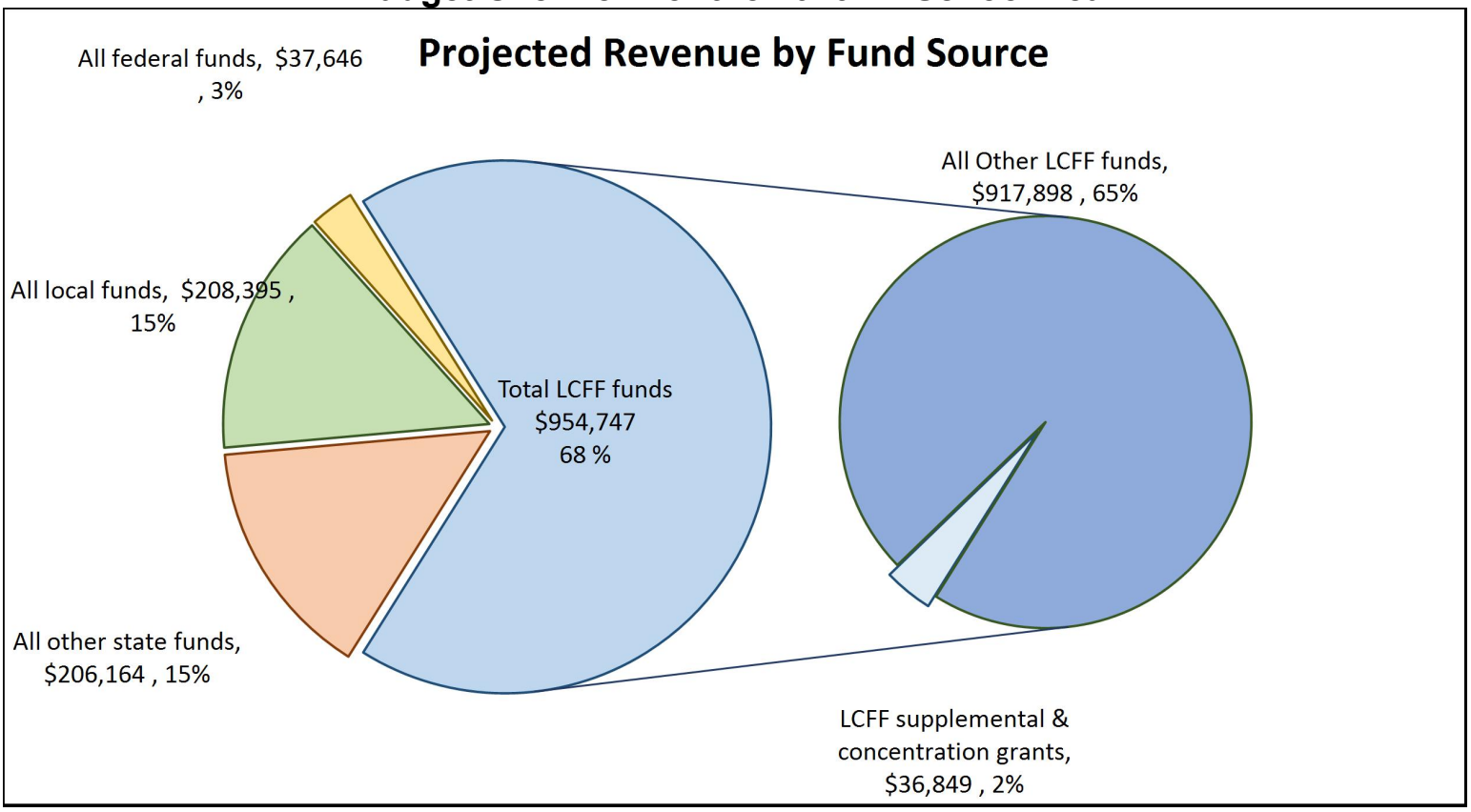
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bradley Union School District
CDS Code: 27659796026017
School Year: 2026-27
LEA contact information:
Josh Van Norman
Superintendent / Principal
jvannorman@bradleyusd.org
805-472-2310

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

Budget Overview for the 2026-27 School Year

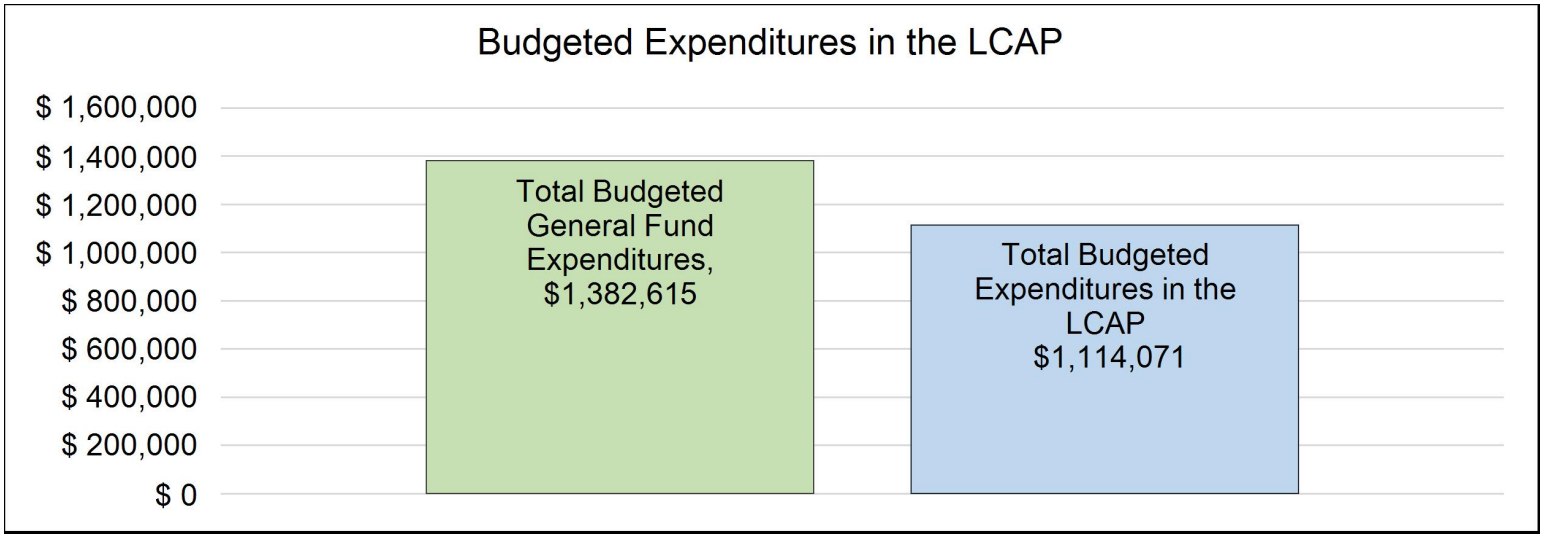


This chart shows the total general purpose revenue Bradley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bradley Union School District is $1,406,952, of which $954,747 is Local Control Funding Formula (LCFF), $206,164 is other state funds, $208,395 is local funds, and $37,646 is federal funds. Of the $954,747 in LCFF Funds, $36,849 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 Bradley Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bradley Union School District plans to spend $1,382,615 for the 2026-27 school year. Of that amount, $1,114,071 is tied to actions/services in the LCAP and $268,544 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

