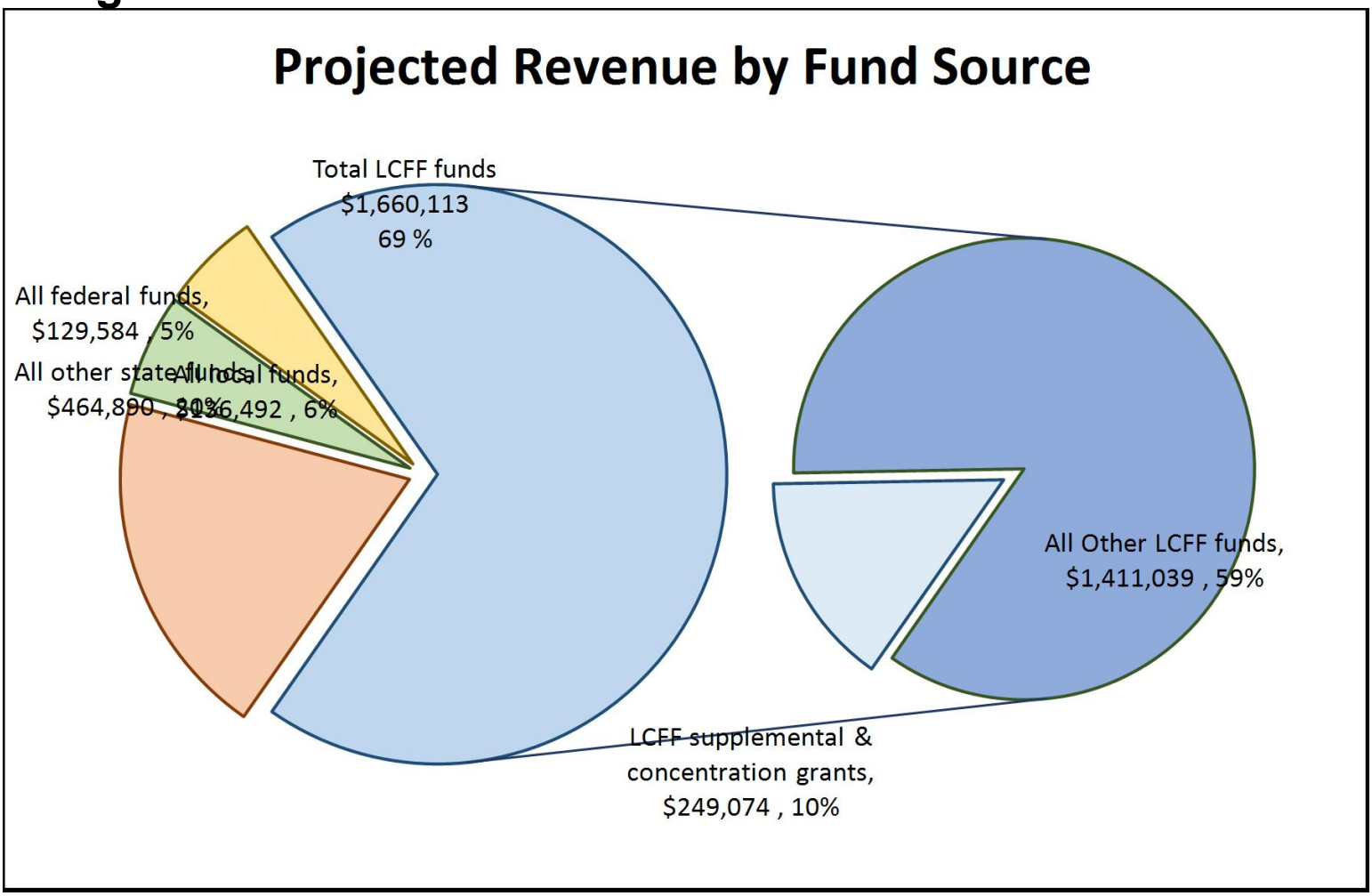
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Burnt Ranch Elementary School District
CDS Code: 53-71662-6053680
School Year: 2025-26
LEA contact information:
Amanda Platt
Superintendent
aplatt@bresd.org
530-629-2543

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

Budget Overview for the 2025-26 School Year

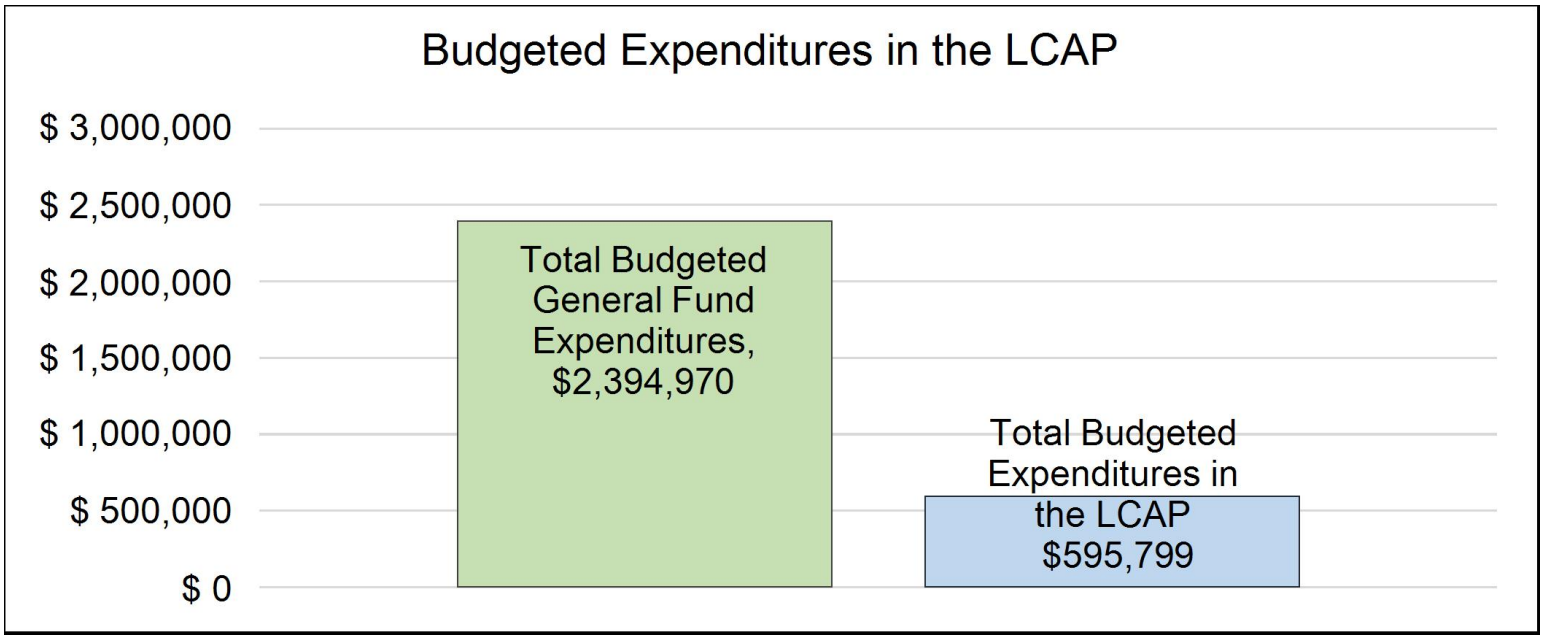


This chart shows the total general purpose revenue Burnt Ranch Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Burnt Ranch Elementary School District is $2,391,079, of which $1660113 is Local Control Funding Formula (LCFF), $464890 is other state funds, $136492 is local funds, and $129584 is federal funds. Of the $1660113 in LCFF Funds, $249074 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 Burnt Ranch Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Burnt Ranch Elementary School District plans to spend $2394970 for the 2025-26 school year. Of that amount, $595799 is tied to actions/services in the LCAP and $1,799,171 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

