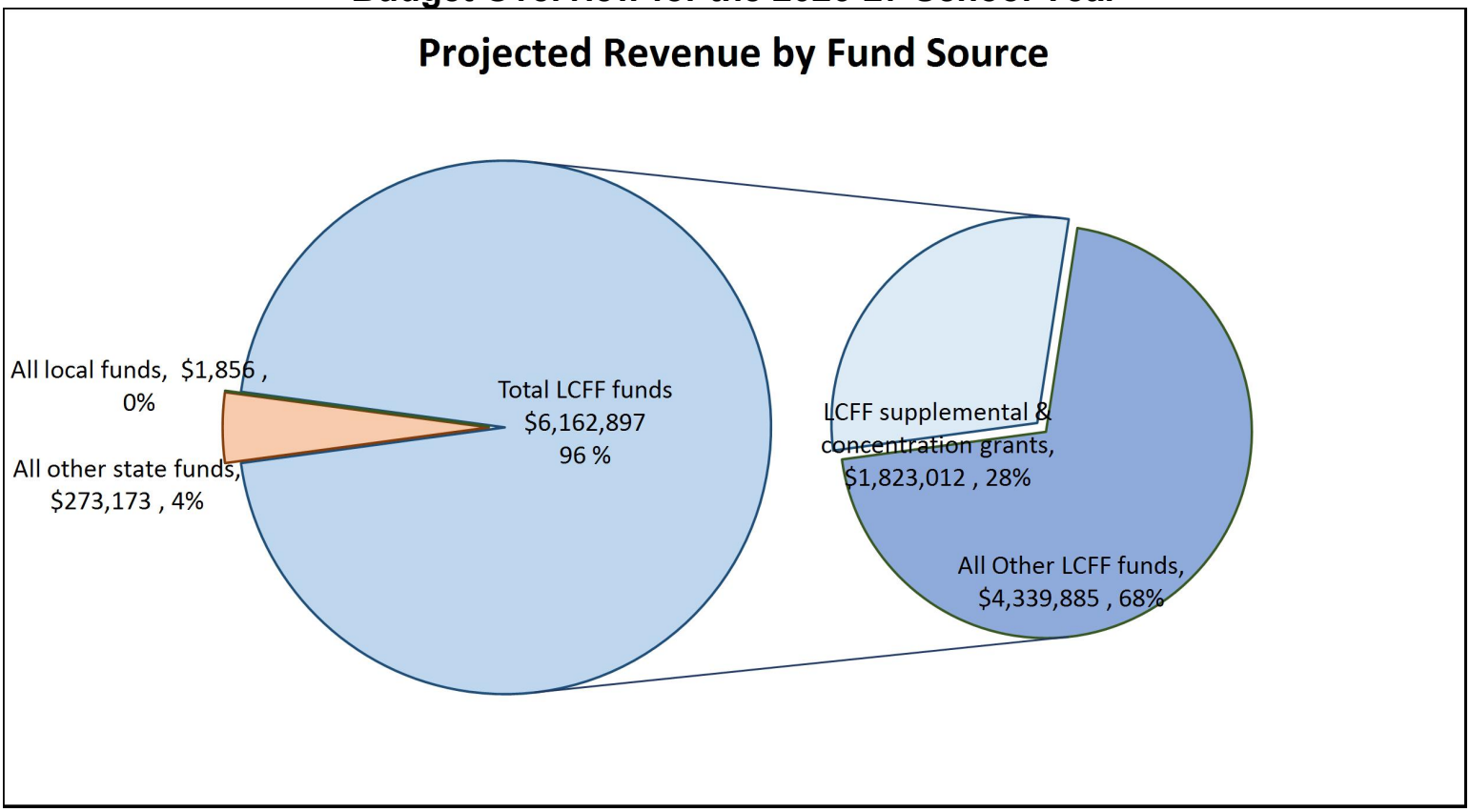
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Butterfield Charter School
CDS Code: 54-75523-0114348
School Year: 2026-27
LEA contact information:
Dr. Nate Nelson
Superintendent

559-793-2455

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

Budget Overview for the 2026-27 School Year

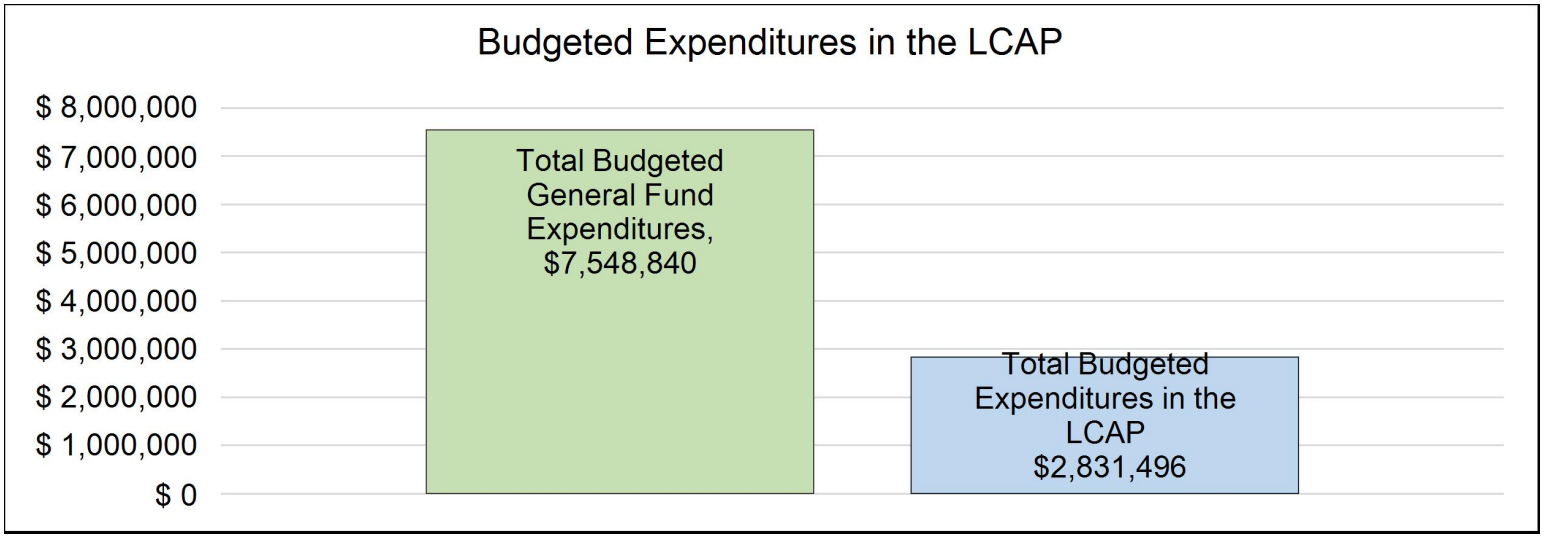


This chart shows the total general purpose revenue Butterfield Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Butterfield Charter School is $6,437,926, of which $6,162,897.00 is Local Control Funding Formula (LCFF), $273,173.00 is other state funds, $1,856.00 is local funds, and $0.00 is federal funds. Of the $6,162,897.00 in LCFF Funds, $1,823,012.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Butterfield Charter School 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: Butterfield Charter School plans to spend $7,548,840.00 for the 2026-27 school year. Of that amount, $2,831,496.00 is tied to actions/services in the LCAP and $4,717,344 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

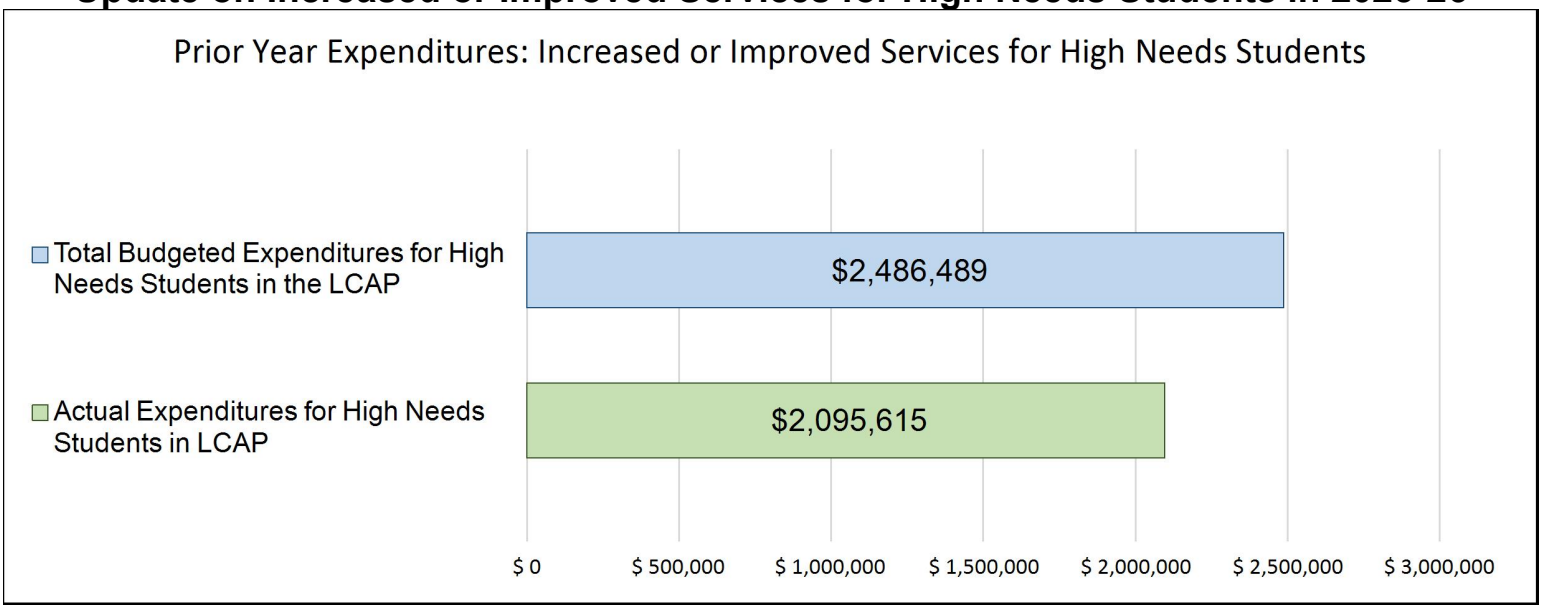
General Fund budgeted expenditures not in the LCAP will be used in the following way: certificated, classified, and administrative salaries along with employee health and welfare benefits. Butterfield will also utilize these for classroom materials, supplies and maintenance and operational cost.