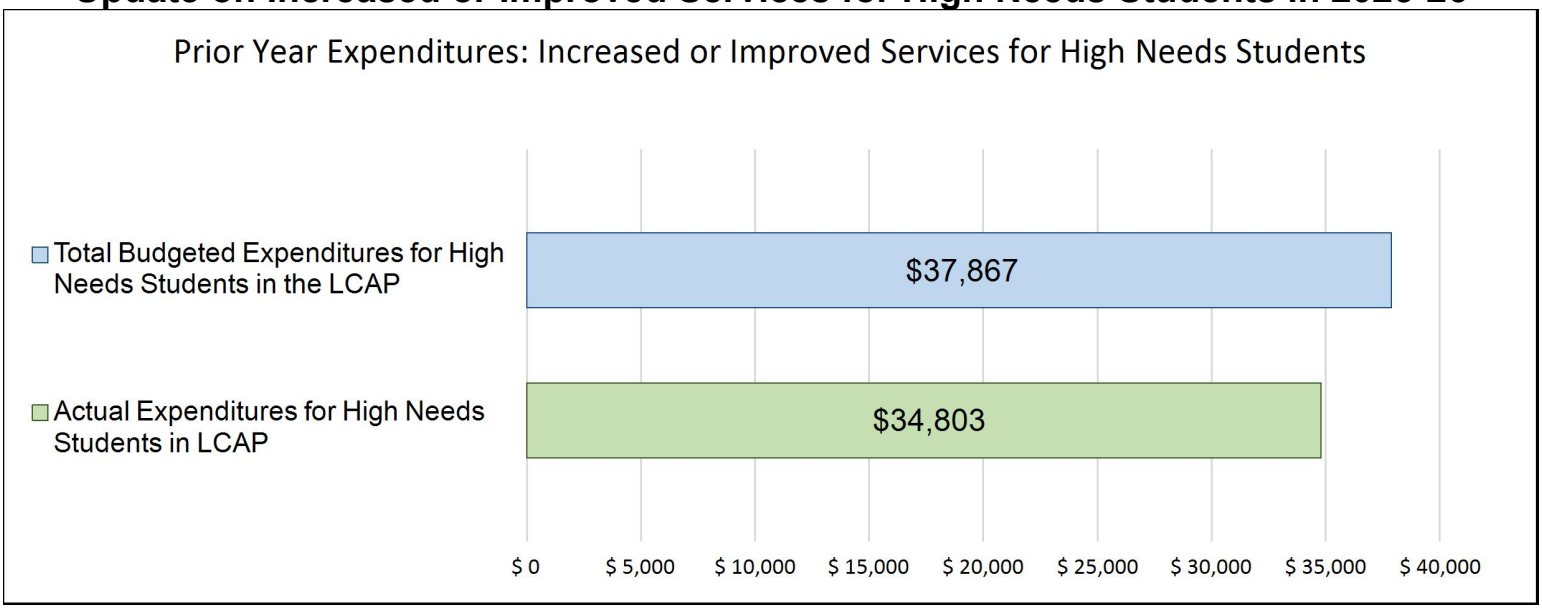
These are funds that District has as a reserve in the event of un-planned additional expenditures for substitutes, increases to utilities and other possible changes due to unforeseen expenses.

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

In 2026-27, Bradley Union School District is projecting it will receive $36,849 based on the enrollment of Foster Youth, English learner, and low-income students. Bradley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bradley Union School District plans to spend $37,867 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Bradley Union School District's LCAP budgeted $37,867 for planned actions to increase or improve services for high needs students. Bradley Union School District actually spent $34,803 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,064 had the following impact on Bradley Union School District’s ability to increase or improve services for high needs students:

Because the planned supplies and materials were still provided, the lower expenditure did not reduce or limit the overall increased or improved services provided to high needs students. Action 1.9, which provided additional staffing support to address chronic absenteeism, was fully implemented and fully expended. Overall, the district continued to provide the planned increased and improved services for high needs students, although actual costs for supplemental classroom supplies were less than originally budgeted.

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
Bradley Union School District	Josh Van Norman Superintendent / Principal	jvannorman@bradleyusd.org 805-472-2310

Plan Summary [2026-27]

General Information

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

Bradley Union School District is a small, TK-8, single school district in southern Monterey County. Bradley School families typically are legacy families where at least one family member has gone to Bradley School and now another generation is attending. Bradley School currently serves around 50 students from the surrounding area. 10.8% of student qualify as English Language Learners. Bradley School had an unduplicated pupil population of 32.4%. Currently about 16% of our population receives Special Education services. All of our classrooms are multi-grade level. This year the grade breakdowns were TK-1, 2-5, and 6-8.

Bradley School currently has a staff of 3 teachers and 4 classified staff members, a school/district secretary, and a Superintendent/Principal. They are very dedicated to educating the whole child, therefore we focus on providing Common Core standards-based academic instruction, as well as experiential learning. The district has a regular art program through its partnership with Sol Treasures in King City, organizes small school sports leagues for volleyball and basketball, and embarks on 10-12 field trips a school year, including overnight science camps, performances, and visits to our local university. Bradley School was an early adopter of educational technology, and it is a fundamental component to our academic program.

The town of Bradley was founded in 1886 and was a stop for the Southern Pacific Railroad In the latest 2020 census, the population of Bradley was 69 people. The town of Bradley still has a post office and several small businesses, as well as the school. The school has been remodeled and added on to over the years. It currently has 5 classrooms, a Community Hall building that can be used by different organizations, a library, and an extensive play area with a field/track. The school's major fundraiser is when the AIDS Life Cycle bike ride

comes through town in June and have a BBQ lunch put on by the school. This fundraiser generates funds for student programs and supplies.

Bradley School provides home-to-school transportation each day for its students through 3 morning routes and 3 afternoon routes. Families can also participate in the afterschool program, where students can stay until 6pm. Students can participate in outdoor activities, homework time, art, and baking programs.