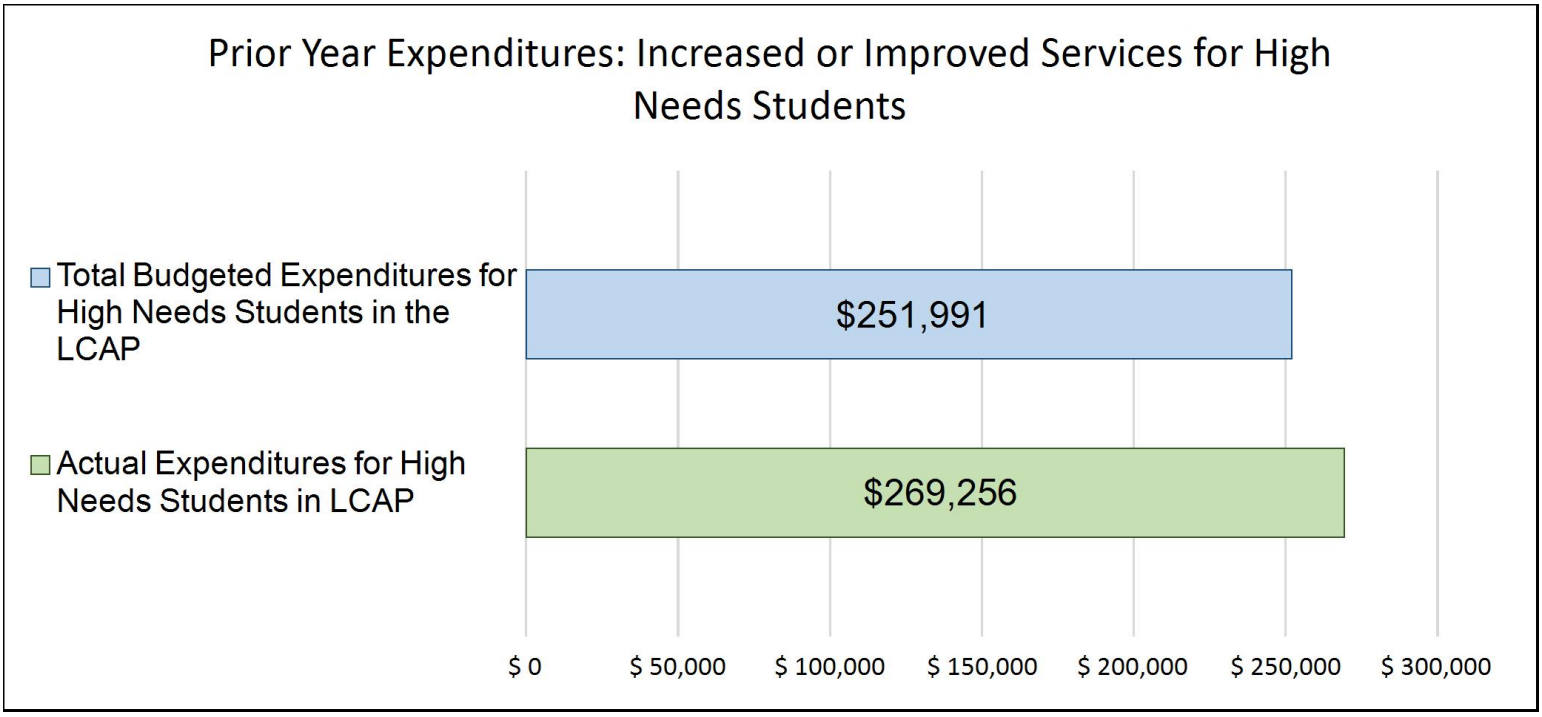
The majority of the general fund expenditures are not included in the LCAP. These expenditures are predominantly for salaries and benefits. Other expenditures include general operating expenses (utilities, etc.), instructional materials, special education costs, after school program costs, transportation and maintenance costs, Indian Education and administrative costs.

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

In 2025-26, Burnt Ranch Elementary School District is projecting it will receive $249074 based on the enrollment of foster youth, English learner, and low-income students. Burnt Ranch Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Burnt Ranch Elementary School District plans to spend $272440 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Burnt Ranch Elementary School District's LCAP budgeted $251991 for planned actions to increase or improve services for high needs students. Burnt Ranch Elementary School District actually spent $269256 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $17,265 had the following impact on Burnt Ranch Elementary School District’s ability to increase or improve services for high needs students:

The difference is a positive increase and did not negatively affect our ability to increase or improve services for our high needs students.

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
Burnt Ranch Elementary School District	Amanda Platt Superintendent	aplatt@bresd.org 530-629-2543

Plan Summary [2025-26]

General Information

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

Burnt Ranch Elementary School District serves 86 students TK-8th grade in five multi-graded classrooms. Our school district is a remote, rural, single school district covering a large geographic area and serving students in both Trinity and Humboldt counties. Almost 60% of our students have transferred in from surrounding districts. Approximately 21% of our students are Native American, which, being 18 students, represents a significant student group. Additionally, over 70% of our student population is economically disadvantaged, and currently, very few students are homeless and none are foster children. We are a SWP Title I school. Presently we have no ELL students, therefore metrics 2b, 4e, and 4f do not apply. We are an elementary TK-8 district and therefore metrics 4b, 4c, 4d, 4g, 4h, 5c, 5d, and 5e do not apply.

Every student receives a broad course of study (Priority 7A) which includes ELA, Mathematics, Social Studies, Science, Physical Education, Art, Music/Drama, and, in grades 7th-8th, College/Career Technical Education. All students have sufficient access to standards-based curriculum and instructional materials (Priority 1B).
All classroom teachers are appropriately assigned and all are fully credentialed (Priority 1A). Our school buildings and campus were rebuilt in 2019, and are in excellent condition. Our school facilities are in Good condition, as evidenced our by FIT score (Priority 1C). Each year, repairs and maintenance are performed as needed. Opportunities for Parent Involvement include participation in the LCAP Advisory Committee, the Governing Board, the Indian Education Parent Advisory Committee, and the BR Parent-Teacher Organization(PTO). A unique characteristic of our school, a little over 50% of our staff members are parents, providing unparalleled involvement and dedication.

As a small school district, we complete a comprehensive need and budget analysis assessment for our school site on an annual basis. Due to the small student population size, which results in a small pool of data to analyze, all resources are equally distributed for all students in the district. We will continue to monitor our resources to ensure equity for all students.

Included in this year's planning was a required needs assessment and plan for the LREBG funds.

The LCAP will serve in lieu of the Single Plan for Student Achievement (SPSA) and will include funds previously in the SPSA. Additionally, the LCAP educational partner (PAC) group will serve in lieu of the School Site Council. The Burnt Ranch Elementary School District has a Special Education teacher who provides special education support for identified students throughout the week. Students receive both push in and pull out services, individually and in small groups. We receive services from a Special Education para-professional to support the speech and language program. Trinity County Office of Education (TCOE) provides support services including school psychologists, speech and language pathologists, a school counselor twice per week, a wellness coach on site 5 days per week, as well as contracted physical and occupational therapy services. For students with social-emotional needs, educationally relevant mental health services are provided by the school counselor or mental health clinicians through partnerships with Trinity County Behavioral Health Services.

Foster Youth

The Trinity County Office of Education coordinates all county services for Foster Youth through the positions of Foster Youth Education Coordinator and Foster Youth Services Liaison. They provide support to our Foster Youth, placed both in and outside our county, by helping with transfers, making sure records are moved quickly, and tracking attendance, suspension, expulsion rates, and graduation rates to be sure that they are equal to those of their non-foster peers. They also intervene to refer or provide direct services, including transportation, as needed.