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

In 2026-27, Butterfield Charter School is projecting it will receive $1,823,012.00 based on the enrollment of Foster Youth, English learner, and low-income students. Butterfield Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Butterfield Charter School plans to spend $2,671,690.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Butterfield Charter School's LCAP budgeted $2,486,489.00 for planned actions to increase or improve services for high needs students. Butterfield Charter School actually spent $2,095,615.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $390,874 had the following impact on Butterfield Charter School’s ability to increase or improve services for high needs students:

The difference total budgeted expenditures and estimated actual expenditures for actions and services to increase or improve services had minimal / no impact to the overall increased or improved services for high needs students in 2025-26. The majority of the services planned were completed. Any difference between budgeted actions and services and estimated actuals is explained in the Annual Update section of the LCAP.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Butterfield Charter School	Dr. Nate Nelson Superintendent	nlnelson@portervilleschools.org 559-793-2455

Plan Summary [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.

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

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

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

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

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

Reflections: Annual Performance

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

FROM THE 2023 DASHBOARD WITH 2025 DASHBOARD PROGRESS:

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

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

Successes: Based on the 2023 Dashboard, All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White Students maintained the highest performance level (blue) for the suspension rate, demonstrating effective behavior management and supportive school environments. Also, no student group performed at the lowest performance level (red) in any of the academic areas (ELA, mathematics, or ELPI)

Challenges: There were five student groups that performed at the lowest performance level (red) for both the Graduation Rate and College and Career Indicator categories on the 2023 Dashboard: All, English Learner, Socioeconomically Disadvantaged, Hispanic and White.

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

- All Students indicated very low: (2.5 % prepared in 2023, 5.7% in 2025)
- Hispanic student group indicated very low: (2.9% prepared in 2023, 4.3% in 2025)
- Socioeconomically Disadvantaged students very low: (2.3% prepared in 2023, 4.1% in 2025)
- English Learners indicated very low: (2% prepared in 2023, 3.9% in 2025)
- White student group very low: (2% prepared in 2023, 12.8% in 2025)

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

- All Students received a Red performance level: (57.7% graduated in 2023, 89.6% in 2025)
- English learners received a Red performance level: (66.7% graduated in 2023, 96.3% in 2025)
- Hispanic students received a Red performance level: (59.2% graduated in 2023, 90.2% in 2025)
- White student group received a Red performance level: (57.7% graduated in 2023, 90.2% in 2025)
- Socioeconomically Disadvantaged students received a Red performance level: (54.8% graduated in 2023, 89.2% in 2025)

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

- Graduation Rate & College and Career Indicator: Focused interventions are needed for all students, especially for English Learners, Socioeconomically Disadvantaged, Hispanic, and White students who are at the Red performance level. Strategies will include individualized academic support, increased access to counseling, and enhanced engagement programs. We will enhance family engagement, and offer support services to address underlying causes of absenteeism.
- Academic support programs tailored to the unique needs of English Learners will be expanded, including additional language acquisition resources and personalized learning plans.
- Customized instructional strategies for students with disabilities and increased support services will be implemented to ensure these students receive the necessary accommodations to succeed academically.
- Continued professional development for educators will focus on effective instructional strategies, cultural competency, and differentiated instruction to better serve diverse student populations.
- Data-Driven Instruction: Utilize data from formative assessments to inform instruction and provide targeted interventions to address academic deficiencies in ELA and Mathematics thereby improving both the graduation rate and the college and career indicator.
- College/Career Readiness Programs: Strengthen college and career readiness programs by offering more Advanced Placement (AP) courses, vocational training, and partnerships with local colleges and businesses.

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT:
During the 2026-2027 academic year, it is estimated that Butterfield will have $25,000 of unexpended Learning Recovery Block Grant (LREBG) funds. Use of these funds will be reflected in the following goals and actions throughout the current LCAP:

- Goal 1, Actions 1.1 (Fostering Excellence in Learning), 1.3 (Expanding College and Career Readiness), 1.4 (English Learner Language Acquisition Program), 1.6 (Improving Graduation Rates and College & Career Indicators) and 1.7 (Improving Mathematics Distance from Standard)
- Goal 2, Action 2.2 (Fostering Relationships)
- Goal 3, Actions 3.3 (Employee Well-being and Safety)
- Goal 4, Actions 4.1 (Responsiveness to Needs), 4.2 (Safe and Clean Environments) and 4.3 (Aligning Resources)

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

Reflections: Technical Assistance

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

Not applicable for the 2025-2026 academic year.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Parents, Students and other school personnel	School Site Council & English Language Advisory Committee meetings held throughout the year: -December 10, 2025 -January 28, 2026 -March 4, 2026 -May 20, 2026
Administrators, Teachers, & other school personnel	Leadership Collaboration meetings throughout the year to reflect on continuous improvement efforts and target systems of improvement. These sessions took place on: • September 5, 2025 • September 12, 2025 • September 26, 2025 • October 1, 2025 • October 3, 2025 • October 10, 2025 • October 17, 2025 • October 24, 2025 • November 5, 2025 • November 14, 2025 • December 5, 2025 • January 16, 2026 • January 23, 2026 • January 30, 2026 • February 20, 2026 • February 27, 2026

Educational Partner(s)	Process for Engagement
	• March 6, 2026 • April 10, 2026 • April 17, 2026

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

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

Key areas where this feedback influenced the LCAP include:

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Success & Readiness Scorecard	STAR Reading 3-8 Grade Equivalent (GE) growth (Spring, 2023-2024) K-3 = 2.9 4-6 = 5.7 7-8 = 5.2 9-12 = 6.1	STAR Reading 3-8 Grade Equivalent (GE) growth (Consolidated Status Report, Spring 2024-2025) K-3 = 4.2 4-6 = 5.2	STAR Reading 3-8 Grade Equivalent (GE) growth (Consolidated Status Report, Spring 2025-2026) K-3 = 2.8 4-6 = 6.6	STAR Reading (Spring) K-3 = 3.0 4-6 = 5.9 7-8 = 6.0 9-12 = 7.0	STAR Reading 3-8 Grade Equivalent (GE) growth (Consolidated Status Report, Spring 2024-2025) K-3 = -0.1 4-6 = -0.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7-8 = 5.8 9-12 = 7.0	7-8 = 6.8 9-12 = 7.2		7-8 = +1.6 9-12 = +1.1
1.2	Panorama Student Survey	Sense of Belonging (percent feeling Valued) -Grades 6-12: 42% (2023-2024)	Sense of Belonging (percent feeling Valued) -Grades 6-12: 62% (Winter 2025)	Sense of Belonging (percent feeling Valued) -Grades 6-12: 62% (Fall 2025)	Sense of Belonging -Grades 6-12: 50%	Sense of Belonging (percent feeling Valued) -Grades 6-12: +20%
1.3	CAASPP Math distance from standard	Butterfield Charter School: All: -198.4 EL: -198.9 Foster: * SED: -203.3 (CA Dashboard: 2022-2023) An asterisk (*) indicates that the n-size consists of less than 11 students.	Butterfield Charter School: All: -195.7 EL: -246.6 Foster: * SED: -201.0 (CA Dashboard: 2023-2024) An asterisk (*) indicates that the n-size consists of less than 11 students.	Butterfield Charter School: All: -202.6 EL: -221.8 Foster: * SED: -207.1 (CA Dashboard: 2025) An asterisk (*) indicates that the n-size consists of less than 11 students.	Butterfield Charter School: All: -138.4 EL: -147.7 Foster: * SED: -135.1 (CA Dashboard 2025-2026)	Butterfield Charter School: All: -4.2 EL: -22.9 Foster: * SED: -3.8 An asterisk (*) indicates that the n-size consists of less than 11 students.
1.4	CAASPP ELA distance from standard	Butterfield Charter School: All: -85.5 EL: -103 Foster:* SED: -91.9 (CA Dashboard: 2022-2023) An asterisk (*) indicates that the n-size consists of less than 11 students.	Butterfield Charter School: All: -91.6 EL: -147.4 Foster:* SED: -96.2 (CA Dashboard: 2023-2024) An asterisk (*) indicates that the n-size consists of less than 11 students.	Butterfield Charter School: All: -110.6 EL: -131.9 Foster:* SED: -113.2 (CA Dashboard: 2025) An asterisk (*) indicates that the n-size consists of less than 11 students.	Butterfield Charter School: All: +7.2 EL: -26.05 Foster: * SED: -22.1 (CA Dashboard 2025-2026	Butterfield Charter School: All: -25.1 EL: -28.9 Foster:* SED: -21.3 An asterisk (*) indicates that the n-size consists of less than 11 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Graduation Rate*	Butterfield Charter School (in percent, %) All: 57.7% EL: 66.7% Foster: * SED: 54.8% (CA Dashboard, Additional Reports 2022-2023)	Butterfield Charter School (in percent, %) All: 77.5% EL: 74.6% Foster: * SED: 76.7% (CA Dashboard 2023-2024)	Butterfield Charter School (in percent, %) All: 89.6% EL: 96.3% Foster: * SED: 89.2% (CA Dashboard 2025)	Butterfield Charter School (in percent, %) All: 88.3% EL: 97.3% Foster: * SED: 85.4% (CA Dashboard, Additional Reports 2025-2026)	Butterfield Charter School (in percent, %) All: +31.9% EL: +29.6% Foster: * SED: +34.4%
1.6	English Learner Progress	English Learner Progress Indicator: EL: 26.8% LTEL: TBD (CA Dashboard: 2022-2023)	English Learner Progress Indicator: EL: 29.9% LTEL: 31.4% (CA Dashboard: 2023-2024)	English Learner Progress Indicator: EL: 37.9% LTEL: 38.9% (CA 2025 Dashboard)	English Learner Progress Indicator: EL: 53.6% LTEL: TBD (CA Dashboard 2025-2026	English Learner Progress Indicator: EL: +11.1% LTEL: +7.5
1.7	EL Reclassification*	English Learners were reclassified at a rate of .01% (22-23 EOY CALPADS report 2.16)	English Learners were reclassified at a rate of 12.8% (13 of 102) (23-24 EOY CALPADS report 2.16)	English Learners were reclassified at a rate of 9.2% (10 of 109) (24-25 EOY CALPADS report 2.16)	English Learners were reclassified at a rate of 5%	+9.19% EL Reclassified
1.8	Grade 11 EAP*	Grade 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall: ELA: 16.88 % Math: 1.25%	Grade 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall:	Grade 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall:	Gradr 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall:	Grade 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL ELA: 2.94% Math: 0% LTEL ELA: 0% Math: 0% SED ELA: 14.58% Math: 1.39% (DataQuest 2022-2023)	ELA: 17.55 % Math: 4.28% EL ELA: 2.50% Math: 0% LTEL ELA: 2.86% Math: 0% SED ELA: 17.64% Math: 3.53% (DataQuest 2023-2024)	ELA: 14.07 % Math: 2.50% EL ELA: 2.17% Math: 0% LTEL ELA: 6.67% Math: 0% SED ELA: 13.12% Math: 2.17% (DataQuest 2024-2025)	ELA: 20.19% Math: 2.74% EL ELA: 7.88% Math: 3% LTEL ELA: 5.71% Math: 1.07% SED ELA: 17.56% Math:2% (DataQuest 2025-2026)	ELA: -2.81% Math: +1.25% EL ELA: -0.77% Math: No Change LTEL ELA: +6.67% Math: No Change SED ELA: -1.46% Math: +0.78%
1.9	A-G* CTE Completer* A-G & CTE Completer	Meeting A-G: All 1.2% (3) SED: 0.5% (1) EL: 0% (0) LTEL: TBD CTE Pathway Completion: All: 5.0% (13) SED: 5.0% (11) EL: 2.0% (1) LTEL: TBD A-G & CTE Completer All: 0% (CA Dashboard, Additional Reports 2022-2023)	Meeting A-G: All 1.6% (4) SED: 1.2% (3) EL: 1.7% (1) LTEL: 0% (0) CTE Pathway Completion: All: 3.5% (9) SED: 2.9% (7) EL: 1.7% (1) LTEL: 1.9% (1) A-G & CTE Completer All: 0% (CA Dashboard, Additional Reports 2023-2024)	Meeting A-G: All 6.1% (16) SED: 5.0% (12) EL: 3.9% (3) LTEL: 2.8% (2) CTE Pathway Completion: All: 1.9% (5) SED: 1.2% (3) EL: 0% (0) LTEL: 0% (0) A-G & CTE Completer All: 0.74% (2 of 270)	Meeting A-G: All: 3.5% SED: 3.0% EL: 2.5% CTE Pathway Completion: 5 students All: 50% SED: 60% EL: 100% A-G & CTE Completer All: 5% (CA Dashboard, Additional Reports 2025-2026	Meeting A-G: All +4.9% SED: +4.5% EL: +3.9% LTEL: +2.8 CTE Pathway Completion: All: -3.1% SED: -3.8% EL: -2% LTEL: -1.9 A-G & CTE Completer All: +0.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(CA 2025 Dashboard, Additional Reports)		
1.10	Graduating cohort students scoring a 3 or higher on two AP Exams*	No students (2022-2023 Dashboard, Additional Reports)	No students (2023-2024 Dashboard, Additional Reports)	2 students (2025 Dashboard, Additional Reports)	4 students (2022-2023 Dashboard, Additional Reports)	+2 students