Reflections: Annual Performance

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

On the most recent School Dashboard, 39% of test eligible students at Bradley met/exceeded standard in English Language Arts while 21% met/exceeded standard in Mathematics. Follow up with parents occurred more frequently as well as creating more opportunities for students to feel involved at school. This included opportunities in Sports, Music, Gardening, Art, and Reading/Math support. While Chronic Absenteeism was Red for All Students and White students on the 2023 Dashboard, All students was Green on the 2024 Dashboard and White students did not receive a number because of small numbers but improved significantly. All of these programs require additional funding so it is imperative that the district continue to be creative in finding ways to fund this. We do not have Learning Recovery Block Grant funds. Our district did a comprehensive needs assessment and should new funds become available we'll allocate appropriately.

Reflections: Technical Assistance

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

Bradley is not eligible for technical assistance.

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.

Bradley is not eligible for comprehensive support and improvement

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents and staff were given a survey to complete. The survey was open for weeks and multiple reminders were shared with families to complete this. (November - May)
Students	Students were able to provide input during our whole school morning meetings, our ASB meetings, as well as informally during things such as Recess or Lunch. (November - May)
Teachers	Parents and staff were given a survey to complete. The survey was open for weeks and multiple reminders were shared with families to complete this. (November - May)
Principal / Administrator	The Superintendent/Principal was the primary author of the LCAP and there are no other administrators
Other School Personnel	Parents and staff were given a survey to complete. The survey was open for weeks and multiple reminders were shared with families to complete this. (November - May)
Local Collective Bargaining Unit	Parents and staff were given a survey to complete. The survey was open for weeks and multiple reminders were shared with families to complete this. (November - May)
Parent Advisory Committee	Parents and staff were given a survey to complete. The survey was open for weeks and multiple reminders were shared with families to complete this. Opportunities for input also occurred at School Site

Educational Partner(s)	Process for Engagement
	Council Meetings, Board Meetings, and informal community/school events. (November - May for the survey) ; (August - May)
Special Education Local Plan Area Administrator	While our Special Education population is small, the district continues to maintain a good working relationship with members of our local SELPA and seeks input as needed.

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

Within the survey, stakeholders were able to write out long-form feedback.

Parents and staff were given a survey to complete. The survey was open for weeks and multiple reminders were shared with families to complete this.

Participants who took the survey feel that the overall school environment is welcoming for their children. Families overall, feel that Bradley prepares their children very well academically. Survey participants felt that their children were prepared for their future, even highlighting how computer time is limited. A few survey responses shared that they'd like to hear more from their child's teacher about what they're learning as well as how they're being prepared for high school.

Educational Partner Engagement sessions addressed key topics for the LCAP, such as school climate and academic engagement. The insights gained from these sessions guided the development of specific actions. Bradley utilized feedback from educational partners to design actions aimed at fostering a positive school climate (1.9), maintaining a safe school environment (1.13), and ensuring an appropriate academic experience for all students (2.1, 2.4, 2.6, 3.6).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Bradley Union School District will provide a positive and welcoming school environment that is culturally, emotionally, and physically safe led by passionate, highly qualified staff members dedicated to our students, their families, and the school community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Bradley Union School District stakeholders agree that a positive school environment where students feel culturally, emotionally, and physically safe will lead to them being able to learn at their best. This can be accomplished through hiring highly qualified staff members who know how to best support students' academic and social-emotional needs. Through the staff-student connection, families will be brought into the school community and contribute to the school environment. Concerns about student empowerment and connection to school is echoed in the stakeholder survey results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of teacher misassignments (LEA)	2023-2024: 0% of teachers are mis-assigned	0% of teachers are misassigned 2024-25	0% of teachers are misassigned 2025-26	0% of teachers will be misassigned.	0%
1.2	Number of Williams' UCPs (All students have access to standards-aligned materials)	0 Williams' UCP/all Williams' UCP are resolved effectively in 2023/24	0 Williams' UCP/all Williams' UCP are resolved effectively in 2024/25	0 Williams' UCP/all Williams' UCP are resolved effectively in 2025-26	0 Williams' UCP/all Williams' UCP are resolved effectively.	Maintained
1.3	Facilities in Good Repair on FIT (FIT/SARC)	School facilities were in good repair 2023-24	School facilities were in good repair 2024-25	School facilities were in good repair 2025-26	School facilities will be in good repair.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Suspension and Expulsion Rates (SARC)	Suspension Rate: 2022-2023: 0 Expulsion Rate: 2022-23: 0	Suspension Rate: 2023-2024: 0 Expulsion Rate: 2023-24: 0	Suspension Rate: 2025-2026: 0 Expulsion Rate: 2025-26: 0	Suspension Rate and Expulsion Rate will remain at 0.	Suspension Rate: +0 Expulsion Rate: +0
1.5	Attendance Rate (LEA)	96.73% (August-Dec. 2023)	91% (August - March 2025)	94.55% (August - March 2026)	Attendance Rate will remain above 95%.	-5.73%
1.6	Middle School Dropout Rates/Graduation Rates (SARC)	100% of our students graduate 8th grade in 2023-24	100% of our students graduate 8th grade in 2024-25	100% of our students graduate 8th grade in 2025-26	100% of students will graduate 8th grade.	Maintained
1.7	Chronic Absenteeism Rate (Dashboard)	2022-2023: All students: 37.2% White: 30%	2023-2024: All students: 9.8% White: 6.5%	2024-2025: All students: 17.5% White: 11.4%	All Students: 37% White: 30%	All students: -19.7% White: -18.6%

Goal Analysis [2025-26]

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

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

Actions: 1.1 Highly-Qualified Teachers, 1.2 Instructional Aide, 1.3 Special Ed Instructional Aide, 1.4 Special Education Oversite, 1.5 Director of Maintenance, Facilities, and Grounds, 1.6 Facilities and Custodial Services, 1.7 Full-Time Superintendent/Principal Administrator, 1.10 School/District Confidential Secretary, and Action 1.9 Address Chronic Absenteeism
We were fully staffed with no turnover last year. Additional instructional hours were provided to completely implement Action 1.9.

Actions: 1.11 Cleaning and facilities supplies, and 1.13 Utilities and Compliance
There were no issues with ordering or stocking of supplies to maintain facilities.

Action 1.8 Memberships and Professional Development
Professional development services were provided to address active shooter, first aid and CPR as well as iReady and instructional strategies.