English Language Learners

We do not have any EL students at this time, nor have there been any in the last 5 years.

Acronyms Key - To assist in the reading of this document, the following are acronyms used:
ASES- After School Education and Safety
BRESD - Burnt Ranch Elementary School District, BRS-Burnt Ranch Elementary School
CAASPP - California Assessment of Student Performance and Progress, SBAC - Smarter Balance Assessment Consortium
CAST - California Science Test
CCSS - Common Core State Standards
EAP - Early Assessment Program
EL - English Learner, ELPAC - English Language Proficiency Assessment of California
ELO-P - Expanded Learning Opportunities Program
FIT- Facilities Inspection Tools
LCAP-Local Control Accountability Plan, LCFF- Local Control Funding Formula
LEA - Local Education Agency
LREBG- Learning Recovery and Emergency Block Grant

MTSS-Multi-Tiered Systems of Support
NGSS-Next Generation Science Standards
HSS - History Social Science Standards
VAPA - Visual and Performing Arts
PE- Physical Education
PAC - Parent Advisory Committee
SWP-School Wide Program
STEM - Science Technology Engineering Math
SELPA - Special Education Local Plan Area, SPED - Special Education
SST-Student Study Team
TCOE - Trinity County Office of Education
U-PreK-Universal Pre-Kindergarten Program, TK - Transitional Kindergarten
UC/CSU - University of California/California State University

Reflections: Annual Performance

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

Burnt Ranch Elementary School District has demonstrated areas of success and areas to focus on for improvement based on a review of the California School Dashboard and local data.

*2023-2024 CAASPP data indicate academic achievement in the green region for English Language Arts and Mathematics, meaning the performance is above the state standard for each content area.

*The California School Dashboard displays that our socio-economically disadvantaged subgroup demonstrates high academic performance in ELA and high academic performance in Mathematics. This same group has a chronic absenteeism rate that is 6.8% compared with the entire population at 5.4%.

*The California School Dashboard also displays that we had 4.1% rate for suspensions across the entire population in 2023-2024

*The annual Parent LCAP/School Climate Survey indicates 88% of parents feel their students are safe most or all of the time. The CHKS indicates 80% of students feel safe most or all of the time.

Additional areas we are proud to reflect upon and have influenced our success:
*As of May 2025, all classroom teachers have Clear Multiple Subjects teaching credentials.
*Our school has a grant from CDFA to support our goal to provide locally grown food and scratch cooking.
*We are committed to community engagement and have successfully implemented events that bring educational partners onto our campus.
*We have built an Expanded Learning Opportunities Program that incorporates Physical Education, Arts, and core content areas, available to students daily and during 30 intersession days.

Areas of focus for improvement:
*We will continue to support actions related to improving attendance and providing support and interventions for chronically absent students and students with special needs.
*We will expand our intervention program and tier 1 strategies for improving student achievement and increasing engagement. looking at PBL and NGSS curriculum to support those efforts.
*Continued implementation of the Science of Reading will take place during this cycle, including professional learning and instructional materials.
*An alternative to suspensions will be implemented, using increased administration time and a focus on restorative practices.
*School-wide leadership opportunities will be developed.

BRESD has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in Goal 1, Actions 1 and related metrics 1.1 and 1.2.

NEEDS ASSESSMENT

The data collection and analysis reveals that overall our district/school is not performing in a low academic status for ELA or Mathematics.

The data does suggest that the following student group, Students with Disabilities is performing in the low academic status for both ELA and Mathematics. And a deeper look reveals that those students tend to be socio-economically disadvantaged and/or American Indian.

The data collection and analysis also tells us that there is a very small percentage of students who fall under the student group, Two or More Races, have a high rate of absenteeism.

Therefore our efforts will be to provide learning recovery support in mathematics and ELA to students performing in the lowest status level with priority given to students with disabilities and American Indian Students.

We will continue to provide learning recovery support in attendance on a school wide basis.

Evidence Based Resources

Pursuant to EC Section 52064.4, LREBG funds shall be included in the Local Control and Accountability Plan (LCAP), or the annual update to the plan, for the period of July 1, 2025, to June 30, 2028.

Goal 1 Action 1.1 in our LCAP includes evidence-based resources like high impact tutoring and intervention programs like UFLI and SIPPS to support learning recovery.

We will use LREBG funds in this action to increase our intervention staff FTE, metrics and outcomes will be listed and monitored in the LCAP.

Reflections: Technical Assistance

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

n/a

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff (Teachers)	Weekly staff collaboration time with agendized discussion, member representation on PAC, school climate survey, implementation of state standard survey
Classified Staff (Paraprofessionals/other support staff)	Weekly staff collaboration time, member representation on PAC, school climate survey, implementation of state standard survey
Administration (Principal and CBO)	Ongoing collaborative discussions in aforementioned meetings, members of the PAC, survey input, fiscal oversight with tracking of expenditures and implications for adherence to the LCAP
Parents	Opportunities for completion of surveys and discussion at Parent Teacher Conferences and School Events (back to school night, literacy night, science fair, etc), member representation on PAC, school climate and LCAP survey
Students	Class meetings and leadership group (7-8th grade) time for completion of school climate and SEL surveys.
Community at Large	School Events (Veteran's Day, Tea Party, Parent Cafe, LCAP Input Dinner), Community School/LCAP survey
Parent Advisory Committee	Regular meetings and consistent participation with members from the above listed partner groups through an agendized discussion.
Indian Education Committee	Yearly meetings for Indian Education Grants and activities with an agendized discussion
ELAC/DELAC	We do not have an ELAC or DELAC.
SELPA Director	Consultation and review with director, and quarterly participation in SELPA policy group

Educational Partner(s)	Process for Engagement
Bargaining Units	The district does not have any bargaining units at this time.

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

The adopted LCAP (Local Control and Accountability Plan) was shaped by the invaluable input from our educational partners. Through a structured framework of collaboration and engagement, we ensured that every partner group had a voice in crafting a plan that reflected the needs and aspirations of our school community.

Weekly staff collaboration sessions provided a crucial platform for discussing problems of practice, implementation challenges related to standards, and addressing school climate and social-emotional learning (SEL) needs. By fostering an open dialogue and an agenda that is created collaboratively, educators were able to share insights, identify areas of improvement, and collectively brainstorm solutions to enhance student outcomes. Specifically, classified and certificated staff influenced Goal 1 actions and metrics related to professional learning and NGSS, based on collaboration and results of the implementation of state standards surveys, a focus on NGSS metrics, and the Science of Reading PD is the direct result.

In parallel, our engagement efforts extended beyond the school walls to involve parents and the broader community. Through a series of events and surveys, we gauged school connectedness and solicited feedback on the importance ranking of various LCAP actions. This direct input from parents and community members not only ensured alignment with community priorities but also fostered a sense of ownership and partnership in the improvement process. Student Climate survey results directly affected Goal 2 and SEL actions and implementation of Restorative Practices and leadership activities.

Additionally, consistent Parent Advisory Committee (PAC) meetings played a pivotal role in the development and refinement of the LCAP. These meetings provided a forum for discussion on metrics and actions, allowing for a thorough examination of progress and the identification of areas needing adjustment. The PAC group's input influenced the maintenance of the two broad goals, with updated metrics and actions that reflect input from other partner groups.