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.

Butterfield carried out Goal 1 through a coordinated set of efforts focused on academics, student wellness, and postsecondary readiness. Implementation centered on expanding experiential learning and academic supports, strengthening MTSS-informed social-emotional systems, increasing college/career exploration opportunities, and providing targeted English Learner (EL) and Long-Term English Learner (LTEL) language-development structures while improving secondary monitoring and intervention systems.

Action 1.1 — Fostering Excellence in Learning

- Implementation/fidelity: Expanded academic/arts/activities offerings and provided added staffing and intervention structures (e.g., Study Skills/Academic Center/Math tutorials) to support students performing at lower levels.
- Successes: Increased access to intervention supports and progress-monitoring structures to better identify student needs and respond with targeted assistance.
- Challenges/differences: Ensuring consistent implementation and impact across grade spans and student groups, especially when balancing broad offerings with targeted academic acceleration needs.

Action 1.2 — Ensuring Social-Emotional Wellness

- Implementation/fidelity: Prioritized counseling and student-services supports, strengthened early identification and behavioral intervention systems (MTSS), and supported connectivity and engagement efforts.
- Successes: Maintained structured supports (staffing, referrals, programs) to address student mental health and school connectedness as part of day-to-day operations.
- Challenges/differences: Ongoing need to deepen systematic implementation (screening ? intervention ? follow-up) so supports are timely and consistently matched to student need.

Action 1.3 — Expanding College and Career Readiness

- Implementation/fidelity: Implemented activities to expand college/career awareness (workshops, partnerships, field trips/real-world learning, improved two-way communication with families and community).
- Successes: Established/continued readiness structures that expose students—particularly underserved groups—to opportunities and planning earlier in their trajectory.
- Challenges/differences: Building predictable, yearlong participation and ensuring student access to high-impact opportunities (dual enrollment, certifications, and structured pathway supports) at scale.

Action 1.4 — English Learner Language Acquisition Program
- Implementation/fidelity: Supported ELD implementation through tools and structures (e.g., Ellevation, core curriculum platforms, translation supports) and staff professional learning aligned to ELD standards and proficiency levels.
- Successes: Maintained dedicated systems/resources intended to strengthen designated and integrated language supports and to improve access to instructional content.
- Challenges/differences: Need for tighter alignment between language-development strategies and core content instruction so EL supports translate into stronger performance outcomes in core coursework.

Action 1.5 — Long Term English Learner Language Acquisition Program
- Implementation/fidelity: Implemented LTEL-focused supports (e.g., Flashlight 360) emphasizing expressive writing, vocabulary development, and oral language through structured practice and performance opportunities.
- Successes: Increased intentional opportunities for LTELs to practice academic language and communication through repeated, structured routines.
- Challenges/differences: Sustaining consistent implementation within the broader instructional program and ensuring supports are sufficiently intensive to accelerate LTEL language growth over time.

Action 1.6 — Improving Graduation Rates and College & Career Indicators
- Implementation/fidelity: Strengthened monitoring and intervention systems at the secondary level through staffing supports and targeted interventions, including participation in technical assistance (e.g., through TCOE) and focus on lowest-performing groups identified in prior Dashboard results.
- Successes: Improved systems for identifying students at risk and providing targeted supports aimed at keeping students on track to graduate.
- Challenges/differences: Ensuring that improved monitoring and completion supports also translate into stronger “prepared” outcomes (i.e., readiness indicators) rather than completion alone.

Action 1.7 — Improving Mathematics Distance from Standard
- Implementation/fidelity: Implemented pedagogical improvement (coaching/PD) and academic interventions using local indicators and Dashboard signals to prioritize students and groups needing the most support.
- Successes: Established clearer focus on instructional practice and intervention approaches designed to improve mathematics outcomes over time.
- Challenges/differences: Maintaining coherent implementation across courses/grade spans and ensuring interventions are sufficiently differentiated to accelerate growth for focal groups.

Action 1.8 — Improving ELA Distance from Standard

- Implementation/fidelity: Provided staffing support, training, and targeted ELA interventions guided by local indicators and Dashboard performance patterns.
- Successes: Improved the school's ability to target ELA supports toward students/groups with the greatest needs using multiple data sources.
- Challenges/differences: Strengthening instructional coherence so interventions consistently reinforce core literacy outcomes and better meet the needs of EL and low-income students.

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

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

- Action 1.1 (Fostering Excellence in Learning): Salaries & benefits for resource clerks were lower than originally budgeted for
- Action 1.3 (College & Career Readiness): Salaries and benefits for Academic Intervention Tutors were not originally budgeted for
- Action 1.4 (EL Language Acquisition Program): Expenditures for online learning platforms were lower than originally budgeted for
- Action 1.6 (Improving Graduation Rates): Expenditures for summer school were lower than originally budgeted

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

Action 1.1 — Fostering Excellence in Learning (Overall: mixed effectiveness): Expanded supports appear to be producing stronger interim reading growth in multiple grade spans and substantial gains in completion outcomes; however, summative ELA and math distance-from-standard trends suggest uneven translation of supports into consistent achievement gains across tested areas.

Evidence from metrics:

- STAR Reading GE growth: K–3 2.9 to 4.2 to 2.8; 4–6 5.7 to 5.2 to 6.6; 7–8 5.2 to 5.8 to 6.8; 9–12 6.1 to 7.0 to 7.2.
- Graduation rate (All): 57.7% to 77.5% to 89.6%.
- CAASPP Distance from Standard: Math (All) -198.4 to -195.7 to -202.6; ELA (All) -85.5 to -91.6 to -110.6.

Action 1.2 — Ensuring Social-Emotional Wellness (Overall: effective): The sustained increase in students reporting they feel valued suggests the school's social-emotional systems and connectivity supports are positively influencing climate and student experience.

Evidence from metrics: Sense of Belonging (Grades 6–12) 42% to 62% to 62%.

Action 1.3 — Expanding College and Career Readiness (Overall: limited-to-emerging effectiveness): Readiness outcomes show early signs of movement in some areas (e.g., more students meeting A–G and initial AP gains), but overall EAP and combined readiness indicators remain low and/or inconsistent, indicating the need to strengthen access, participation, and sustained supports tied to rigorous coursework.

Evidence from metrics:

- Grade 11 EAP (Overall): ELA 16.88% to 17.55% to 14.07%; Math 1.25% to 4.28% to 2.50%.
- A–G & CTE indicators: Meeting A–G (All) 1.2% to 1.6% to 6.1%; CTE pathway completion (All) 5.0% to 3.5% to 1.9%; A–G & CTE completer (All) 0% to 0% to 0.74%.
- AP (two exams, score 3+): 0 to 0 to 2 students.

Action 1.4 — English Learner Language Acquisition Program (Overall: partially effective): EL progress shows improvement on the ELPI, but the ELA distance-from-standard pattern indicates that language-development gains are not yet consistently reflected in summative ELA performance, suggesting the approach needs stronger alignment to literacy demands.

Evidence from metrics:

- EL Progress Indicator (EL): 26.8% to 29.9% to 37.9%.
- CAASPP ELA Distance (EL): -103.0 to -147.4 to -131.9 (improves from Year 1 but remains below baseline).

Action 1.5 — LTEL Language Acquisition Program (Overall: partially effective): LTEL-focused supports show some positive movement (including improved LTEL EAP-ELA readiness and increased reclassification compared to baseline), but results are not yet stable year over year, indicating continued need for targeted, sustained LTEL instructional routines and monitoring.

Evidence from metrics:
ELPI (LTEL): 31.4% to 38.9% (Year 1 to Year 2 as reported) and EAP (LTEL ELA): 0% to 2.86% to 6.67%.
Reclassification: 0.01% to 12.8% to 9.2% (increase from baseline, but lower than Year 1).

Action 1.6 — Improving Graduation Rates and College & Career Indicators (Overall: effective for graduation; limited for readiness): The action is clearly supporting improved completion outcomes, but readiness indicators show that more intensive and coherent pathways to “prepared” status are still needed alongside graduation supports.

Evidence from metrics: Graduation (All) 57.7% to 77.5% to 89.6%. College/career readiness indicators remain low overall (e.g., A–G & CTE completer 0% to 0% to 0.74%, AP 3+ on two exams 0 to 0 to 2, EAP Overall ELA 16.88% to 17.55% to 14.07%).

Action 1.7 — Improving Mathematics Distance from Standard (Overall: limited effectiveness to date): Despite targeted improvement efforts, overall math distance-from-standard declined in the most recent outcome year, indicating that current interventions and instructional shifts have not yet produced consistent gains and likely require adjustment in intensity, differentiation, and coherence.

Evidence from metrics: Math Distance (All) -198.4 to -195.7 to -202.6; EL -198.9 to -246.6 to -221.8; SED -203.3 to -201.0 to -207.1.