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

Action 1.1 Highly Qualified Teachers had a material difference decrease from $340,437 to $260,233 because one teacher was out on leave (receiving pay) while another teacher was on a contract until the teacher on leave returned. The teacher on leave returned sooner than anticipated.
Action 1.2 Instructional Aide had a material difference increase from $46,870 to $72,177 because schedules were readjusted impacting hours of staff.
Action 1.3 Special Ed Instructional Aide had a material difference decrease from $49,582 to $36,519 because less students were on IEP's resulting in less support time needed for students.
Action 1.4 Special Education Oversite had a material difference decrease from $7,894 to $6,031 because less students were on IEP's resulting in less time needed for oversite.
Action 1.6 Facilities and Custodial Services had a material increase from $34,000 to $60,400 because cleaning services were adjusted.
Action 1.7 Full-time Superintendent/Principal Administrator had a material increase from $156,959 to $186,030 because they worked more days than scheduled.
Action 1.8 Professional Development had a material difference decrease from $27,650 to $6,500 because professional development training was less than had been projected.

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

The following rating scale was used to determine the effectiveness of the actions in achieving the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics (above). Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Actions: 1.1 Highly-Qualified Teachers, 1.2 Instructional Aide, 1.3 Special Ed Instructional Aide, 1.4 Special Education Oversight
Metrics: 1.1 (Fully Credentialed Teachers), 2.2, and 2.3 (CAASPP ELA and Math)
Effectiveness of Action(s): 2 - Somewhat Effective
100% of teachers were credentialed and appropriately assigned. However, there is a increase in ELA from 37% to 39.4% of students meeting and exceeding standards, and a decrease in Math from 30% to 21.4%. These mixed results indicate a continual need to support our students.

Actions: 1.5 Director of Maintenance, Facilities, and Grounds, 1.6 Facilities and Custodial Services, 1.11 Cleaning and facilities supplies, and 1.13 Utilities and Compliance
Metric: 1.3 (Facilities in Good Repair)
Effectiveness of Action(s): 3 - Effective
School Facilities remained in good repair with no findings on the FIT report.

Actions: 1.7 Full-Time Superintendent/Principal Administrator, 1.8 Memberships and Professional Development, and 1.10 School/District Confidential Secretary
Metric: 1.1 (Fully Credentialed Teachers), 2.2, and 2.3 (CAASPP ELA and Math)
Effectiveness of Action(s): 2 - Somewhat Effective
100% of teachers were credentialed and appropriately assigned. However, there is a increase in ELA from 37% to 39.4% of students meeting and exceeding standards and a decrease in Math from 30% to 21.4%. These mixed results indicate a continual need to support our students.

Action: 1.9 Address Chronic Absenteeism
Metric: 1.7 Chronic Absenteeism
Effectiveness of Action(s): 3 - Effective
There was a increase in the Chronic Absenteeism rates from 9.8% to 17.5% for All students. This demonstrates a continued need for greater engagement and a positive school environment.

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 district will continue to monitor throughout the upcoming school year and make changes as needed.
Action 1.12 and 1.13 were combined.

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	Highly-qualified Teachers	Bradley School will retain 3 teachers to maintain low student : teacher ratio in a multi-grade classroom. This also includes the Director of Special Education role, who is also a classroom teacher.	$246,869.00	No
1.2	Instructional Aide	Bradley School will employ 1 FTE Instructional Aide to help maintain a low student : staff ratio in multi-grade classrooms and help support all students.	$40,808.00	No
1.3	Special Ed Instructional Aide	Bradley School will employ 0.8 FTE Special Education Aide to help support those qualified students in a general education classroom.	$53,628.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Special Education Oversite	Special Education Oversite will be part of the duties of a certificated classroom teacher.	$6,103.00	No
1.5	Director of Maintenance, Facilities, and Grounds	Bradley School will employ a 0.8 FTE director of maintenance, facilities, and grounds to keep facilities and campus safe and well-maintained.	$66,370.00	No
1.6	Facilities and Custodial Services	Employ Gonzales Cleaning Services to maintain cleanliness throughout the school and classrooms.	$34,000.00	No
1.7	Full-Time Superintendent/Principal Administrator	BUSD employs 1.0 FTE Superintendent/Principal as the district/school administrator.	$175,145.00	No
1.8	Memberships and Professional Development	Memberships and Professional Development for Administration and Staff to be highly-qualified, well-trained employees	$27,650.00	No
1.9	Increase overall staffing to provide additional support for unduplicated students to address the Chronic Absenteeism indicator (shown as Red) on the CA Dashboard for all students, including white students.	To foster a positive school environment that is culturally, emotionally, and physically safe, we are providing additional instructional hours for teachers and an administrator. These resources will specifically support English Learners, Low-Income Students, Foster Youth, as well as all students, including white students who were red on the CA Dashboard indicator. The contributing portion of the action is principally directed toward English Learners, low-income students, and foster youth with attendance concerns or risk of chronic absenteeism.	$29,867.00	Yes
1.10	School/District Confidential Secretary	Bradley School will staff 1 Confidential Secretary to maintain student records and provide as the parent-school liaison.	$78,341.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Cleaning and facilities supplies	Cleaning and facilities supplies to maintain safe and clean school grounds.	$23,000.00	No
1.12	Utilities and Compliance	Utilities to maintain safe school environment for students and staff. Includes Services to maintain our water systems and fire safety systems	$57,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Bradley Union School District will take shared responsibility for providing an appropriate academic experience for all students, which includes the exploration of students strengths, interests, and passions that connect to future career pathways.	Broad Goal

State Priorities addressed by this goal.

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.

It is vital that all students are provided many opportunities to be successful and learn, not just the core subjects, but be exposed to hands-on experiences where they can focus on non-academic skills that will make them more successful later after they graduate Bradley School. We want our instructional practices to be guided by data, but also with deliberation of what is best for our students and how they learn. Bradley School has adopted curriculum that fully aligns with the California Common Core Standards and the Next Generation Science Standards. We are focusing on building teacher capacity of the curriculum and will focus on staff-driven goals for where they would like to improve or focus their professional development.

Similarly, a sound visual arts and music program have been priority of the Bradley School community for a long time. We intend to continue with these programs through contracting with local non-profits to provide these opportunities to our students.