In essence, the adopted LCAP stands as a testament to the power of collaboration and partnership in driving educational excellence. By integrating feedback from educational partners at every stage of the planning process, we have created a roadmap for success that reflects the shared vision and collective aspirations of our entire school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have access to California State Standards aligned curriculum, highly qualified teachers, a broad course of study and educational supports to prepare them to be high school, college, and career ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district believes that to provide our students with a comprehensive education, all components of this goal are essential. Quality teachers need a standard-aligned curriculum for each subject and each student throughout the school. Teachers need access to professional development, instructional assistants, and adequate materials and supplies so they can offer their students the core curriculum, enrichment opportunities, and any needed interventions. Based on our data and metrics in the 2024 annual update, Burnt Ranch School has identified ELA, Math, and NGSS proficiency levels as priority areas for this goal. Continuous improvement is our desired outcome, and we set our metrics and actions to reflect a commitment to this practice. All actions related to this goal will be implemented throughout the cycle at Burnt Ranch Elementary School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4A Percentage of students achieving proficiency levels on CAASPP assessments in English Language Arts	2023 CAASPP Proficiency 62.3%	2024 CAASPP Proficiency 68.33%		2026 CAASPP Proficiency 65.4%	6% Increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Priority 4A Percentage of students achieving proficiency levels on CAASPP assessments in Mathematics	2023 CAASPP Proficiency 54.1%	2024 CAASPP Proficiency 53.33%		2026 CAASPP Proficiency 56.8%	> 1% decrease from baseline
1.3	Priority 4A Percentage of students achieving proficiency levels on CAST assessment (Science)	2023 CAST Proficiency 36.4%	2024 CAASPP Proficiency 46.66%		2026 CAST Proficiency 40%	10% increase from baseline
1.4	Priority 8 The percentage of students scoring at grade level on the Next Generation Science District Benchmark Assessment (IXL)	2024-2025 Galileo Benchmark Assessment indicated 64.2% are on course for grade level achievement.	*We are using Galileo Benchmark Assessments* Data indicates 64.2% are on course for grade level achievement.		2026-2027 NGSS benchmark assessment will demonstrate 50% of students are at grade level.	0% baseline established 2024
1.5	Priority 7B Academic intervention services will be provided during the regular school day and the After school program, to 100% of the students scoring in the Tier 2 range in English Language Arts and Math as measured by District Assessments, with priority given to unduplicated students. *We will begin tracking ELA/Math separately (24/25)*	2024-2025 77% were provided intervention services in ELA and over 52% in Math	77% were provided intervention services in ELA and over 52% in Math		2026-2027 - 100% of students receive intervention services in ELA and 100% of students receive intervention services in Math	0% baseline established 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Priority 8 The percentage of students scoring in the Tier 1 range on the Benchmark Assessments in English Language Arts and Math. (IREADY)	2023-2024 MATH Spring Assessment indicates 59% of students in grades K-8 are in the tier 1 range. 2023-2024 ELA No Data Available (used different assessment)	2024-2025 Math Spring Assessment indicates 71.3% of students in grades K-8 are in the tier 1 range. 2024-2025 ELA Spring Assessment indicates 67.5% of students are in the tier 1 range.		2026-2027 MATH Spring Assessment will indicate at least 60% of students in grades K-8 are in the tier 1 range. 2026-2027 ELA Spring Assessment will indicate at least 60% of students in grades K-8 are in the tier 1 range.	12.3% increase from baseline - MATH New assessment - 7.5% higher than year 3 desired outcome. - ELA
1.7	Priority 1A All certificated classroom teaching staff will be highly qualified and receive professional development of CA State Standards and standard-aligned curriculum.	2022 -100% of classroom teachers are highly qualified. 2024- 100% of certificated teachers received PD in CA State Standards and standard-aligned curriculum.	100% of classroom teachers are highly qualified. 100% of certificated teachers received PD in CA State Standards and standard-aligned curriculum.		Maintain 100% of credentialed classroom teachers are highly qualified. Maintain 100% of credentialed teachers receiving PD in CA State Standards and standard-aligned curriculum.	Maintained Baseline.
1.8	Priority 2A Teacher survey responses regarding the implementation of state standards 1. Exploration and	2023-2024 Average teacher response on the implementation of state standards was 4.45	2024-2025 Average teacher response on the implementation of state standards 4.17		Maintain or increase the average teacher response of 4.45	.28 decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Research Phase 2. Beginning Development 3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability					
1.9	Priority 7A Provide instruction in Physical Education, Art, and Drama/Music by specialist teachers.	2023-2024 -100% of students were provided with instruction in PE and Art. We were not able to fill the Music position.	100% of students were provided with instruction in PE, Art and Drama/Music.		Maintain -100% of students will be provided instruction in PE, Art, and Drama/Music.	0
1.10	Priority 7C Rate of students with special needs receiving appropriate time for services as required by IEP.	2023-2024 - 100% of students with special needs received the appropriate time for services.	100% of students with special needs received the appropriate time for services.		Maintain - 100% of students with special needs received the appropriate time for services.	Maintained baseline
1.11	Priority 1B All students have sufficient access to the standards-aligned instructional materials	2023-2024 - 100% of students have sufficient access to the standards-aligned instructional materials, as evidenced by the annual board resolution on sufficiency of instructional materials.	100% of students have sufficient access to the standards-aligned instructional materials, as evidenced by the annual board resolution on sufficiency of instructional materials.		Maintain- 100% of students have sufficient access to the standards-aligned instructional materials, as evidenced by the annual board resolution on the sufficiency of instructional materials.	Maintained baseline

Goal Analysis [2024-25]

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

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

The overall implementation of our instructional program has been successful, though we encountered some challenges and many successes.
1.1 Planned action was implemented as intended, we did face a challenge due to staffing and did not serve 100% of tier 2 students.
1.2 Planned action was implemented as intended, with teachers demonstrating strong commitment to the mathematics Professional Learning Communities (PLCs). These collaborative teams have been particularly effective, with nearly all teachers actively participating. The success of these PLCs is evidenced by positive trends in our benchmark data, indicating improved student outcomes in mathematics.
1.3 Planned action was implemented as intended.
1.4 Planned action was implemented as intended.
1.5 Planned action was implemented as intended, with student success and engagement related to additional day of art classes and renewed interest in ceramics.
1.6 Planned action was implemented as intended.
1.7 Planned action was implemented as intended, with student, staff and family support for intersession days.

We experienced notable success with our primary intervention classes, which have shown exceptional results in supporting our youngest learners. Additionally, the implementation of our Transitional Kindergarten (TK) program has proceeded smoothly and is meeting our educational objectives.

The introduction of a new science benchmark presented a steeper learning curve than anticipated, requiring additional professional development and troubleshooting of implementation issues. Our intervention teaching model experienced staffing constraints that significantly impacted our ability to provide tier 2 mathematics support to all identified students, forcing us to prioritize and limit the scope of these interventions. Despite these challenges, we have observed considerable improvement in our assessment data across programs. Teachers have successfully shifted their instructional approach to emphasize small group instruction and differentiation strategies, allowing for more targeted support based on student needs.

Moving forward, we plan to address the identified implementation gaps, particularly in science benchmark administration and mathematics intervention support, while continuing to build upon the successful elements of our program implementation.

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

Goal 1 Action 2: Professional Development saw a material difference due to funding from other sources like EEF and TCOE supporting PD.
Goal 1 Action 5: Instruction in Visual/Performance Arts and Physical Education saw a material increase due to an additional day of Visual Art instruction.

Goal 1 Action 6: Students with Exceptional Needs saw a material increase due to the contracting services amount with TCOE being higher than anticipated.