Action 1.8 — Improving ELA Distance from Standard (Overall: ineffective to date/needs significant strengthening): The trend indicates that ELA outcomes have moved further from standard overall, suggesting current ELA supports are not yet yielding the intended achievement gains and should be substantially refined (especially for students requiring the most intensive literacy acceleration).

Evidence from metrics: ELA Distance (All) -85.5 to -91.6 to -110.6; SED -91.9 to -96.2 to -113.2; EL -103.0 to -147.4 to -131.9 (some recovery from Year 1, but still below baseline).

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

Butterfield Charter School will maintain the core Goal 1 intent and the existing set of actions and measures, but will make targeted refinements to strengthen the approach based on Year 2 reflections—especially for English Learners, Long-Term English Learners, and college/career readiness. Specifically, the school will strengthen EL/LTEL supports by increasing staff capacity in integrated and designated ELD, reviewing instructional materials (e.g., Edgenuity) for stronger scaffolding and differentiation, using more structured ELD supports (e.g., Flashlight 360), and developing individualized LTEL support plans using data systems such as Ellevation, with more frequent progress monitoring. In addition, to strengthen readiness outcomes, the school will increase A–G academic planning beginning in Grade 9, embed CTE awareness into advisory and instructional time, and expand academic supports for AP and EAP-preparatory students while using College & Career Indicator information to guide timely adjustments. The school will also maintain STAR Reading as an interim measure to better understand alignment with summative outcomes and strengthen instructional coherence.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fostering Excellence in Learning	Fostering excellence and experimental learning through real-world opportunities including academics, arts, and activities to ensure growth for all students: • Increase offerings (courses, classes, etc.) that include: academics, arts, and activities K-12 • Support staffing to support students performing at lower levels • Provide academic interventions focused on increasing ELA, Mathematics and Language Development through our Study Skills, Academic Center & Math Tutorials • Support underperforming student groups such as Foster Youth • Support curriculum development and align electronic platforms with instructional content	$491,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action primarily focused on low income, English learners and Foster Youth students in that these students typically benefit from these supports. However, student groups performing at the lowest level on the Dashboard would also benefit. LREBG: Utilize resources to improve measuring and monitoring of student progress. Expanded academic interventions with added staff support, including college and career counselor. LREBG funds supporting this action include $1,250 in 2026-27 and $5,000 through the 2027-28 academic year. Metrics: -CAASPP in ELA & Mathematics -Graduation Rate		
1.2	Ensuring Social-Emotional Wellness	Ensure resources and supports are systematically and intentionally prioritized to support the social-emotional learning and mental health needs of all students: -Provide resources (staffing, CSIS, programs, referrals, etc.) to support and address social-emotional learning and mental health needs of all students -Improve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems (MTSS, etc.) -Fiscally support counselors, support services and administration as they support unduplicated pupils in monitoring student learning, assessment, provide counseling, social emotional learning support, parental education, and ensure that teachers use highly effective instructional practices in the classroom. This initiative is designed primarily to benefit low-income students. English learners, and Foster Youth, as they typically are in greater need of these specific services. However, other student groups who have underperformed on the California School Dashboard are also expected to experience positive impacts from this support.	$580,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric: -Panorama survey focused on the Sense of Belonging and Teacher-Student Relationships		
1.3	Expanding College and Career Readiness	Expand opportunities across all grade levels for college and career exploration awareness and advancement such as certifications, apprenticeships, college credits, dual enrollment and licensures: -Improve two-way communication between Butterfield Charter School, families, and community -Develop workshops and partnerships with the community related to real world experiences (financial literacy, Trades Day-@ TCOE, etc) that are available for students and families -Expose prioritizing students who are from low income families, foster youth and English learners to College & Career opportunities (Activities, fieldtrips, dual enrollment, etc.) This action aims to expand college and career readiness, with a primary focus on low-income students, English learners, and foster youth, who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the California School Dashboard, fostering a broader sense of inclusivity and preparation for post-secondary paths. LREBG funds supporting this action, with a focus on expanding college and career readiness for underserved student groups, including low-income students and English learners. LREBG funds supporting this action include $1,250 in 2026-27 and $5,000 through the 2027-28 academic year. Metrics: -Concurrent enrollment -College & Career Indicators	$174,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	English Learner Language Acquisition Program	Supporting implementation of English language development programs (structured English immersion), systems and structures such as Ellevation and core curriculum (Edgenuity/Wonders) targeting English Learner development. Investigate and improve both core and suppplemental instructional resources/materials. -Provide teachers and students access to translation features on platforms such as Edgenuity to assist with English language development. -Support teachers and students to access lesson in Ellevation to support English language development -Provide staff with professional development to understand ELD standards and proficiency levels -Provide resources such as platforms, and teacher support to English language acquisition This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the California School Dashboard, fostering a broader sense of language acquisition and opportunities. LREBG funds supporting this action, with a focus on expanding English language acquisition for underserved student groups—particularly English learners and Long Term English Learners (LTEL). LREBG funds supporting this action include $1,250 in 2026-27 and $5,000 through the 2027-28 academic year. Metrics: -English Learner Progress -CAASPP Distance from Standard in ELA for English Learners	$10,700.00	Yes
1.5	Long Term English Learner Language Acquisition Program	Supporting implementation of English language development programs (structured English immersion), systems and sturctures such as Flashlight 360. Investigate and improve both core and supplemental instructional	$9,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials. -Support Butterfield staff to provide opportunities for LTELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of short constructed responses and performance task like writing prompts -Support Butterfield staff to provide opportunities for LTELs to develop speaking skills through public performance and presentation. This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups perfroming at the lowest level on the California School Dashboard, fostering a broader sense of language acquisition and opportunities Metrics: • English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL studentgroup		
1.6	Improving Graduation Rates and College & Career Indicators (low performance)	Improving the graduation rate will positively impact the College and Career Indicator through improved monitoring, support to staffing (i.e. College Specialist, Career developer, etc.), participation in differentiated/technical assistance through TCOE, and targeted interventions at the secondary level to include a focus on the lowest performing student groups based on the 2023-2024 Dashboard: -Butterfield (Red for All, English Learner, Low Income, Hispanic, White) This action is focused on improving graduation rates, primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. By providing tailored support and resources, the initiative aims to help these students	$110,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
		stay on track to earn their diplomas. This focus on improving graduation rates also extends to other student groups performing at the lowest level on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success. LREBG funds supporting this action, with a focus on improving graduation rates for underserved student groups—particularly low-income students, English learners, and foster youth. LREBG funds supporting this action include $5,500 in 2026-27 and $5,500 through the 2027-28 academic year. Metrics: -Graduation Rate -College & Career Indicator		
1.7	Improving Mathematics Distance from Standard	Engage in pedagogical improvement initiatives (such as working with TCOE, PUSD District coaches, etc), professional development, and academic interventions focused on increasing mathematics outcomes prioritizing student groups performing at the lowest performance level based on the local indicators (STAR Math, PUSD Benchmark, Edgenuity cumulative exams, etc.) and the 2023-2024 Dashboard. All: 198.4points below standard Hispanic: 198.9 points below standard SED: 203.3 points below standard LREBG: Improve instructional practice through coaching and professional development of staff in the area of math. LREBG funds supporting this action include $2,500 in 2026-27 and $5,000 through the 2027-28 academic year. Metric: -CAASPP Math distance from standard	$131,130.00	Yes
1.8	Improving ELA Distance from Standard	Provide staffing support (i.e. English/Reading teacher), teacher training, and academic interventions focused on increasing ELA outcomes prioritizing student groups performing at the losest performance level	$409,077.00	Yes

Action #	Title	Description	Total Funds	Contributing
		based on the local indicators (STAR Reading, PUSD Benchmark, Edgenuity cummlative exams, etc.) and the 2023-2024 Dashboard. English learners and low income students constitute the largest population of students reflecting difficulities in ELA performance, and so this action is principally focused on these student groups. In addition, other student groups also perform at the lowest level, and would also benefit. All:85.5 points below standard Hispanic: 86.3 points below standard SED: 91.9 points below standard Metrics: -CAASPP ELA distance from standard		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Butterfield PUSD/Studer Parent/Caregiver Survey	Butterfield PUSD/Studer Parent/Caregiver Survey (5-point scale) -Overall Rating -Treated with Respect (Question #4)	-Overall: 4.31 -Treated with Respect: 4.38 -Positive Communication: 4.25	-Overall: 4.19 -Treated with Respect: 4.31 -Positive Communication: 4.02	Butterfield PUSD/Studer Parent/Caregiver Survey (5-point scale) -Overall: 4.0	-Overall: +0.25 -Treated with Respect: +0.24 -Positive Communication: +0.21

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Receive Positive Communication (Question #13) -Feel Comfortable Approaching School Administration (Question #14) -Overall: 3.94 -Treated with Respect: 4.07 -Positive Communication: 3.81 -Comfort with Administration: 3.93 (2023-2024)	-Comfort with Administration: 4.29 (Fall 2024)	-Comfort with Administration: 4.20 (Fall 2025)	-Treated with Respect: 4.33 -Positive Communciation: 4.04 -Comfort with Administration: 4.18	-Comfort with Administration: +0.27
2.2	ParentSquare Contactable Rate	2023-2024: 93%	2023-2024: 98%	2025-2026: 96.6%	2025-2024: 95%	2023-2024: +3.6%
2.3	Attendance*; Average Days Absent	Average Days Absent: All: 42.2 EL: 31.9 Foster: * SED: 44 (DataQuest 2022-2023)	Average Days Absent: All: 35.2 EL: 35.0 Foster: 46.6 SED: 35.8 (DataQuest 2023-2024)	Average Days Absent: All: 25.4 EL: 19.5 Foster: 45.8 SED: 25.6 (DataQuest 2024-2025)	Average Days Absent: All: 32.2 EL: 21.9 Foster: * SED: 33 (DataQuest 2025-2026)	Average Days Absent: All: -16.8 EL: -12.4 Foster: -0.8 SED: -18.4
2.4	Chronic Absenteeism*	Chronic Absenteeism All: 46.1% EL:47.1% Foster: * SED: 47.7% *Less than 11 students (DataQuest 2022-2023)	Chronic Absenteeism All: 38.1% EL:44.3% Foster: 69.2% SED: 38.1%	Chronic Absenteeism All: 24.8% EL:19.2% Foster: 69.2 SED: 25.0%	Chronic Absenteeism: All: 36.1% EL: 36.1% Foster: * SED: 37.7%	Chronic Absenteeism All: -21.3% EL: -27.9% Foster: No Change SED: -22.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(DataQuest 2023-2024)	(DataQuest 2024-2025)	(DataQuest 2025-2026)	
2.5	Middle School Dropout Rate*	0 dropouts reported at the middle school grade level (CALPADS 1.14 2022-2023)	0 dropouts reported at the middle school grade level (CALPADS 1.14 2023-2024)	0 dropouts reported at the middle school grade level (CALPADS 1.14 2024-2025)	0 dropouts reported at the middle school grade level	No Change at 0
2.6	High School Dropout Rate*	40.5% dropout rate reported for the adjusted cohort in 2022-2023 (DataQuest 2022-2023)	23.1% dropout rate reported for the adjusted cohort in 2023-2024 (DataQuest 2023-2024)	10.3% dropout rate reported for the adjusted cohort in 2023-2024 (DataQuest 2024-2025)	35% dropout rate for the adjusted cohort for 2025-2026	-30.2% change for the adjusted cohort
2.7	Suspension Rate*	Suspension Rate 2023 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2022-2023)	Suspension Rate 2024 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2023-2024)	Suspension Rate 2024 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (2025 Dashboard)	Suspension Rate 2026 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2025-2026)	Suspension Rate 2024 Dashboard: • All: No change at 0 • EL: No change at 0 • Foster: No change at 0 • SED: No change at 0
2.8	Expulsion Rate*	Expulsion Rate 2023 Dashboard: • All: 0%	Expulsion Rate 2024 Dashboard:	Expulsion Rate 2025 Dashboard:	Expulsion Rate Dashboard: • All: 0%	Expulsion Rate Dashboard:

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

During the previous year, Butterfield implemented Goal 2 by strengthening family communication routines, maintaining parent feedback systems, and using engagement data to guide outreach and support within a non-classroom-based independent study model. Implementation emphasized consistent use of district communication tools and recurring feedback collection (surveys) to build trust and responsiveness with families. Overall, the planned actions were carried out; however, the intensity and reach of engagement strategies varied across student groups due to the inherent barriers of remote/independent study participation and differing levels of family availability, which limited consistent engagement for the families with the highest needs.