Bradley teachers give iReady assessments several times throughout the school-year, along with unit assessments from the adopted curriculum to guide classroom instruction. It is a priority of the staff to better understand all the elements of the adopted curriculum to help better meet the needs of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Summative CAASPP for English Language Arts and Math administered once a year.	In 2022-23, Bradley School only administers CAASPP summative	In 2023-24, Bradley School only administers CAASPP	In 2024-25, Bradley School only administers CAASPP	Bradley School administers CAASPP summative	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		assessments at the end of the year.	summative assessments at the end of the year.	summative assessments at the end of the year.	assessments at the end of the year.	
2.2	CAASPP Achievement data for English Language Arts	2022-2023: All Students: 57.14% Met or Exceeded Standard English Learners: Suppressed for low numbers Low Income: Suppressed for low numbers	2023-2024: All Students: 37.04% Met or Exceeded Standard English Learners: Suppressed for low numbers Low Income: 9.09%	2024-2025: All Students: 39.4% Met or Exceeded Standard English Learners: Suppressed for low numbers Low Income: 9.09%	50% of students will meet/exceed the state standard for ELA.	All Students: -17.7% English Learners: N/A Low Income: N/A
2.3	CASSPP Achievement data for Math	2022-2023: 50.00% Met or Exceeded Standard English Learners: Suppressed for low numbers Low Income: Suppressed for low numbers	2023-2024: All Students: 29.63% Met or Exceeded Standard English Learners: Suppressed for low numbers Low Income: 9.09%	2024-2025: All Students: 21.4% Met or Exceeded Standard English Learners: Suppressed for low numbers Low Income: 9.09%	50% of students will meet/exceed the state standard for Math.	All Students: -28.6% English Learners: N/A Low Income: N/A
2.4	CAST Achievement Data for Science	2022-2023: Results suppressed due to fewer than 11 students testing	2023-2024 Results suppressed due to fewer than 11 students testing	2024-2025: All Students: 31.5% Met or Exceeded Standard English Learners: Suppressed for low numbers Low Income: 9.09%	50% of students will meet/exceed the state standard for Science.	N/A
2.5	Students are given the iReady diagnostic	2023-2024: District transitioned to iReady	2024-2025: District continued to use	2025-2026: District continued to use	iReady assessments will	Reading

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	benchmark assessment at least twice during the school year.	diagnostic benchmark assessments. Assessments were given twice this year (Fall and Winter). Fall 20% of students were at or above grade level in ELA. 9% of students were at or above grade level in Math. Winter 33% of students were at or above grade level in ELA. 23% of students were at or above grade level in Math.	diagnostic benchmark assessments. Assessments were given twice this year (Fall and Winter). Fall 22% of students were at or above grade level in ELA. 19% of students were at or above grade level in Math. Winter 46% of students were at or above grade level in ELA. 26% of students were at or above grade level in Math.	diagnostic benchmark assessments. Assessments were given twice this year (Fall and Winter). Fall 23% of students were at or above grade level in ELA. 12% of students were at or above grade level in Math. Winter 49% of students were at or above grade level in ELA. 32% of students were at or above grade level in Math.	be given at least twice during the school year. 60% of students were at or above grade level in ELA. 60% of students were at or above grade level in Math.	Fall to Fall: +3% Winter to Winter: +16% Math Fall to Fall: +3% Winter to Winter: +9%
2.6	Students in grades 3 - 8 took the RIASEC survey model, Beable's survey of personality types, which recommends careers based on	2023-2024: District began using the Beable platform in grades 3 - 8 to survey students interests as well as measure Lexile growth.	2024-2025: District continued using the Beable platform in grades 3 - 8 to survey students interests	2025-2026: District continued using the Beable platform in grades 3 - 8 to survey students interests	Beable will be used at least 3 times per week by students in grades 3 - 8.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students' aptitudes and interests.		as well as measure Lexile growth.	as well as measure Lexile growth.		
2.7	Progress in making instructional materials that are aligned to recently adopted academic standards Self-Reflection Tool for Implementation of State Academic Standards (local indicator)	In 2023-24, English Language Arts - Common Core State Standards for English Language Arts: 5 (Full Implementation and Sustainability) English Language Development (Aligned to ELA standards): 3 (Initial Implementation) Mathematics - Common Core State Standards for Mathematics: 5 (Full Implementation and Sustainability) Next Generation Science Standards:3 (Initial Implementation History-Social Science: 1 (Exploration and Research Phase)	In 2024-25, English Language Arts - Common Core State Standards for English Language Arts: 5 (Full Implementation and Sustainability) English Language Development (Aligned to ELA standards): 3 (Initial Implementation) Mathematics - Common Core State Standards for Mathematics: 5 (Full Implementation and Sustainability) Next Generation Science Standards:3 (Initial Implementation History-Social Science: 2 (Exploration and Research Phase)	In 2025-26, English Language Arts - Common Core State Standards for English Language Arts: 5 (Full Implementation and Sustainability) English Language Development (Aligned to ELA standards): 3 (Initial Implementation) Mathematics - Common Core State Standards for Mathematics: 5 (Full Implementation and Sustainability) Next Generation Science Standards:3 (Initial Implementation History-Social Science: 2 (Exploration and Research Phase)	Progress will be made in making instructional materials that are aligned to recently adopted academic standards Self-Reflection Tool for Implementation of State Academic Standards (local indicator) will reflect this. Everything will be at least level 2.	Maintained
2.8	Progress in implementing policies and programs to support staff in identifying areas	In 2023-24, English Language Arts - Common Core State Standards for English	In 2024-25, English Language Arts - Common Core State	In 2025-26, English Language Arts - Common Core State	Progress will be made in implementing policies and	Many areas have been fully implemented with a few continuing to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	where they can improve in delivering instruction aligned to recently adopted academic standards. Self-Reflection Tool for Implementation of State Academic Standards (local indicator)	Language Arts: 2 (Beginning Development) English Language Development (Aligned to ELA standards): 2 (Beginning Development) Mathematics - Common Core State Standards for Mathematics: 2 (Beginning Development) Next Generation Science Standards: 2 (Beginning Development) History-Social Science: 1 (Exploration and Research Phase)	Standards for English Language Arts: 5 (Full Implementation and Sustainability) English Language Development (Aligned to ELA standards): 3 (Initial Implementation) Mathematics - Common Core State Standards for Mathematics: 5 (Full Implementation and Sustainability) Next Generation Science Standards:3 (Initial Implementation History-Social Science: 2 (Exploration and Research Phase)	Standards for English Language Arts: 5 (Full Implementation and Sustainability) English Language Development (Aligned to ELA standards): 3 (Initial Implementation) Mathematics - Common Core State Standards for Mathematics: 5 (Full Implementation and Sustainability) Next Generation Science Standards:3 (Initial Implementation History-Social Science: 2 (Exploration and Research Phase)	programs to support staff in identifying areas where they can improve in delivering instruction aligned to recently adopted academic standards. Self-Reflection Tool for Implementation of State Academic Standards (local indicator) will reflect this. Everything will be at least level 2.	progress towards full implementation.
2.9	Progress implementing academic standards adopted by the State Board of Education Self-Reflection Tool for Implementation of State Academic Standards (local indicator)	In 2023-24,Career Technical Education: 3 (Initial Implementation) Health Education Content Standards: 1 (Research and Development Stage) Physical Education Model Content Standards: 1	In 2024-25, English Language Arts - Common Core State Standards for English Language Arts: 5 (Full Implementation and Sustainability) English Language Development	In 2025-26, English Language Arts - Common Core State Standards for English Language Arts: 5 (Full Implementation and Sustainability) English Language Development	Progress will be made in implementing academic standards adopted by the State Board of Education. Self-Reflection Tool for Implementation of	Many areas have been fully implemented with a few continuing to progress towards full implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Exploration and Research Phase) Visual and Performing Arts: 3 (Initial Implementation) World Language: 1 (Exploration and Research Phase)	(Aligned to ELA standards): 3 (Initial Implementation) Mathematics - Common Core State Standards for Mathematics: 5 (Full Implementation and Sustainability) Next Generation Science Standards:3 (Initial Implementation History-Social Science: 2 (Exploration and Research Phase)	(Aligned to ELA standards): 3 (Initial Implementation) Mathematics - Common Core State Standards for Mathematics: 5 (Full Implementation and Sustainability) Next Generation Science Standards:3 (Initial Implementation History-Social Science: 2 (Exploration and Research Phase)	State Academic Standards (local indicator) will reflect this. Everything will be at least level 2.	
2.10	Access to Broad Course of Study Students have access to broad course of student as described in Sections 51210 and 51220(a) to (i), for grades 1-8, as tracked CALPADS and Schoolwise (SIS) . including: 1. Programs and services developed and provided to unduplicated pupils. 2. Programs and services developed and provided to individuals with exceptional needs.	In 2023-24, 100% of students and student groups have access to broad course of study	In 2024-25, 100% of students and student groups have access to broad course of study	In 2025-26, 100% of students and student groups have access to broad course of study	100% of students and student groups will have access to broad course of study	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	ELPAC achievement results Reclassification of fluently English proficient (RFEP)Rate of English Learners	ELPAC scores for most ELs will improve year-over-year. 2022-2023: 2 out of 4 students scores were above a 4. Reclassification (RFEP): Students will be reclassified as identified by the 4 criterion standards currently set forth by CDE (ELPAC score, teacher consultation, CAASPP score, and parent consultation) 2022-2023: 50%	ELPAC scores for most ELs will improve year-over-year. 2023-2024: 1 out of 4 students scores were above a 4. Reclassification (RFEP): Students will be reclassified as identified by the 4 criterion standards currently set forth by CDE (ELPAC score, teacher consultation, CAASPP score, and parent consultation) 2023-2024: 25%	ELPAC scores for most ELs will improve year-over-year. 2024-2025: 1 out of 2 students scores were above a 4. Reclassification (RFEP): Students will be reclassified as identified by the 4 criterion standards currently set forth by CDE (ELPAC score, teacher consultation, CAASPP score, and parent consultation) 2024-2025: 50%	ELPAC scores for 50% of ELs will improve year-over-year. Reclassification (RFEP): 50%	+0%
2.12	Student sense of safety and school connectedness Source: local survey	The results of the survey in 2023-24, which was long form, are as follows: Students, and parents of students, feel that they are welcomed. They love the small school setting and how everyone knows each other. It was also shared how well our littlest students and	The results of the survey in 2024-25, which was long form, are as follows: Students, and parents of students, feel that they are welcomed. They love the small school setting and	The results of the survey in 2025-26, which was long form, are as follows: Students, and parents of students, feel that they are welcomed. They love the small school setting and	The majority of students will feel welcomed at school. Additional options for playground equipment will be added along with efforts to increase student enrollment, which will provide students additional classmates at their grade level.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		bigger students have such great rapport with one another. Some expressed that they wished there were more students at their grade level and also wanted more options for playground equipment.	how everyone knows each other.	how everyone knows each other.		