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

The actions related to this goal are deemed effective as demonstrated below.
Goal 1 Action 1: Effective as demonstrated in metric 1.6
Goal 1 Action 2: Effective as demonstrated in metric 1.7
Goal 1 Action 3: Effective as demonstrated in metric 1.6
Goal 1 Action 4: Effective as demonstrated in metric 1.7
Goal 1 Action 5: Effective as demonstrated in metric 1.9
Goal 1 Action 6: Effective as demonstrated in metric 1.10
Goal 1 Action 7: Effective as demonstrated in metrics 1.1 and 1.2

The data demonstrates that our actions have been predominantly effective in advancing toward our goal, with significant progress in ELA, science, and expanding course offerings. The maintenance of highly qualified teachers and comprehensive instructional materials has provided a strong foundation for student success. Our primary challenges remain in mathematics achievement and intervention implementation, where staffing constraints have limited effectiveness.

The balanced improvement across multiple metrics, particularly the strong performance in benchmark assessments, suggests that our focus on professional learning communities and differentiated instruction has been effective in supporting student achievement within the classroom setting. However, additional resources and refined implementation strategies are needed to address mathematics proficiency and ensure consistent intervention services across all subject areas.

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

The changes made to Goal 1 Metrics and Actions are minor. We will not change metrics or target outcomes Action 1.1 will see an increase to the Intervention Teacher FTE, and based on funding from the LREBG funds and associated deep data dive that drove the use of those funds, we will prioritize our American Indian students and Students with Disabilities. Action 1.2 will include HSS, NGSS and CTE to the offerings available to teachers a direct result of the implementation of state standards survey.
Baseline data was added to Metrics 1.4 and 1.5.

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	Academic Intervention for ELA and Math	Provide intervention in school and after school in one-on-one and small group settings, with priority to unduplicated students. Assessment data shows that our unduplicated students as a group scored lower on assessments than did our total student population. Increase to a 1.0 Intervention Teacher, using LREBG funds to prioritize American Indian Students and Students with Disabilities.	$219,617.00	Yes
1.2	Professional Development	Provide professional development and professional learning opportunities to instructional staff in the areas of effective evidence-based strategies for ELA/Math interventions, and California Content Standards curriculum and instruction. This includes activities related to the Science of Reading/Structured Literacy implementation, UPK, HSS, NGSS and the new math framework.	$11,849.00	Yes
1.3	Intervention Curriculum, Materials And Supplies	Purchase intervention curriculum, materials and supplies to be used for students underperforming or at risk for failure. This curriculum will be prioritized to meet the needs of our unduplicated students.	$4,000.00	No
1.4	Instructional Staff Collaboration Time	Administration, teacher, paraprofessionals and other staff collaboration time for data analysis, to develop or refine common assessments, for intervention and instructional strategies, and for articulation both within the school and within the community. This collaboration time is specifically for unduplicated students.	$18,300.00	Yes
1.5	Instruction in Visual and Performing Arts and Physical Education	Instruction in Art, Music/Drama, and Physical education will be provided to all students, our data shows that the unduplicated students are more likely to be engaged in learning, have higher self-image, and better attendance when these classes are part of their regular curriculum.	$75,698.00	Yes
1.6	Students with exceptional needs	Special Education services for students with exceptional needs, so they can access and/or find success in a broad course of study.	$48,800.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Expanded Learning and Enrichment Opportunities	Field Trips and other enrichment activities will be provided to all students, with priority given to unduplicated students. This includes cultural and performing opportunities, competitive events like History Day, Science Fair and the Spelling Bee as well as clubs supported by the ASES program. Also included in this action is the Director of Expanded Learning support to ensure these activities are planned and executed.	$38,744.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The school will create and maintain a learning environment where students, staff, parents and community feel welcome and safe.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district believes that meaningful and inclusive parent, student, and community involvement enhances student success and outcomes. It also recognizes that some students come to school with underdeveloped social and emotional skills, which can create substantial barriers to success. By providing appropriate behavioral support, students will want to be at school, our campus will be positive and inviting, and it will be a safe learning and working environment. The results from stakeholder surveys will remain high. The 2023-2024 unduplicated student count is 78%, which demonstrates a need to provide this goal and related actions. Additionally, the results of our student climate survey as summarized in the baseline data below and the 2024 annual update metrics indicated a need for this goal and actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 6C Percentage of students feeling safe at school as measured on student survey(s)	2023-2024 Grades 3-8 Student School Climate Survey results indicate 87.9% of students feel safe all or most of the time.	2024-2025 Grades 5-8 California Healthy Kids Survey results indicate 80% of students feel safe all or most of the time.		2026-2027 Grades 3-8 Student School Climate Survey results will indicate 90% or more of students will feel safe all or most of the time.	7.9% Decrease in student percentage *note grades span is different.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 5A Student attendance rates	2023-2024 P2 Attendance 95.53%	2024-2025 P2 Attendance 96.65%		2026-2027 Maintain 95% attendance rate	1.12% Increase in attendance rate.
2.3	Priority 6A Suspension rate	2022-2023 DataQuest Suspension rate was 2.1%	2023-2024 DataQuest Suspension rate 4.1%		2026-2027 Suspension rate will be less than 2%.	2.0% Increase in suspension rate.
2.4	Priority 6B Expulsion rate	2022-2023 DataQuest Expulsion rate was 0%	2024-2025 DataQuest Expulsion rate was 0%		2026-2027 Expulsion rate will be 0%.	Maintained 0% expulsion rate.
2.5	Priority 5B Chronic absenteeism rate	2022-2023 California Dashboard Chronic Absenteeism rate was 6.4%.	2024-2025 California Dashboard Chronic Absenteeism rate was 5.4%.		2026-2027 California Dashboard Chronic Absenteeism Rate will be 5% or less.	1.0% Decrease from baseline.
2.6	Priority 3B Participation at school activities and meetings for parents of unduplicated students	2023-2024 Parent conference rate: 95.74% 2023-2024 Parent Committee members or attendees meeting rate: 90% (PAC and Indian Ed.)	2024-2025 Parent conference rate: 95.29% 2024-2025 Parent Committee members or attendees meeting rate: 90% (PAC and Indian Ed.)		2026-2027 Parent conference rate will maintain 95% or better 2026-2027 Parent committee members and attendees meeting rate will maintain 90% or better.	Maintained baseline.
2.7	Priority 3A Participation in school climate and LCAP input survey	2023-2024 Digital Parent LCAP and School Climate Survey results indicate 35 complete responses. This translates to 55% of the total number of	2024-2025 Digital Parent LCAP and School Climate Survey results indicate 33 complete responses. This translates to		2026-2027 Digital Parent LCAP and School Climate Survey results will indicate 70% or more of the total number of families	0.9% decrease from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families responding. (64 total families)	54.1% of the total number of families responding (61 total families).		responding completely.	
2.8	Priority 3C Rating by parents of students with exceptional needs who reported that the school facilitated parental involvement as a means of improving services for their children.	2023-2024 parent survey rating : 100%	2024-2025 parent survey rating: 100%		2026-2027 Maintain parent survey rating of 100%	Maintained baseline.
2.9	Priority 3A Parent satisfaction with school climate and communication	2023-2024 Digital Parent LCAP and School Climate Survey results indicate: 94% of respondents report their child feels safe, as indicated by an adequate or satisfied response. 89% of respondents report they are kept informed about how they can participate in their child's education and given opportunities to take part in school decisions, as indicated by an adequate or satisfied response.	2024-2025 Digital Parent LCAP and School Climate Survey results indicate: 88% of respondents report their child feels safe, as indicated by an adequate or satisfied response. 82% of respondents report they are kept informed about how they can participate in their child's education and given opportunities to take part in school decisions, as indicated by an		2026-2027 Digital Parent LCAP and School Climate Survey results will indicate: 90% or more of respondents report their child feels safe as indicated by an adequate or satisfied response. 90% or more of respondents report they are kept informed about how they can participate in their child's education and given opportunities to take part in school decisions as indicated by an	6% Decrease in safety responses 7% Decrease in informed on child's education and opportunities to participate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			adequate or satisfied response.		adequate or satisfied response.	
2.10	Priority 1C School Facilities Inspection Tool Rating	2023-2024 School Facilities Rating : Good as indicated on the FIT.	2024-2025 School Facilities Rating : Good as indicated on the FIT.		2026-2027 School Facilities Rating : Good or better as indicated on the FIT.	Maintained Baseline
2.11	Priority 6 Social and Emotional Student Assessment	2024-2025 SEL Assessment was created and administered once this year to students in grades 3-8.	2024-2025 SEL Assessment was created and administered once this year to students in grades 3-8.		2026-2027 Social and Emotional Student Assessment will be administered 2 times per year to all students grades 3-8.	0