Action 2.1 — Improving Two-way Communication

- Fidelity of implementation: Communication and feedback structures were maintained (two-way communication expectations, parent group structures, and survey-based feedback routines).
- Implementation evidence: The school continued using ParentSquare and the parent/caregiver survey process as a consistent feedback and communication loop.
- Challenges / successes: A key success was sustaining core communication infrastructure; a challenge was increasing the depth of “two-way” engagement (dialogue, responsiveness, participation), not just information delivery, across all families.

Action 2.2 — Fostering Relationships

- Fidelity of implementation: Relationship-building activities were implemented through advisory initiatives, parent workshops, and outreach efforts designed to increase engagement and reduce barriers to participation.

- Implementation evidence: The school continued providing opportunities intended to build shared understanding and increase family participation while reviewing engagement data to guide outreach.
- Challenges / successes: The independent study structure limited daily contact and made sustained relationship-building more difficult; the greatest challenge remained ensuring outreach strategies consistently reached and supported families experiencing the highest barriers to engagement.

Action 2.3 — Building Community Partnerships

- Fidelity of implementation: Partnership development continued through efforts to connect students and families to community and postsecondary exposure opportunities and provide parent training supports.
- Implementation evidence: The school continued coordinating partnership-related supports and parent-facing training opportunities intended to strengthen engagement and persistence.
- Challenges / successes: A success was maintaining a focus on partnerships as a lever for engagement; a continuing challenge is ensuring partnership opportunities translate into consistent, high-participation experiences for students/families in an independent study model.

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

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

- Action 2.1 (Improving Two-way Communication): Action 2.1 was implemented as part of the district's ongoing efforts to improve two-way communication with educational partners. While the action occurred, the specific funds allocated to this action were not expended because the activities were supported through existing resources.
- Action 2.2 (Fostering Relationships): Action 2.2 was implemented as part of the district's ongoing efforts to support the priorities identified in Goal 2. While the action occurred, the specific funds allocated to this action were not expended because the activities were supported through existing resources.
- Action 2.3 (Building Community Partnerships): Action 2.3 was implemented through ongoing district efforts to build and strengthen community partnerships. Although the action was carried out, the specific funds allocated to this action were not expended because the activities were supported through existing resources.

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

Action 2.1 — Improving Two-way Communication (Effectiveness: Moderately effective): Parent/caregiver perception measures improved from baseline to Year 1 and remained above baseline in Year 2 (Overall 3.94 to 4.31 to 4.19; Treated with Respect 4.07 to 4.38 to 4.31; Positive Communication 3.81 to 4.25 to 4.02; Comfort with Administration 3.93 to 4.29 to 4.20). ParentSquare contactable rate also increased overall (93% to 98% to 96.6%). These results indicate stronger communication access and improved family experience compared to baseline, though Year 2 declines from Year 1 suggest the need to strengthen consistency and responsiveness to sustain gains.

Action 2.2 — Fostering Relationships (Effectiveness: Partially effective; subgroup need remains): Engagement indicators improved overall: average days absent decreased for All Students (42.2 to 35.2 to 25.4) and chronic absenteeism declined for All Students (46.1% to 38.1% to

24.8%), with similar improvement for EL and SED groups (e.g., EL chronic absenteeism 47.1% to 44.3% to 19.2%). However, Foster Youth indicators remained a concern (average days absent 46.6 to 45.8 and chronic absenteeism 69.2% to 69.2%), indicating that relationship-building and outreach strategies have not yet produced comparable engagement improvements for this highest-need subgroup.

Action 2.3 — Building Community Partnerships (Effectiveness: Highly effective for persistence; continued focus needed): Student persistence outcomes improved significantly at the high school level, with high school dropout rate decreasing (40.5% to 23.1% to 10.3%), while middle school dropout remained stable at 0 across baseline through Year 2. These outcomes suggest partnership and engagement strategies are supporting retention and re-engagement, and continued focus should ensure opportunities remain accessible and connected to student needs within the independent study context.

Additional climate indicators reinforce stable implementation of supportive practices: suspension and expulsion rates remained 0% across groups.

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 are being made to the Goal 2 goal statement, the existing metrics/targets, or the three actions for the coming year. Based on Year 2 reflections, Butterfield will focus on implementation refinements to strengthen impact for student groups that continue to face the greatest engagement barriers within an independent study setting. These refinements will include strengthening the consistency of two-way communication routines (including more interactive, problem-solving engagement with families), increasing targeted outreach and follow-up for families needing additional support, and improving the alignment between community partnerships and student persistence strategies so participation and benefit are more consistent across student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improving Two-way Communication	Continuously develop and improve two-way communication between employees, families, and community: -Provide time for staff to reflect, discuss and develop plans that impact student learning which can be communicated with families and the community -Establish parent groups (Parent Advisory, School Site Council, etc.) -Administer surveys to collect different perspectives (Staff, parent, community, etc.) to guide improvement initiatives	$1,712.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is designed to improve two-way communication with parents and families focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fostering engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student groups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment. Metrics: -Studer Parent/Caregiver Survey -ParentSquare Contactable Rate		
2.2	Fostering Relationships	Foster meaningful relationships between employees, family and community: -Implement identified advisory group initiatives that foster shared understanding and investment in PUSD strategic plan and goals -Implement programs and workshops (e.g. FASFA, Financial Literacy, College & Career Readiness) designed to empower parents and community & increase participation • Implement family outreach and initiatives, such as incentives, to improve attendance and chronic absenteeism rates. This action is designed to improve two-way communication with parents and families focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fostering engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student groups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment. Metrics:	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Chronic Absenteeism -Attendance -Studer Parent/Caregiver Survey		
2.3	Building Community Partnerships	Create community partnerships to engage in opportunities to strengthen learning and teaching: -Provide time and other resources to partner with local businesses to bring real-world experience (including internships, mentorships, etc.) to students -Support efforts with higher education institutions to provide exposure to all students K-12, and to support high school student matriculation efforts -Increase number of events and training opportunities for parents (i.e. ParentSquare, Aeries, Technology, Post graduate plans, etc.) Community partnerships are an integral factor in ensuring students successfully matriculate through the grades, and ultimately graduate. By connecting with local businesses and nonprofits, schools can create career-orientated programs, internships, and apprenticeships that boost college and career readiness. This collaborative approach allows schools to address specific needs and tailor interventions, leading to improved outcomes for these students. Metrics: -Graduation Rate -Dropout Rate	$1,712.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Butterfield PUSD/Studer Employee Experience Survey	Measuring Employee Satisfaction, Connectedness, Communication, Access to Resources, Support, Climate and Belonging Overall Mean Score 4.18 (Scale from 1-5)	Measuring Employee Satisfaction, Connectedness, Communication, Access to Resources, Support, Climate and Belonging	Measuring Employee Satisfaction, Connectedness, Communication, Access to Resources, Support, Climate and Belonging	Overal Mean Score (Scale from 1-5)	+0.11 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-2024 administration)	Overall Mean Score 3.86 (Scale from 1-5) (Fall 2024 administration)	Overall Mean Score 4.29 (Scale from 1-5) (Fall 2025 administration)		
3.2	Reduce Staff Vacancies	Zero (0) vacant positions (2022-2023 State SARC)	Zero (0) vacant positions (2023-2024 State SARC)	Zero (0) vacant positions (2024-2025 State SARC)	Maintain zero (0) vacancies	No change at 0
3.3	Professional Development Opportunities: -Increase Teacher led professional development opportinuites	Baseline: 1 Teacher led professional development opportunities (2023-2024 Sign in sheets)	1 Teacher led professional development opportunities (2024-2025 Sign in sheets)	One teacher-led professional development session was provided, focusing on graduation outcomes, ELD supports, CA Dashboard data, STAR Reading/Math alignment, and CAASPP test-taking strategies for ELA and Math. This reflects continued efforts to strengthen instructional practices and improve student achievement.	Increase to 2 Teacher led professional development opportunities	No change at 1 teacher led professional development opportunity
3.4	Staff Training to Support LTEL (3-Year Rollout): -Year 1: ELD Teachers	Baseline = No (0) teachers groups targeted for training sessions focused on LTEL	1 teacher training session focused on LTEL for ELD teachers	ELD and Academic Support teachers led professional development	Staff Training to support LTEL involving: -ELD Teachers	+1 group (ELD Teachers) completed training

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-Year 2: ELD & Academic Support Teachers -Year 3: ELD, Academic Support, & Gen Ed Teachers	-ELD Teachers -ELD & Academic Support Teachers -ELD, Academic Support & Core Content Teachers (First year of outcomes will follow)		sessions focused on English Learner supports, ELPAC, CA Dashboard ELPI data, Long-Term English Learners, designated ELD courses for grades 9–12, reclassification processes, and targeted academic interventions in math and reading.	-ELD & Academic Support Teachers -ELD, Academic Support & Core Content Teachers	
3.5	Staff development session survey (4-point Likert on perceived value)	(First year of outcomes will follow)	No data to date	Butterfield staff development survey results show strong perceived value, with 90% rating sessions as Valuable or Highly Valuable. Staff reported increased confidence in implementing MTSS, English Learner supports, and student engagement strategies, reflecting continued progress toward improved instruction and student outcomes.	80% of staff indicated high or very high value	90% Valuable or Highly Valuable Ratings.

