1.5	1-05 Visual & Performing Arts (VAPA) Program	Yes	$205,257.00	$205,257.00		
1	1.6	1-06 Gifted and Talented Education (GATE) Program	Yes	$82,984.00	$86,451.00		
1	1.7	1-07 Supplemental Instructional Programs	Yes	$22,450.00	$950.00		
1	1.8	1-08 Leadership	Yes	$13,475.00	$1,850.00		
1	1.9	1-09 Intervention Program	Yes	$1,293,944.00	$1,373,500.00		
1	1.10	1-10 Dual Immersion Program	Yes	$70,487.00	$67,695.00		
1	1.11	2-01 Additional Minutes	Yes	$931,717.00	$987,370.00		
1	1.12	2-02 English Learner Mentor Teacher	Yes	$99,268.00	$99,240.00		
1	1.13	2-03 Vice Principals	Yes	$499,059.00	$486,529.00		

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	1.14	2-04 Attendance Incentives	Yes	$15,000.00	$11,767.78		
1	1.15	3-01 Multi-Tiered System of Support	Yes	$403,080.00	$343,719.00		
1	1.16	3-02 Mental Health Support Staff	Yes	$490,592.00	$441,532.00		
1	1.17	3-03 School Nurse	Yes	$446,261.00	$475,563.00		
1	1.18	3-05 Counselors	Yes	$54,436.00	$53,854.00		
1	1.19	4-01 Data Platforms	Yes	$25,000.00	$25,000.00		
1	1.20	4-02 Assessment Coordinator	Yes	$103,602.00	$93,792.00		
2	2.1	1-01 Mentor Teachers	Yes	$943,763.00	$897,312.00		
2	2.2	1-02 Teacher Induction Program	Yes	$52,948.00	$52,156.81		
2	2.3	1-03 District Staff Events	Yes	$15,000.00	$16,500.00		
2	2.4	2-01 District Provided Professional Development	Yes	$248,813.00	$256,913.00		
2	2.5	2-02 English Learner Professional Development	Yes	$24,121.00	$20,109.00		
3	3.1	1-01 Communications Department	Yes	$97,177.00	$91,859.00		
3	3.2	1-02 Parent Communication System	Yes	$62,000.00	$21,892.00		
3	3.3	1-03 Additional Clerk	Yes	$138,036.00	$157,140.00		
3	3.4	2-01 Parent Involvement Activities	Yes	$15,000.00	$7,600.00		
3	3.5	2-02 Community Liaisons	Yes	$44,604.00	$44,535.00		
3	3.6	2-03 LCFF Alternative Income Data	Yes	$3,500.00	$4,342.86		

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)
4	**4.2**	1-02 Studer Education	Yes	$35,000.00	$44,535.00		
4	**4.3**	2-01 Technology Replacement Fund	Yes	$253,990.00	$253,990.00		
4	**4.4**	2-02 Business Support Services	Yes	$435,549.00	$435,549.00		
4	**4.5**	3-01 Deferred Maintenance Contribution	Yes	$294,512.00	$435,659.50		
4	**4.6**	3-02 Crossing Guards	Yes	$86,319.00	$82,766.00		
4	**4.7**	3-03 Student Safety Support	Yes	$189,232.00	$293,856.05		
4	**4.8**	3-04 Attendance Data Platform	Yes	$60,000.00	$33,576.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$25,780,812	9,529,283	0	36.963%	$9,817,080.00	0.000%	38.079%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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