Goal Analysis [2024-25]

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

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

Our implementation of planned actions aimed at supporting student success, maintaining a positive school climate, and fostering parent engagement has experienced both significant successes and notable challenges during the current implementation period.
2.1 was implemented as planned, with great success as indicated on our Parent LCAP and School Climate survey- 100% of parents are aware of the mental health services available to students.
2.2 was implemented as planned, we will increase celebrations and recognition for attendance goals and improvements as a result of Parent LCAP/School Climate survey feedback.
2.3 was implemented as planned. with an increase in funding due to facility needs. We are pleased with the success as reported in the FIT report indicating our facility in 'Good' status.
2.4 was implemented as planned, with some challenges related to developing leadership time that fits daily school scheduling. BRESD plans to expand this action to include culture and service projects.
2.5 was implemented as planned, with success in hosting dinners to encourage family participation.
2.6 was mostly implemented as planned, with challenges related to consistent newsletters. Input from Parent/LCAP and School Climate surveys indicate there is still a need to improve communication. We will be monitoring staff communications and supporting methods to share student progress and events.

2.7 was mostly implemented as planned with challenges related to the number of events. We did not host a game night and therefore had one less event then desired.

We strategically shifted to a different student climate survey to avoid duplicating assessment efforts. This methodological change impacts direct year-to-year comparability but provides a more efficient assessment process while still capturing essential climate data, particularly for our grades 5-8 students who participated in the California Healthy Kids Survey.

In our social-emotional learning (SEL) initiative, we successfully created and implemented an assessment tool as planned, but administered it only once during the year rather than the intended multiple administrations. This correlates to the metric 2.11, our SEL assessment strategy that nevertheless establishes a foundation for future expansion.

Several significant challenges affected our implementation efforts:

1. Disciplinary Incidents: As a small school, our data metrics are particularly sensitive to isolated incidents. The conclusion of the previous academic year and beginning of the current year were marked by specific behavioral incidents that disproportionately impacted both our suspension rate data (which increased from 2.1% to 4.1%) and overall school climate perceptions. These incidents created ripple effects throughout our school community that influenced student safety perceptions and parent satisfaction metrics.

2. Staffing Issues: A substantial staff-related challenge emerged that created systemic stress across all partner groups—students, parents, and fellow staff members. This significant personnel matter affected school climate and complicated implementation of planned actions related to positive culture building and consistent communication.

3. Communication Systems: Despite concerted efforts to improve school-home communication, our implementation in this area has shown limited effectiveness. Parent satisfaction with communication decreased by 7 percentage points, and LCAP survey participation remained below target, indicating persistent challenges in engaging families through our current communication strategies.

4. Contextual Factors: Implementation has been further complicated by broader contextual factors, including global and national distress that appears to influence school-level attitudes and perceptions. These external stressors create an implementation environment where community members may approach school interactions with heightened anxiety or frustration, affecting climate survey results.

Despite these challenges, several planned actions have been implemented with notable success:

1. Attendance Initiatives: Our attendance improvement strategies have been highly effective, despite parent resistance to some attendance policies. We successfully increased P2 attendance from 95.53% to 96.65% and reduced chronic absenteeism from 6.4% to 5.4%, demonstrating effective implementation of our attendance monitoring and intervention systems.

3. Special Education Services: We have maintained 100% implementation fidelity in providing appropriate services to students with exceptional needs, alongside 100% parent satisfaction with involvement opportunities for these families.

4. Expanded Course Offerings: We successfully implemented a more comprehensive specialist program, expanding from the previous year's PE and art offerings to now include drama/music instruction for all students.

5. Social and Emotional Learning and Support: We successfully offered mental health support to all students. Staff participated in a variety of SEL related PD.

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.

Goal 2.2: Student Attendance Monitoring and Incentives saw a material increase due to the purchase of software licensing.
Goal 2.3: School Climate saw a material increase due to incorrect HW contribution calculation and additional staff time in facility maintenance.
Goal 2.7: Educational Partner Involvement saw a material decrease due to the use of other funds for events and one less family event.

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

The level of effectiveness varies for many of the actions within this goal, this summary and description describe the assessment of each.
Goal 2 Action 1: A mix result for this action, while metrics listed in 2.1 show a decline, analysis of the SEL survey for students indicates a strong understand and practice of competencies. Additionally, Parent LCAP/School Climate survey date indicates 100% of families know about the mental health services available to students.
Goal 2 Action 2: Effective as demonstrated by metric 2.2 and 2.5
Goal 2 Action 3: Effective as demonstrated by metric 2.10
Goal 2 Action 4: Ineffective as demonstrated by metric 2.1
Goal 2 Action 5: Effective as demonstrated by metric 2.6
Goal 2 Action 6: Ineffective as demonstrated by metric 2.9
Goal 2 Action 7: Effective as demonstrated by metric 2.11 and 2.6

Several significant challenges affected the effectiveness of these actions resulting in a decline in metrics 2.1 and 2.3

1. Disciplinary Incidents: As a small school, our data metrics are particularly sensitive to isolated incidents. The conclusion of the previous academic year and beginning of the current year were marked by specific behavioral incidents that disproportionately impacted both our suspension rate data (which increased from 2.1% to 4.1%) and overall school climate perceptions. These incidents created ripple effects throughout our school community that influenced student safety perceptions and parent satisfaction metrics.

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The juxtaposition of strong academic metrics alongside declining climate indicators suggests that while our instructional implementation remains robust, the emotional and relational dimensions of our school environment require additional attention. The effectiveness of our attendance initiatives, despite parent resistance, demonstrates that sometimes challenging implementation decisions can yield positive outcomes, even when not initially embraced by all stakeholders.

The contextual challenges we've faced—from isolated incidents with outsized impacts to staffing issues and broader societal stressors—highlight the complex implementation environment facing small schools, where community dynamics and individual situations can significantly influence school-wide metrics and perceptions. As we move forward, these insights will guide refinements to our implementation approach, particularly around communication strategies and climate-building initiatives.

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.

There is one minor change to Goal 2 Metric 2.11, we will reduce the target outcome to administer a school SEL student survey twice per year. There are often many surveys and respondents may have fatigue, resulting in inaccurate reporting. Additionally, the new baseline is established.