Goal Analysis [2025-26]

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

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

During the previous year, Butterfield carried out Goal 3 through coordinated efforts to strengthen employee experience by maintaining staffing stability, supporting professional learning structures, and building systems that promote employee well-being, safety, and connectedness. Implementation focused on sustaining core recruitment/retention routines, providing professional development and collaboration opportunities aligned to site priorities, and initiating capacity-building related to English Learner and LTEL supports through planned training rollouts. Overall, actions were implemented; however, implementation intensity varied across components, particularly where expansion goals required additional teacher leadership time, stronger feedback loops, and more structured mechanisms to capture staff input on the perceived value of professional learning.

Action 3.1 — Staff Recruitment and Retention

- Fidelity of implementation: Recruitment and retention systems were maintained, including onboarding supports and practices intended to promote staff stability.
- Implementation evidence: The school sustained staffing practices aimed at continuity and a stable workforce in a rural context.
- Challenges / successes: A key success was maintaining staffing stability; the continuing challenge is sustaining and strengthening supports that improve long-term recruitment and retention conditions.

Action 3.2 — Professional Development and Advancement

- Fidelity of implementation: Professional learning structures were implemented through coaching/leadership support and planned training opportunities; however, expansion of teacher-led PD did not occur at the intended scale.
- Implementation evidence: Teacher-led PD occurred, but implementation did not expand to include additional sessions as planned; other PD structures continued to support staff learning and collaboration.
- Challenges / successes: The main challenge was increasing teacher-led leadership capacity and time to support additional teacher-led PD opportunities beyond the existing baseline structure.

Action 3.3 — Employee Well-being and Safety

- Fidelity of implementation: Employee well-being and safety supports were maintained through safety practices and efforts intended to strengthen workplace climate and connectedness.
- Implementation evidence: The school continued using staff feedback tools (survey administration) to inform climate supports and identify areas for improvement.
- Challenges / successes: A key challenge was ensuring that staff feedback is consistently translated into visible, timely improvements in communication, support, and workplace climate.

Action 3.4 — Professional Development to Support English Learners

- Fidelity of implementation: The LTEL/EL support training sequence was initiated through targeted PD sessions and content focused on EL supports, ELPAC, and instructional strategies.

- Implementation evidence: Training sessions and EL-focused learning supports were delivered as part of building staff capacity for EL/LTEL instruction and monitoring.
- Challenges / successes: A success was launching targeted training; a continuing challenge is ensuring sustained follow-through so training translates into consistent instructional practice across teachers and settings.

Action 3.5 — Professional Development to Support Long-Term English Learners (LTELs)

- Fidelity of implementation: The multi-year LTEL training rollout progressed according to the planned sequence by targeting the intended staff group(s) during the implementation year.
- Implementation evidence: LTEL-focused training and supports were delivered through planned sessions and targeted content (including designated ELD course considerations and reclassification processes).
- Challenges / successes: A success was completing the planned rollout step; the ongoing challenge is scaling training to additional staff groups and maintaining consistent implementation as the rollout expands.

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

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

- Action 3.3 (Employee Safety and Wellbeing): Action 3.3 was budgeted to support school safety priorities; however, the site did not record any expenditures to this action during the current year. The material difference reflects that planned safety-related costs were supported through other resources.
- Action 3.4 (Professional Development to Support English Learners): Action 3.4 was budgeted to provide professional development to support English Learners; however, no expenditures were charged to this action during the current year. The material difference reflects that professional learning needs for English Learner support were addressed through existing staff expertise, other professional development opportunities, and other available resources.

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

Action 3.1 — Staff Recruitment and Retention (Effectiveness: Mixed / partially effective): Staffing stability outcomes were maintained (staff vacancies remained 0 to 0 to 0). However, employee experience outcomes fluctuated across the cycle (Employee Experience Survey mean 4.18 to 3.86 to 4.29), suggesting staffing stability was achieved while workplace experience indicators showed variability.

Action 3.2 — Professional Development and Advancement (Effectiveness: Ineffective to date for intended expansion): The metric tied to teacher-led professional development did not increase as intended (baseline and Year 1 remained at 1, and Year 2 describes continued provision of one teacher-led session, with the Year 3 target set to 2).

Action 3.3 — Employee Well-being and Safety (Effectiveness: Moderately effective overall, based on Year 2 improvement): Employee experience improved from Year 1 to Year 2 (3.86 to 4.29), which indicates positive movement in staff satisfaction/connectedness and climate measures in the most recent year.

Action 3.4 — Professional Development to Support English Learners (Effectiveness: To be determined / developing): The staff development session survey metric did not have reportable outcomes until Year 2, when staff survey results showed strong perceived value (reported as 90% rating sessions Valuable/Highly Valuable with a Year 3 target of 80% indicating high/very high value). This provides an initial signal of positive PD reception, with effectiveness strengthened through continued monitoring and follow-through.

Action 3.5 — Professional Development to Support LTELs (Effectiveness: Partially effective / on track in rollout): The LTEL training rollout shows progression from baseline (no targeted groups) to Year 1 completion of the first targeted group and continued expansion in Year 2 toward the planned multi-year sequence (Year 2 narrative indicates expanded focus to ELD and Academic Support teachers). This indicates progress in training rollout implementation, with continued effectiveness dependent on reaching additional groups in Year 3 as planned.

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 are being made to the Goal 3 goal statement, the existing metrics/targets, or the five actions for the coming year. Based on Year 2 reflections, Butterfield will focus on implementation refinements to strengthen consistency and impact across the action set—particularly by increasing structured opportunities for teacher-led professional learning, strengthening feedback loops so employee experience insights translate into visible workplace improvements, and continuing to expand EL/LTEL capacity-building through the planned training rollout while strengthening follow-through supports that help staff apply strategies consistently in practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Recruitment and Retention	Recruit, develop and retain high quality staff focused on district initiatives and goals: -Develop onboarding process and support new staff -Develop staff recognition and regular postitive feedback to retain high-quality staff and maintain a supportive work environment Butterfield Charter School is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric: -Staff Vacancies -Clear FTE		
3.2	Professional Development and Advancement	Align our system to provide professional development and advancement opportunities to improve knowledge, skills and effectiveness: -Support teachers in learning and implementation of California Standards, and ELD, with the support of District Instructional Coaches and Administration -Develop a structured professional development program focused on the varying needs of staff -Support participation in both internal and external growth opportunities: workshops, seminars, conferences, etc. -Integrate employee performance evaluation and feedback sessions through rounding, etc. -Support collaboration and planning time including early release days for school-related matters including program development, refinement, and progress monitoring. The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level (red) in ELA and mathematics at a greater rate than any other student group. Professional development, and advancement efforts; however, benefit multiple student groups that may be performing at lower levels. LREBG: Improve professional and advancement through both internal and external growth opportunities: workshops, seminars, conferences, advance degree programs, etc. Integrate employee performance evaluation and feedback sessions with pathways to both improvement and advancement within the district. LREBG funds supporting this action include $9,500 in 2026-27 and $12,000 through the 2027-28 academic year. Metric: -Professional Development Opportunities	$356,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Employee Well-being and Safety	Promote a culture of well-being and safety for all employees: -Ensure a safe working environment by adhering to health and safety standards Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population. Metric: -PUSD/Studer Employee Experience Survey	$10,125.00	Yes
3.4	Professional Development to Support English Learners	Continue partnerships with Tulare County Office of Education, Edgenuity, & Ellevation to support building staff capacity for instruction and monitoring of the general English Learner student group. • Employ dedicated staff to increase staff capacity in supporting the academic development of long-term English Learners and improve monitoring of student progress. • Continue to develop teacher capacity and use of Ellevation Strategies to address the differentiated needs of English Learners; understanding of Designated and Integrated Instruction • Partner with PUSD District ELD Coaches and consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. Metric: • Staff Development Session Survey	$8,620.00	Yes
3.5	Professional Development to	Employ dedicated staff to increase staff capacity in supporting the academic development of Long Term English Learners and improve monitoring of student progress.	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Support Long Term English Learners	-Provide Professional Development designed to equip teachers with the specific strategies to address LTELs' unique academic and language needs, including differentiated instruction and cultural awareness: (2024-2025 ELD Teacher; 2025-2026 ELD Teacher + Academic Support Teachers, 2026-2024 ELD Teacher, Academic Support & Gen Ed teachers grades 6-12) -Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. -Flashlight 360 for LTEL Metric: Staff training to support LTEL students rollout		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Butterfield PUSD/Studer Employee Engagement Survey	43.48% overall Top Box Score (2023-2024 administration)	40.63% overall Top Box Score (Fall 2024 administration)	51.81% overall Top Box Score (Fall 2025 administration)	55% Top Box score	+8.33% overall Top Box Score
4.2	Butterfield PUSD/Studer Parent/Caregiver Survey	Item: "I regularly receive feedback from school	Item 3: "I regularly receive feedback	Item 3: "I regularly receive feedback	84% Top Box Score	-35.49% overall Top Box Score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		staff on how well my child is learning." 80.49% overall Top Box Score (2023-2024 administration)	from school staff on how well my child is learning." 50.52% overall Top Box Score (Fall 2024 administration)	from school staff on how well my child is learning." 45.00% overall Top Box Score (Fall 2025 administration)		
4.3	Sense of Safety & Connectedness Survey	-Panorama Student Survey -Studer Parent/Caregiver Experience Survey Students: Panorama survey is administered to students in December to determine student's sense of safety -6th through 12th grade 77% of students perceive school as safe. Parents: 87.81% agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Experience Survey: 78.38% of staff agree that they feel safe at work	-Panorama Student Survey -Studer Parent/Caregiver Experience Survey Students: Panorama survey is administered to students in December to determine student's sense of safety -6th through 12th grade 91% of students perceive school as safe. Parents: 91.76% agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee	-Panorama Student Survey -Studer Parent/Caregiver Experience Survey Students: Panorama survey is administered to students in December to determine student's sense of safety -6th through 12th grade 89% of students perceive school as safe. Parents: 90.17% agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee	Students: Panorama survey is administered to students in December to determine student's sense of safety 6th through 12th grade 85% of students perceive school as safe. Parents: 90% agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Experience Survey: 80% of staff agree that they feel safe at work	-6th through +12% Parents: +2.36 Staff: +13.62

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-2024 administration)	Experience Survey: 78.38% of staff agree that they feel safe at work (no data update to date) (Panorama: Winter 2025)	Experience Survey: 92% of staff agree that they feel safe at work (no data update to date) (Panorama: Fall 2025)		

Goal Analysis [2025-26]

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

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

During the previous year, Butterfield carried out Goal 4 by focusing on operational excellence in ways that fit a non-classroom-based independent study model—strengthening responsiveness to stakeholder needs, maintaining safe and clean facilities, and improving systems that support efficient resource management. Implementation centered on collecting and using stakeholder feedback, maintaining communication and information systems, sustaining facility and safety routines, and continuing system/process improvements related to technology platforms, inventory tracking, and student support structures. Overall, the planned actions were implemented; however, implementation challenges emerged in achieving consistent stakeholder experience—particularly in the areas of staff engagement and parent perceptions of academic feedback—highlighting the need for clearer protocols, more consistent follow-through, and stronger communication routines across the program.