Goal Analysis [2025-26]

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

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

Actions: 2.1 Supplemental Technology Subscriptions, 2.2 Technology Devices, 2.3 Technology Services
Contracting and purchasing of technology were fully implemented without any issues.

Actions: 2.4 Classroom Supplies and 2.6 Additional Classrooms Supplies for EL, Foster Youth, and Low Income students
All classroom supplies and supplemental materials were purchased and used to support instruction in class.

Action 2.5 Visual and Performing Arts Program
VAPA programming was fully implemented with partnering with local arts organization and a musician.

Action 2.7 Presence Learning SLP services
Contracting for remote support for SWD was successful and implemented.

The overall implementation went well with the district staff teaching the common core state standards and utilizing assessment tools such as iReady, Beable, and Read Naturally.

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

Action 2.2 Technology Devices had a material difference decrease from $3,890 to 0 because no new devices were purchased.
Action 2.3 Technology Services had a material difference decrease from $5,000 to $1,000 as services were reduced.
Action 2.4 Classroom Supplies had a material difference decrease from $14,606 to $2,000 as less classroom supplies were purchased.

Action 2.6 Additional Classroom Supplies for EL, Foster Youth, and Low Income students had a material difference decrease from $8,000 to $4,936 as less supplies were purchased.

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

Actions: 2.1 Supplemental Technology Subscriptions, 2.2 Technology Devices, 2.3 Technology Services, 2.4 Classroom Supplies, 2.6 Additional Classrooms Supplies for EL, Foster Youth, and Low Income students, and 2.7 Presence Learning SLP services
Metrics: 1.2 (Access to materials), 2.2, and 2.3 (CAASPP ELA and Math), 2.7 and 2.9 (Implementing Standards)
Effectiveness of Action(s): 2 - Somewhat Effective
All students have access to standards-aligned materials, and as a district, we are supporting implementation and professional development around teaching state standards. Much of the students' access is provided by and supported through technology. Despite these effects, there is a increase in ELA from 37% to 39.4%of students meeting and exceeding standards, and a decrease in Math from 30% to 21.4%.

Action 2.5 Visual and Performing Arts Program
Metrics: 2.12 (Student sense of connectedness)
Effectiveness of Action(s): 3 - Effective
Student responses to inquiries about connectedness are very positive. Our arts program supports student expression and fosters feelings of connectedness.

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 district will continue to monitor progress and update the plan as needed.