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	Social and Emotional Learning and Support	Our low-income unduplicated students have higher behavior and counseling referrals as documented by data gathered by teachers, administrators, and the school counselor. To address the needs of this student group, and to help them within the school and classroom setting, students will practice and refine social-emotional learning skills with the classroom and/or support teacher and with the school counselor to increase positive communication/interaction, and to prevent asocial behaviors, bullying, and student depression. Counseling and behavioral services will be available for all students in need weekly. Implementation and refinement of a school-wide SEL program, Restorative practices, and use of outdoor learning spaces will be facilitated by the administrative team. Professional learning opportunities will be provided to all staff in the areas of SEL, wellness, and restorative practices.	$15,481.00	No
2.2	Student Attendance Monitoring and Incentives	To address the lower attendance rates of our unduplicated student population, student attendance will be communicated to parents regularly, students will be acknowledged three times a year for 95% or above attendance rates, and classes will be acknowledged approximately 6 times a year for classroom attendance rates. The Administrative Assistant/Attendance Clerk will be responsible for supporting students and families and collaborating with the administration to improve attendance. Individual classrooms and individual students who either demonstrate or maintain expectations will be celebrated.	$16,599.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	School Climate and Safety	To foster a positive, inclusive, and supportive environment through a comprehensive Multi-Tiered System of Support (MTSS) approach. By integrating Student Study Teams (SSTs), Social-Emotional Learning (SEL), dedicated effective evidence-based initiatives and collaboration with TCOE supports all focused on student well-being and anti-bullying, we aim to create a school climate where every student can thrive. Additionally, we will maintain a safe, healthy, and inviting school campus and playground for staff, students, and families.	$86,113.00	No
2.4	Student Leadership Opportunities	Expand Club Live Student Leadership group to include participation from students in grades 4-8. Implementation of student service and culture projects as well as use of outdoor learning spaces.	$10,000.00	No
2.5	Parent and Family Participation	Parent and family participation will be promoted and encouraged throughout the year to promote a positive connection between school and home. This includes attendance at school activities such as parent-teacher conferences, student performances and events and sports events. Parents will be encouraged to be part of decision-making committees such as the governing board, LCAP Parent Advisory Committee, Indian Education Committee, and PTO. Volunteering at the school in classrooms, in the school garden, and as coaches or tutors will all be encouraged.	$3,000.00	No
2.6	Parent and Family Communication	Provide clear and consistent communication with parents and families through school newsletters, class newsletters, website information, email messaging, auto phone and text calls and student progress reporting.	$45,498.00	Yes
2.7	Educational Partner Involvement	Encourage a culture of community on campus by hosting events that invite educational partners to campus for enrichment opportunities like cultural demonstrations, career exploration, and celebrations, as well as programs that support the California Content Standards.	$2,100.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$249074	$26316

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
21.234%	0.000%	$0.00	21.234%

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:** Academic Intervention for ELA and Math **Need:** When reviewing CAASPP data for all students at BRESD, 68.33% of students in grades 3-8 meet or exceed standards in ELA and 53.33% of students in grades 3-8 met or exceeded the standards in Mathematics. Upon further analysis, it has been determined that students benefit from literacy support which targets	Actions that will be taken to address the need for the delivery of more literacy support: funding a 1.0FTE certificated teacher each day for intervention, providing support using UFLI, Lexia, IXL, Kim Sutton, and Mindset Math targeted instruction. Offered on an LEA-wide level, we anticipate all students will benefit from these structures. However, our unduplicated students will receive more benefits and will make greater sustained progress as measured by the CAASP metric and other local measures. Dedication to	Metrics 1.1 and 1.2

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
	specific skills and builds the capacity for comprehension, word identification, number sense, applied problem-solving and an ability to apply these skills in other subject areas. Needs Assessment for LREBG identified American Indian and Students with Disabilities as the lowest academic performing groups. **Scope:** LEA-wide Schoolwide	ensuring all American Indian and SWD will receive intervention/small group instruction. Allocating time for the Special Education teacher and intervention teacher to collaborate on how to support students that may overlap.	
1.2	**Action:** Professional Development **Need:** When reviewing CAASPP data for all students at BRESD, 68.33% of students in grades 3-8 meet or exceed standards in ELA, and 53.33% of students in grades 3-8 met or exceeded the standards in Mathematics. Upon further analysis, it has been determined that students need more literacy support which targets specific skills and builds the capacity for comprehension, word identification, number sense, applied problem-solving, and an ability to apply these skills in other subject areas. Additionally, instructional staff have identified needs in CTE, HSS and NGSS for Professional Development support to fully implement curriculum and design learning opportunities.	Increase teacher and instructional staff's capacity to analyze student data to inform instruction to address the learning needs of unduplicated student groups. Having these opportunities allows for staff to learn and develop as professionals. Resulting in planning to identify the academic gaps and provide evidence-based interventions that scaffold the instruction. Providing our teachers and administrators access to learning opportunities with specialists, universities, and other partner organizations increases the skill set to analyze data, plan instruction, and determine the best-differentiated instruction to deliver to our low-income, and foster youth.	Metric 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.4	**Action:** Instructional Staff Collaboration Time **Need:** Ongoing need for teacher collaboration time supports and enhances effective instructional strategies that are aligned with Common Core State Standards and identifying what the teachers want the students to learn, how teachers will know when the students have learned the objective of the lesson, what teachers will do to address the needs of students who have not learned the lesson content, and ways to extend learning for those students who have demonstrated proficiency in understanding the content of the lesson. **Scope:** LEA-wide Schoolwide	Increase of teachers analyzing student data to inform instruction to address the learning needs of unduplicated student groups, and providing teacher-family conferences to discuss the academic and social-emotional growth and needs of unduplicated students. Having this time allows for increased planning to identify the academic gaps and provide evidence-based interventions that scaffold the instruction. Providing our teachers and administrators, with collaboration time increases above and beyond the time they would normally have to analyze data, plan instruction, and determine the best-differentiated instruction to deliver to our low-income, and foster youth.	1.6
1.5	**Action:** Instruction in Visual and Performing Arts and Physical Education **Need:** Unduplicated pupils are not always able to partake in sports, clubs, and enrichment	Provide unduplicated student groups access to engaging and meaningful opportunities to be more connected to their school culture through meaningful partnerships. To provide resources and staff to ensure that unduplicated	1.9

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
	activities that promote athletic and VAPA experiences. Opportunities need to be increased for unduplicated pupils to access the Arts to enhance the integration of creativity, self-expression, and engagement with the diverse forms of culturally responsive educational experiences. **Scope:** LEA-wide Schoolwide	student groups are provided access to athletic experience and programs activities. Increased certificated staff with arts and music credentials to provide direct services and art experiences for unduplicated students while increasing student access to diverse forms of culturally responsive educational experiences.	
1.7	**Action:** Expanded Learning and Enrichment Opportunities **Need:** Many of our unduplicated pupils do not have opportunities to engage in structured activities outside their place of residence due to environmental factors or take part in sporting leagues due to transportation, financial, or other barriers. **Scope:** LEA-wide Schoolwide	Provide unduplicated student groups access to engaging and meaningful opportunities to be more connected to their school culture through meaningful partnerships. To provide resources and staff to ensure that unduplicated student groups are provided access to athletic experiences, enrichment activities and programs activities.	1.1 and 1.2
2.2	**Action:** Student Attendance Monitoring and Incentives	As a result, we are implementing supports that build more consistent and effective strategies for	2.2 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: In reviewing attendance rates and a review of parent, student, and staff surveys, we have identified a need to work with families to create a higher awareness of the importance of good attendance and the need to more proactively engage with our families in a way that helps them address personal barriers that prevent regular attendance by their children. Parent climate surveys indicate a desire for a change to policies, and while that is acknowledged and advocacy on funding structures will be made, an effort locally will be focused on celebrating individual classes and students who demonstrate growth or maintain expectations. **Scope:** LEA-wide Schoolwide	engaging with our families and students. Research shows that as the home-school relationship improves, parent and student connectedness to the school is increased, which positively impacts student attendance and engagement. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our unduplicated students, who may be experiencing more barriers to attendance. As a result, the attendance rates and responses to a positive feeling of school connectedness by unduplicated students will increase more than their peers.	
2.6	**Action:** Parent and Family Communication **Need:** Our parent/family survey indicates 91% of families feel teachers/staff respond to their concerns. Additionally, we identified a need to increase communication based on a return rate of 54% on the survey. The socioeconomically disadvantaged group is over 70% of our student population. Along with the academic performance data related to our socioeconomically disadvantaged group, we	Provide and maintain systems of communication that meet the needs of the school, parents/guardians, students, and the community. Providing ongoing communication via the district website, robocalls, parent and community meetings and opportunities to connect with the schools are services that BRESD has in place to increase parent and community connection to our schools to build services and support for unduplicated pupils. Develop and foster relationships with unduplicated student group's parents/guardians that lead to active and meaningful engagement supporting student academic success.	2.7