Action 4.1 — Responsiveness to Needs

- Fidelity of implementation: Feedback and continuous improvement systems were used (surveys and feedback collection) and communication/information systems were maintained to respond to evolving needs.
- Implementation evidence: The school administered stakeholder surveys (employee, parent/caregiver, and student safety survey tools) and continued use of communication and information management systems to support responsiveness.
- Challenges / successes: A success was maintaining consistent feedback collection; a challenge was ensuring feedback translated into visible improvements and consistent experiences in communication and engagement for families and staff.

Action 4.2 — Safe and Clean Environments

- Fidelity of implementation: Regular maintenance and safety practices were implemented, including hazard mitigation and safety-related initiatives aligned to maintaining safe learning spaces and community access to facilities.
- Implementation evidence: Butterfield continued safety routines and facility maintenance supports and maintained a focus on safety and connectedness within the program context.

- Challenges / successes: A success was sustained focus on safety and maintenance; implementation challenges included ensuring consistent staffing and operational capacity to maintain facilities and safety supports at the needed level.

Action 4.3 — Aligning Resources

- Fidelity of implementation: System-alignment work continued through maintaining instructional technology platforms, improving inventory processes, strengthening Tier 3 intervention systems, and providing training related to key departments and support services.
- Implementation evidence: The school continued maintaining platforms (e.g., Edgenuity), advanced inventory tracking (e.g., Follett), and continued developing/refining support systems (e.g., MTSS/CARE referrals) and staff/family training supports.
- Challenges / successes: A challenge is that some system components are still in development, and effectiveness depends on consistent use/training and clear monitoring routines to ensure systems translate into improved operational efficiency and student support follow-through.

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

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

- Action 4.1 (Responsiveness to Needs): Action 4.1 was budgeted to support responsiveness to student and classroom needs; however, no expenditures were charged to this action during the current year. The material difference reflects that the site's independent study model reduced the need for Title I-funded classroom materials, and any identified needs were addressed through existing resources.
- Action 4.3 (Aligning Resources): Action 4.3 was implemented as part of the site's efforts to align resources with student and program needs. While the majority of funds were expended, a portion of the budget remained unspent because actual technology-related needs were less than originally anticipated and were met through existing resources.

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

Action 4.1 — Responsiveness to Needs (Effectiveness: Mixed / currently ineffective for key engagement indicators): The Butterfield employee engagement Top Box score improved from Year 1 to Year 2 (40.63% to 51.81%) but remains below the baseline (43.48%) and below the Year 3 target (55%). Parent/caregiver feedback on receiving regular academic feedback declined over time (80.49% to 50.52% to 45.00%), indicating that family experience with feedback cycles has not improved and remains a primary area needing strengthening.

Action 4.2 — Safe and Clean Environments (Effectiveness: Effective): Safety perception outcomes show strong positive movement compared to baseline: student perception of safety increased (77% to 91% to 89%), and parent agreement that the school is a safe place improved (87.81% to 91.76% to 90.17%). Staff safety perception also improved in the most recent reported outcome (78.38% to 78.38% to 92%).

Action 4.3 — Aligning Resources (Effectiveness: To be determined / limited measurable outcomes): The metric set for this action includes systems measures (Follett inventory and MTSS interventions), but the Goal 4 document does not report Year 1/Year 2 outcomes for these system-implementation indicators, limiting the ability to evaluate effectiveness at this time using measurable outcome data.

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 are being made to the Goal 4 goal statement, the existing metrics/targets, or the three actions for the coming year. Based on Year 2 reflections, Butterfield will focus on implementation refinements within the current action set—especially by strengthening consistent protocols for academic feedback to families (so the experience is more uniform across students), improving staff engagement practices through clearer follow-through on feedback, and improving monitoring routines for internal systems (e.g., resource tracking and MTSS/Tier 3 supports) to ensure system-alignment work results in measurable operational improvements over the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Responsiveness to Needs	Sustain and develop reliable and efficient systems that respond to the needs of students, employees, and families: -Implement a feedback system that includes surveys, focus groups, student forms, employees and families to identify needs and areas for improvement -Support the maintenance, or update, to communication platforms, information management systems, survey systems, etc. to ensure they meet evolving needs of the school community -Invest in technology infrastructure and training to ensure systems meet current needs. -Aglin with District Strategic Plan and implement surveys from outside agencies such as Studer Education to establish a model of continuous improvement to positively impact staff, students and the overall organization. This action primarily targets low-income students, foster youth and their caregivers, and English learners, as these groups demonstrate the highest need for support based on certain Dashboard outcomes. By creating effective systems for addressing their needs, the goal is to establish	$133,882.00	No

Action #	Title	Description	Total Funds	Contributing
		reliable feedback mechanisms and partnerships that meet the specific needs of these student groups and others. These efforts include implementing surveys and focus groups for students, employees, and families to identify areas for improvement, along with updates to communication platforms and technology infrastructure to ensure a responsive and supportive school community. LREBG: Expand staff feedback and engagement efforts by improving survey tools, hosting staff listening sessions, and providing training focused on communication and morale. LREBG funds supporting this action include $2,500 through the 2026-2027 academic year with the remaining balance of $5,000 to be spent in the 2027-2028 fiscal year. Metric: • PUSD/Studer Parent/Caregiver Experience Survey • PUSD/Sudoer Employee Experience Survey		
4.2	Safe and Clean Environments	Provide safe and clean environments for teaching, learning and community engagement in our facilities and on our grounds: -Support the regular maintenance of Butterfield Charter School facilities and grounds to ensure they meet health and safety standards -Mitigate potential hazards in facilities and grounds through repair/replacement, safety checks, risk assessments, etc. -Incorporate, or expand, safety-related initiatives such as increased placement of AED's This action is principally focused on supporting low-income students, foster youth, and English learners, who require a safe and clean learning environment to thrive. The initiative aims to maintain district facilities and grounds to meet health and safety standards, addressing specific needs identified through risk assessments and safety checks to ensure a secure and conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population.	$341,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG: Expand campus safety measures through the purchase of safety equipment such as AEDs, facility upgrades, and safety training for staff and students to support a secure learning environment. LREBG funds supporting this action include $1,250 through the 2026-2027 academic year with the remaining balance of $5,000 to be spent in the 2027-2028 fiscal year. Metric: • Panorama Education Survey (student), PUSD/Studer Parent & Caregiver Experience Survey & PUSD/Studer Employee Experience Survey (parents & staff) survey items on safety • FIT report		
4.3	Aligning Resources	Create and sustain processes to align resources to achieve efficiency and positive impact for the Butterfield Charter community: -Maintain technology devices, upgrade software, & online platforms (Edgenuity, etc.) -Improving inventorying of resources using platforms such as Follett -Develop system for Tier 3 interventions (MTSS, CARE referrals, etc.) -Training (for staff, students and families) related to departments such as compensatory education, Hazel Health/Heart, special education/student services, etc. This action focuses on systems-type components of the organization, improvement of which would primarily support low-income students, foster youth, and English learners. Focusing on these system-type elements to achieve efficiency and create a positive impact on the experience of students principally focused on these student groups, but also impacting the broader student population. It aims to enhance resource management through improved systems, and these efforts align resources to meet the needs of these student groups and contribute to a healthier and more efficient educational environment for the broader student population. Metric: • Follet Inventory System	$48,728.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-MTSS interventions		

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
$$1,823,012	$$233,051

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
42.006%	0.000%	$0.00	42.006%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Development through our Study Skills, Academic Center & Math Tutorials -Support under-performing student groups such as Foster Youth **Scope:** Schoolwide		
1.2	**Action:** Ensuring Social-Emotional Wellness **Need:** -Provide resources (staffing, CSIS, programs, referrals, etc.) to support and address social-emotional learning and mental health needs of all students -Imporve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems (MTSS, etc.) -Fiscally support counselors, student services, and administration as they support unduplicated pupils in monitoring student lerning, assessment, provide counseling, social emotional learning support, parental education, and ensure that teachers use highly effective instructional practices in the classroom. **Scope:** Schoolwide	This initiative is designed primarily to benefit low-income students. English learners, and Foster Youth, as they typically are in greater need of these specific services. However, other student groups who have underperformed on the California School Dashboard are also expected to experience positive impacts from this support.	-Panorama survey focused on the Sense of Belonging and Teacher-Student Relationships
1.3	**Action:** Expanding College and Career Readiness	This action aims to expand college and career readiness, with a primary focus on low-income students, English learners, and foster youth, who	Metrics: -Concurrent enrollment

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

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
	All: 198.4points below standard Hispanic: 198.9 points below standard SED: 203.3 points below standard **Scope:** Schoolwide	performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	
1.8	**Action:** Improving ELA Distance from Standard **Need:** All:85.5 points below standard Hispanic: 86.3 points below standard SED: 91.9 points below standard **Scope:** Schoolwide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metrics: -CAASPP ELA distance from standard
2.2	**Action:** Fostering Relationships **Need:** -Implement identified advisory group initiatives that foster shared understanding and investment in PUSD strategic plan and goals -Implement programs and workshops (e.g. FASFA, Financial Literacy, College & Career Readiness) designed to empower parents and community & increase participation **Scope:** Schoolwide	This action is designed to improve two-way communication with parents and families focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fostering engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student groups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment.	Metrics: -Chronic Absenteeism -Attendance -Studer Parent/Caregiver Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Staff Recruitment and Retention **Need:** -Develop on-boarding process and support new staff -Develop staff recognition and regular positive feedback to retain high-quality staff and maintain a supportive work environment **Scope:** Schoolwide	Butterfield Charter School is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups	Metric: -Staff Vacancies -Clear FTE
3.2	**Action:** Professional Development and Advancement **Need:** -Support teachers in learning and implementation of California Standards, and ELD, with the support of District Instructional Coaches and Administration -Develop a structured professional development program focused on the varying needs of staff -Support participation in both internal and external growth opportunities: workshops, seminars, conferences, etc. -Integrate employee performance evaluation and feedback sessions through rounding, etc. -Support collaboration and planning time including early release days for school-related matters. **Scope:**	The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level (red) in ELA and mathematics at a greater rate than any other student group. Professional development, and advancement efforts; however, benefit multiple student groups that may be performing at lower levels.	Metric: -Professional Development Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.3	**Action:** Employee Well-being and Safety **Need:** -Ensure a safe working environment by adhering to health and safety standards **Scope:** Schoolwide	Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population	Metric: -PUSD/Studer Employee Experience Survey
4.2	**Action:** Safe and Clean Environments **Need:** -Support the regular maintenance of Butterfield Charter School facilities and grounds to ensure they meet health and safety standards -Mitigate potential hazards in facilities and grounds through repair/replacement, safety checks, risk assessments, etc. -Incorporate, or expand, safety-related initiatives such as increased placement of AED's **Scope:** Schoolwide	This action is principally focused on supporting low-income students, foster youth, and English learners, who require a safe and clean learning environment to thrive. The initiative aims to maintain district facilities and grounds to meet health and safety standards, addressing specific needs identified through risk assessments and safety checks to ensure a secure and conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population.	Metric: • Panorama Education Survey (student), PUSD/Studer Parent & Caregiver Experience Survey & PUSD/Studer Employee Experience Survey (parents & staff) survey items on safety • FIT report
4.3	**Action:** Aligning Resources **Need:**	This action focuses on systems-type components of the organization, improvement of which would primarily support low-income students, foster youth, and English learners. Focusing on these	Metric: • Follet Inventory System -MTSS interventions