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	Supplemental Technology Subscriptions	iReady Benchmark Assessments and intervention curriculum (K-8), Read Naturally, My Math online curriculum for K-5 students	$5,435.00	No
2.2	Technology Devices	Maintain 1:1 student to device ratio. This includes replacement devices.	$3,890.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Technology Services	Contracted service to maintain computers and ipads	$5,000.00	No
2.4	Classroom Supplies	Yearly classroom supplies for all students	$14,606.00	No
2.5	Visual and Performing Arts Program	Contracted services to provide music and visual arts to all students	$7,000.00	No
2.6	Additional Classrooms Supplies for EL, Foster Youth, and Low Income students	Additional school supplies to complete assignments and projects at home for students who need extra resources	$9,000.00	Yes
2.7	Presence Learning SLP services	Tele-therapy speech services to serve our SWD.	$18,978.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Bradley Union School District will actively engage our families and community partners through on-going communication, outreach, and services that build the home-school connection.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Our stakeholders want to continue to make the home-school connection a priority. Providing transportation free-of-charge is a part of the Bradley tradition. This helps school maintain a consistent ADA and stresses the importance of regular attendance to families. Similarly, our ASES program also allows students with working parents a place to go after school. Consistent communication from both teachers and the administration is also another focal point. Currently, through the Remind App, parents and caretakers can receive text messages and emails from the office staff, administration, and teachers. Recent data show that parents find it (the Remind App) easy to use and prefer to use it over email.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Building Relationships Self Reflection Tool for Family Engagement (Local Indicator)	In 2023-24, the progress in developing the capacity of staff (i.e administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 (Full Implementation) Creating welcoming environments for all families in the	In 2024-25, the progress in developing the capacity of staff (i.e administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 (Full Implementation) Creating welcoming	In 2025-26, the progress in developing the capacity of staff (i.e administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 (Full Implementation) Creating welcoming	The district will be at Full Implementation in three of the four areas	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		community: 4 (Full implementation) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 (Initial Implementation) Multiple opportunities for Bradley School to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (Full Implementation)	environments for all families in the community: 4 (Full implementation) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 (Initial Implementation) Multiple opportunities for Bradley School to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (Full Implementation)	environments for all families in the community: 4 (Full implementation) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 (Initial Implementation) Multiple opportunities for Bradley School to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (Full Implementation)		
3.2	Building Partnerships for Student Outcomes Self Reflection Tool for Family Engagement (Local Indicator)	In 2023-24, the progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 3 (Initial Implementation) The progress in providing families with information and	In 2024-25, the progress in developing the capacity of staff (i.e administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 (Full Implementation)	In 2025-26, the progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4(Full Implementation)	The district will be at Initial implementation in three of the four areas	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		resources to support student learning and development at home: 2 (Beginning Development) The progress in implementing policies and programs for teachers to meet with families to discuss student progress and ways to work together to support improved student outcomes: 4 (Full Implementation) Progress in supporting families to understand and exercise their legal rights and advocate for their own student and all students: 2 (Beginning Development)	Creating welcoming environments for all families in the community: 4 (Full implementation) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 (Initial Implementation) Multiple opportunities for Bradley School to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (Full Implementation)	The progress in providing families with information and resources to support student learning and development at home: 3 (Initial Implementation) The progress in implementing policies and programs for teachers to meet with families to discuss student progress and ways to work together to support improved student outcomes: 4 (Full Implementation) Progress in supporting families to understand and exercise their legal rights and advocate for their own student and all students: 2 (Beginning Development) Implementation)		
3.3	Seeking Input for Decision Making	In 2023-24, the progress in building the capacity of and supporting	In 2024-25, the progress in developing the capacity of staff	In 2025-26, the progress in building the capacity of and	The district maintain Full Implementation in all areas.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Self Reflection Tool for Family Engagement (Local Indicator)	administration and staff to effectively engage families in advisory groups and with decision-making: 4 (Full Implementation) Progress in building capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 (Full Implementation) Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input for any underrepresented groups in the school community: 4 (Full Implementation) The progress in providing opportunities to have families, teachers, and administration work together to plan, implement, and evaluate family engagement activities at school/district.: 4 (Full Implementation)	(i.e administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 (Full Implementation) Creating welcoming environments for all families in the community: 4 (Full implementation) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 (Initial Implementation) Multiple opportunities for Bradley School to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (Full Implementation)	supporting administration and staff to effectively engage families in advisory groups and with decision-making: 4 (Full Implementation) Progress in building capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 (Full Implementation) Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input for any underrepresented groups in the school community: 4 (Full Implementation) The progress in providing opportunities to have families,		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				teachers, and administration work together to plan, implement, and evaluate family engagement activities at school/district.: 4 (Full Implementation)		
3.5	Parent Involvement: How the district will promote parental participation in programs for unduplicated pupils - school materials will be translated into native languages	In 2023-24, 100% of Remind messages from school are translated into Spanish	In 2024-25, the progress in developing the capacity of staff (i.e administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 (Full Implementation) Creating welcoming environments for all families in the community: 4 (Full implementation) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 (Initial Implementation)	In 2025-26, 100% of Remind messages from school are translated into Spanish accessible to families: 4 (Full Implementation)	100% of Remind messages from school are translated into Spanish.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Multiple opportunities for Bradley School to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (Full Implementation)			
3.6	Parent Involvement: How the district will promote parental involvement in programs for individuals with exceptional needs- parents will be called/texted/emailed in order to promote involvement	In 2023-24, 100% of parents are currently contacted individually through calls/texts/emails	In 2024-25, the progress in developing the capacity of staff (i.e administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 (Full Implementation) Creating welcoming environments for all families in the community: 4 (Full implementation) Supporting staff to learn about each family's strengths, cultures, languages, and goals for their	In 2025-26, 100% of parents are currently contacted individually through calls/texts/emails	100% of parents are currently contacted individually through calls/texts/emails.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			children: 3 (Initial Implementation) Multiple opportunities for Bradley School to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (Full Implementation)			

Goal Analysis [2025-26]

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

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

Actions: 3.1 School Information System: Schoolwise, 3.2 Remind app, and 3.3 School website
Contracting and implementation for communication technologies were successful.

Actions: 3.4 Transportation and 3.5 Transportation Personnel
Transportation services were provided for the entire year, supporting students in their attendance.

Action 3.6 After School Program (ASES)
After-school programs had high attendance levels and were implemented successfully.

Implementation went well as district enrollment increased 43% over the past two years (Census Day data).

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

There was an increase in enrichment opportunities for students during our ELOP and ASES program. Transportation upkeep, fuel costs, and route additions all aided in students increasing their attendance.

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

Actions: 3.1 School Information System: Schoolwise, 3.2 Remind app, and 3.3 School website
Metrics: 3.1, 3.2, 3.3 (Building Relationships and Seeking Input from Parents)
Effectiveness of Action(s): 3 - Effective
Robust communication strategies are in place that support high levels of two-way communication with parents, as evidenced by our local indicators.