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
	believe improving communication will move our metrics to the goal. **Scope:** LEA-wide Schoolwide		
2.7	**Action:** Educational Partner Involvement **Need:** As identified by parent feedback on surveys, behavior and counseling referrals, PAC/PTO, and Indian Ed advisory meetings, we have identified the need to provide a greater sense of community connectedness for our families. **Scope:** LEA-wide Schoolwide	As a result, we will implement effective evidence-based practices of collaborative leadership and community engagement. Strive to hire qualified staff that will make personal connections and allow for elevating family voice and bridge partnerships that allow our families and community groups to fully engage in the learning of students. Research documents that family and community engagement have a strong impact on students' feeling connected to their school and community, which influences their academic and social performance. As a result, we anticipate improved academic success and improved family support for the educational setting.	2.11

Limited Actions

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

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

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

n/a

Additional Concentration Grant Funding

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

Burnt Ranch Elementary School District is using the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of staff who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment. The positions are as follows: Goal 1 Action 1.1 Para-professionals for 100% of our classrooms and an intervention teacher.

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		1:16
Staff-to-student ratio of certificated staff providing direct services to students		1:13

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1172994	249074	21.234%	0.000%	21.234%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$272,440.00	$207,368.00	$6,000.00	$109,991.00	$595,799.00	$563,644.00	$32,155.00

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	Academic Intervention for ELA and Math	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	2024-2027	$219,617.00	$0.00	$89,363.00	$33,782.00	$0.00	$96,472.00	$219,617.00	
1	1.2	Professional Development	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	2024-2027	$6,849.00	$5,000.00	$2,730.00	$0.00	$0.00	$9,119.00	$11,849.00	
1	1.3	Intervention Curriculum, Materials And Supplies	All	No			All Schools	2024-2027	$0.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	$4,000.00	
1	1.4	Instructional Staff Collaboration Time	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	2024-2027	$18,300.00	$0.00	$18,300.00	$0.00	$0.00	$0.00	$18,300.00	
1	1.5	Instruction in Visual and Performing Arts and Physical Education		Yes	LEA-wide School wide		All Schools	2024-2027	$75,198.00	$500.00	$59,106.00	$16,592.00	$0.00	$0.00	$75,698.00	
1	1.6	Students with exceptional needs	Students with Disabilities	No			All Schools	2024-2027	$48,800.00	$0.00	$0.00	$48,800.00	$0.00	$0.00	$48,800.00	
1	1.7	Expanded Learning and Enrichment Opportunities	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	2024-2027	$30,744.00	$8,000.00	$38,744.00	$0.00	$0.00	$0.00	$38,744.00	
2	2.1	Social and Emotional Learning and Support	All	No			All Schools	2024-2027	$15,081.00	$400.00	$0.00	$15,081.00	$0.00	$400.00	$15,481.00	
2	2.2	Student Attendance Monitoring and Incentives	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	2024-2027	$13,299.00	$3,300.00	$16,599.00	$0.00	$0.00	$0.00	$16,599.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	School Climate and Safety	All	No			All Schools	2024-2027	$86,113.00	$0.00	$0.00	$86,113.00	$0.00	$0.00	$86,113.00	
2	2.4	Student Leadership Opportunities	All	No			All Schools	2024-2027	$4,000.00	$6,000.00	$0.00	$4,000.00	$6,000.00	$0.00	$10,000.00	
2	2.5	Parent and Family Participation	All	No			All Schools	2024-2027	$0.00	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	
2	2.6	Parent and Family Communication		Yes	LEA-wide School wide		All Schools	2024-2027	$44,043.00	$1,455.00	$45,498.00	$0.00	$0.00	$0.00	$45,498.00	
2	2.7	Educational Partner Involvement	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	2024-2027	$1,600.00	$500.00	$2,100.00	$0.00	$0.00	$0.00	$2,100.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1172994	249074	21.234%	0.000%	21.234%	$272,440.00	0.000%	23.226 %	**Total:**	$272,440.00
								LEA-wide Total:	$272,440.00
								Limited Total:	$0.00
								Schoolwide Total:	$272,440.00

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**	Academic Intervention for ELA and Math	Yes	LEA-wide Schoolwide	Low Income	All Schools	$89,363.00	
1	**1.2**	Professional Development	Yes	LEA-wide Schoolwide	Low Income	All Schools	$2,730.00	
1	**1.4**	Instructional Staff Collaboration Time	Yes	LEA-wide Schoolwide	Low Income	All Schools	$18,300.00	
1	**1.5**	Instruction in Visual and Performing Arts and Physical Education	Yes	LEA-wide Schoolwide		All Schools	$59,106.00	
1	**1.7**	Expanded Learning and Enrichment Opportunities	Yes	LEA-wide Schoolwide	Low Income	All Schools	$38,744.00	
2	**2.2**	Student Attendance Monitoring and Incentives	Yes	LEA-wide Schoolwide	Low Income	All Schools	$16,599.00	
2	**2.6**	Parent and Family Communication	Yes	LEA-wide Schoolwide		All Schools	$45,498.00	
2	**2.7**	Educational Partner Involvement	Yes	LEA-wide Schoolwide	Low Income	All Schools	$2,100.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$506,033.88	$522,939.00

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**	Academic Intervention for ELA and Math	Yes	$204,919.88	190720
1	**1.2**	Professional Development	Yes	$19,849.00	14826
1	**1.3**	Intervention Curriculum, Materials And Supplies	No	$13,336.00	13084
1	**1.4**	Instructional Staff Collaboration Time	Yes	$10,636.00	10979
1	**1.5**	Instruction in Visual and Performing Arts and Physical Education	Yes	$38,665.00	53489
1	**1.6**	Students with exceptional needs	No	$48,800.00	53429
1	**1.7**	Expanded Learning and Enrichment Opportunities	Yes	$28,688.00	30155
2	**2.1**	Social and Emotional Learning and Support	No	$11,880.00	11899
2	**2.2**	Student Attendance Monitoring and Incentives	Yes	$10,965.00	15933
2	**2.3**	School Climate	No	$62,987.00	72125

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Student Leadership Opportunities	No	$10,000.00	10000
2	**2.5**	Parent and Family Participation	No	$3,000.00	3140
2	**2.6**	Parent and Family Communication	Yes	$40,808.00	41914
2	**2.7**	Educational Partner Involvement	Yes	$1,500.00	1246

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
209772	$251,990.88	$269,255.76	($17,264.88)	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	Academic Intervention for ELA and Math	Yes	$114,998.88	113255		
1	1.2	Professional Development	Yes	$5,730.00	2284.14		
1	1.4	Instructional Staff Collaboration Time	Yes	$10,636.00	10979.64		
1	1.5	Instruction in Visual and Performing Arts and Physical Education	Yes	$38,665.00	53488.78		
1	1.7	Expanded Learning and Enrichment Opportunities	Yes	$28,688.00	30155		
2	2.2	Student Attendance Monitoring and Incentives	Yes	$10,965.00	15933.24		
2	2.6	Parent and Family Communication	Yes	$40,808.00	41913.72		
2	2.7	Educational Partner Involvement	Yes	$1,500.00	1246.24		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1151558	209772	0	18.216%	$269,255.76	0.000%	23.382%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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