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
	-Maintain technology devices, upgrade software, & online platforms (Edgenuity, etc.) -Improving inventorying of resources using platforms such as Follett -Develop system for Tier 3 interventions (MTSS, CARE referrals, etc.) -Training (for staff, students and families) related to departments such as compensatory education, Hazel Health/Heart, special education/student services, etc. **Scope:** Schoolwide	system-type elements to achieve efficiency and create a positive impact on the experience of students principally focused on these student groups, but also impacting the broader student population. It aims to enhance resource management through improved systems, and these efforts align resources to meet the needs of these student groups and contribute to a healthier and more efficient educational environment for the broader student population.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Language Acquisition Program **Need:** -Provide teachers and students access to translation features on platforms such as Edgenuity to assist with English language development. -Support teachers and students to access lesson in Ellevation to support English language development	This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups perfroming at the lowest level on the California School Dashboard, fostering a broader sense of language acquisition and opportunities.	Metrics: -English Learner Progress -CAASPP Distance from Standard in ELA for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-Provide staff with professional development to understand ELD standards and proficiency levels -Provide resources such as platforms, and teacher support to English language acquistion **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Long Term English Learner Language Acquisition Program **Need:** -Support Butterfield staff to provide opportunities for LTELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of short constructed responses and performance task like writing prompts -Support Butterfield staff to provide opportunities for LTELs to develop speaking skills through public performance and presentation. **Scope:** Limited to Unduplicated Student Group(s)	This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups perfroming at the lowest level on the California School Dashboard, fostering a broader sense of language acquisition and opportunities	Metrics: • English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL studentgroup
3.4	**Action:** Professional Development to Support English Learners **Need:** • Employ dedicated staff to increase staff capacity in supporting the	This action is focused on improving instructional practice by addressing challenges specific to the English Learner student group specifically. Improved instruction is anticipated to positively impact student outcomes for this group.	Metric: • Staff Development Session Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic development of long-term English Learners and improve monitoring of student progress. • Continue to develop teacher capacity and use of Ellevation Strategies to address the differentiated needs of English Learners; understanding of Designated and Integrated Instruction • Partner with PUSD District ELD Coaches and consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. **Scope:** Limited to Unduplicated Student Group(s)		
3.5	**Action:** Professional Development to Support Long Term English Learners **Need:** -Provide Professional Development designed to equip teachers with the specific strategies to address LTELs' unique academic and language needs, including differentiated instruction and cultural awareness: (2024-2025 ELD Teacher; 2025-2026 ELD Teacher + Academic Support Teachers, 2026-2024 ELD Teacher, Academic Support & Gen Ed teachers grades 6-12) -Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. -Flashlight 360 for LTEL	This action is focused on improving instructional practice by addressing challenges specific to the Long Term English Learner student group specifically. Improved instruction is anticipated to positively impact student outcomes for this group.	Metric: Staff training to support LTEL students rollout

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

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

NA

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:32
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:25 (NCES)

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	$4,339,885	$1,823,012	42.006%	0.000%	42.006%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,671,690.00	$25,000.00	$0.00	$134,806.00	$2,831,496.00	$2,514,658.00	$316,838.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fostering Excellence in Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$468,830.00	$23,090.00	$490,670.00	$1,250.00			$491,920.00	
1	1.2	Ensuring Social-Emotional Wellness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$580,575.00	$0.00	$580,575.00				$580,575.00	
1	1.3	Expanding College and Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 6-12		$173,131.00	$1,250.00	$173,131.00	$1,250.00			$174,381.00	
1	1.4	English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter K--12		$0.00	$10,700.00	$9,450.00	$1,250.00			$10,700.00	
1	1.5	Long Term English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter 6-12		$0.00	$9,450.00	$9,450.00				$9,450.00	
1	1.6	Improving Graduation Rates and College & Career Indicators (low performance)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 9-12		$105,286.00	$5,500.00	$105,286.00	$5,500.00			$110,786.00	
1	1.7	Improving Mathematics Distance from Standard	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8,11		$128,630.00	$2,500.00	$128,630.00	$2,500.00			$131,130.00	

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	1.8	Improving ELA Distance from Standard	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8, 11		$409,077.00	$0.00	$409,077.00				$409,077.00	
2	2.1	Improving Two-way Communication	All	No			All Schools		$0.00	$1,712.00				$1,712.00	$1,712.00	
2	2.2	Fostering Relationships	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.3	Building Community Partnerships	All	No			All Schools		$0.00	$1,712.00				$1,712.00	$1,712.00	
3	3.1	Staff Recruitment and Retention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.2	Professional Development and Advancement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12		$346,768.00	$9,500.00	$346,768.00	$9,500.00			$356,268.00	
3	3.3	Employee Well-being and Safety	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12		$0.00	$10,125.00	$10,125.00				$10,125.00	
3	3.4	Professional Development to Support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter School 6-12		$0.00	$8,620.00	$8,620.00				$8,620.00	
3	3.5	Professional Development to Support Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter 6-12		$0.00	$7,000.00	$7,000.00				$7,000.00	
4	4.1	Responsiveness to Needs	All	No			All Schools		$0.00	$133,882.00		$2,500.00		$131,382.00	$133,882.00	
4	4.2	Safe and Clean Environments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$282,680.00	$59,250.00	$340,680.00	$1,250.00			$341,930.00	

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
4	**4.3**	Aligning Resources	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$19,681.00	$29,047.00	$48,728.00				$48,728.00	

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
$4,339,885	$1,823,012	42.006%	0.000%	42.006%	$2,671,690.00	0.000%	61.561 %	**Total:**	$2,671,690.00
								LEA-wide Total:	$0.00
								Limited Total:	$34,520.00
								Schoolwide Total:	$2,637,170.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Fostering Excellence in Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$490,670.00	
1	**1.2**	Ensuring Social-Emotional Wellness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$580,575.00	
1	**1.3**	Expanding College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 6-12	$173,131.00	
1	**1.4**	English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter K--12	$9,450.00	
1	**1.5**	Long Term English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter 6-12	$9,450.00	
1	**1.6**	Improving Graduation Rates and College & Career Indicators (low performance)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 9-12	$105,286.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Improving Mathematics Distance from Standard	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8,11	$128,630.00	
1	1.8	Improving ELA Distance from Standard	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8, 11	$409,077.00	
2	2.2	Fostering Relationships	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$2,500.00	
3	3.1	Staff Recruitment and Retention	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	
3	3.2	Professional Development and Advancement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12	$346,768.00	
3	3.3	Employee Well-being and Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12	$10,125.00	
3	3.4	Professional Development to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter School 6-12	$8,620.00	
3	3.5	Professional Development to Support Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter 6-12	$7,000.00	
4	4.2	Safe and Clean Environments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$340,680.00	
4	4.3	Aligning Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$48,728.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,641,650.00	$2,101,497.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Fostering Excellence in Learning	Yes	$533,704.00	$349,693.00
1	**1.2**	Ensuring Social-Emotional Wellness	Yes	$535,165.00	$529,168.00
1	**1.3**	Expanding College and Career Readiness	Yes	$81,071.00	$144,015.00
1	**1.4**	English Learner Language Acquistion Program	Yes	$30,000.00	$8,632.00
1	**1.5**	Long Term English Learner Language Acquisition Program	Yes	$10,000.00	$8,632.00
1	**1.6**	Improving Graduation Rates and College & Career Indicators (low performance)	Yes	$110,786.00	$54,646.00
1	**1.7**	Improving Mathematics Distance from Standard	Yes	$150,994.00	$123,683.00
1	**1.8**	Improving ELA Distance from Standard	Yes	$301,170.00	$280,421.00
2	**2.1**	Improving Two-way Communication	No	$1,230.00	$0.00
2	**2.2**	Fostering Relationships	Yes	$11,688.00	$0.00
2	**2.3**	Building Community Partnerships	No	$1,230.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Staff Recruitment and Retention	Yes	$1,000.00	$1,132
3	3.2	Professional Development and Advancement	Yes	$297,783.00	$341,643.00
3	3.3	Employee Well-being and Safety	Yes	$19,313.00	$0.00
3	3.4	Professional Development to Support English Learners	Yes	$39,120.00	$0.00
3	3.5	Professional Development to Support Long Term English Learners	Yes	$37,500.00	$0.00
4	4.1	Responsiveness to Needs	No	$59,575.00	$0.00
4	4.2	Safe and Clean Environments	Yes	$398,042.00	$244,471.00
4	4.3	Aligning Resources	Yes	$22,279.00	$15,361.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,748,146	$2,486,489.00	$2,095,615.00	$390,874.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Fostering Excellence in Learning	Yes	$520,454.00	$349,693.00		
1	1.2	Ensuring Social-Emotional Wellness	Yes	$535,165.00	$529,168.00		
1	1.3	Expanding College and Career Readiness	Yes	$64,571.00	$144,015.00		
1	1.4	English Learner Language Acquistion Program	Yes	$10,000.00	$8,632.00		
1	1.5	Long Term English Learner Language Acquisition Program	Yes	$10,000.00	$8,632.00		
1	1.6	Improving Graduation Rates and College & Career Indicators (low performance)	Yes	$105,286.00	$48,764.00		
1	1.7	Improving Mathematics Distance from Standard	Yes	$145,994.00	$123,683.00		
1	1.8	Improving ELA Distance from Standard	Yes	$301,170.00	$280,421.00		
2	2.2	Fostering Relationships	Yes	$2,500.00	$0.00		
3	3.1	Staff Recruitment and Retention	Yes	$1,000.00	$1,132.00		
3	3.2	Professional Development and Advancement	Yes	$288,283.00	$341,643.00		
3	3.3	Employee Well-being and Safety	Yes	$10,125.00	$0.00		

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)
3	**3.4**	Professional Development to Support English Learners	Yes	$39,120.00	$0.00		
3	**3.5**	Professional Development to Support Long Term English Learners	Yes	$37,500.00	$0.00		
4	**4.2**	Safe and Clean Environments	Yes	$395,542.00	$244,471.00		
4	**4.3**	Aligning Resources	Yes	$19,779.00	$15,361.00		

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)
$4,160,667	$1,748,146	.750%	42.766%	$2,095,615.00	0.000%	50.367%	$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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