Actions: 3.4 Transportation, 3.5 Transportation Personnel, and 3.6 After School Program (ASES)
Metrics: 1.5 (Attendance)
Effectiveness of Action(s): 2 - Somewhat Effective
The school experienced an increase in attendance, from 91% to 94.55%, this year. While we continue to think transportation and afterschool programs support families and students in attending school, we will continue to explore changes to increase attendance.

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

The district will continue to monitor and make changes as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Information System: Schoolwise	School Information System used to track attendance and grades. Allows parents and teachers to track student grades and progress.	$3,600.00	No
3.2	Remind app	Remind app allows school/district office, teachers, and parents to communicate with each other about school-wide, classroom, and individual events.	$300.00	No
3.3	School website	School website allows school/district to communicate specific messages with public, post Governing Board and documents mandated by law, and allows students to have classroom specific instructional websites in one location.	$4,800.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Transportation	BUSD provides transportation to and from school free of charge to all students. This includes general upkeep and repairs for all vehicles.	$33,883.00	No
3.5	Transportation Personnel	BUSD employs 0.4 FTE bus drivers.	$37,183.00	No
3.6	After School Program (ASES)	The after school program that is provided daily for all families through the ASES grant and ELO-P grants.	$131,615.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$36,849	$0

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
4.206%	0.000%	$0.00	4.206%

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
1.9	**Action:** Increase overall staffing to provide additional support for unduplicated students to address the Chronic Absenteeism indicator (shown as Red) on the CA Dashboard for all students, including white students. **Need:** In 2023, student chronic absenteeism on the CA Dashboard was 38.1%, showing a 22%	To improve attendance rates, including English learners and those from low-income backgrounds, and to respond to the Chronic Absenteeism indicator (shown as Red) on the CA Dashboard for all students, including white students, we are implementing this action to provide increased staffing aimed at reducing chronic absenteeism. Recognizing that all students can benefit from these services, we are implementing this initiative district-wide.	Chronic Absenteeism

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
	increase compared to the previous year. All students, including White, were identified as lowest performing on the CA Dashboard (Red). Therefore, ongoing efforts are being continued to support all students, particularly those in these identified groups. **Scope:** LEA-wide	English Learners, low-income students, and foster youth need timely attendance monitoring, family outreach, and re-engagement supports to reduce barriers to regular attendance and participation in school. Although the 2023 California School Dashboard identified chronic absenteeism as Red for All Students and White students, the district's small enrollment and multi-grade structure require staff to monitor local attendance data for individual students, including unduplicated students, and respond quickly when attendance concerns emerge. This action is principally directed toward unduplicated students by increasing staff capacity to provide attendance monitoring, student check-ins, family communication, and coordination of supports for students who are chronically absent or at risk of becoming chronically absent. Additional teacher and administrator time will be used to review attendance patterns, contact families, identify barriers, connect students to available school supports, and monitor improvement. The action is provided LEA-wide because Bradley is a small, single-school district where students are served in shared multi-grade classrooms and attendance supports are most effective when implemented consistently across the school. The district considered limiting the action only to identified unduplicated students; however, given the small school setting and the need to avoid stigma, an LEA-wide attendance system with prioritized support for unduplicated students is the most effective approach. This allows staff to	

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
		respond quickly to individual attendance needs while maintaining a consistent schoolwide attendance culture.	
2.6	**Action:** Additional Classrooms Supplies for EL, Foster Youth, and Low Income students **Need:** Based on educational partner feedback and local academic performance data, Bradley's English learner, foster youth, and low-income students need increased access to classroom materials that support participation in grade-level instruction, completion of assignments, and engagement in hands-on learning activities. Because Bradley is a small, single-school district with multi-grade classrooms, unduplicated students are served within classrooms that include students across grade levels and student groups. Educational partners identified that students from low-income households may have less consistent access to supplemental classroom materials, organizational supplies, and instructional resources needed to fully participate in daily learning. In addition, English learners benefit from access to visual supports, manipulatives, vocabulary-building materials, and other classroom resources that help them access academic content and demonstrate understanding. **Scope:** LEA-wide	This action will provide supplemental classroom supplies and instructional materials that are selected and prioritized to address the needs of English learners, low-income students, and foster youth. These materials may include visual supports, manipulatives, vocabulary-building resources, organizational materials, consumable supplies, project materials, and other teacher-identified instructional resources that support access to grade-level instruction, assignment completion, and participation in hands-on learning activities. This action is principally directed toward English learners, low-income students, and foster youth because these students may experience barriers to fully participating in classroom instruction when they do not have consistent access to supplemental learning materials, organizational tools, project supplies, or visual and hands-on supports. English learners benefit from visual supports, manipulatives, and vocabulary-building resources that make academic content more accessible. Low-income students and foster youth benefit from access to classroom and take-home materials that support assignment completion, organization, and participation in projects and extended learning activities. The action is provided on an LEA-wide basis because Bradley is a small, single-school district with multi-grade classrooms where unduplicated students learn alongside their peers throughout	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the day. In this setting, supplemental materials are most effective when they are available within the classroom at the point of instruction, during whole-group lessons, small-group instruction, projects, and independent practice. Providing the materials LEA-wide allows teachers to use the resources immediately with the students who need them without delaying support, separating students, or creating stigma based on income, English learner status, or foster youth status. The district considered limiting the supplemental supplies only to individually identified unduplicated students. However, because instruction occurs in shared multi-grade classrooms and many materials are used during collaborative, small-group, and hands-on learning activities, a limited distribution model would be less effective and could unintentionally identify or isolate students. An LEA-wide model with teacher-directed prioritization for unduplicated students is the most effective use of funds because it allows the district to increase access to instructional supports for the students with the greatest need while maintaining an inclusive classroom environment.	

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.

Bradley does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above

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.

Bradley does not receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$876,043	36,849	4.206%	0.000%	4.206%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$853,762.00	$212,587.00	$36,325.00	$11,397.00	$1,114,071.00	$751,438.00	$362,633.00

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	Highly-qualified Teachers	All	No			All Schools	2026-2027	$246,869.00	$0.00	$234,363.00	$0.00	$12,506.00		$246,869.00	
1	1.2	Instructional Aide	All	No			All Schools	2026-2027	$40,808.00	$0.00	$40,808.00				$40,808.00	
1	1.3	Special Ed Instructional Aide	Students with Disabilities	No			All Schools	2026-2027	$53,628.00	$0.00		$53,628.00			$53,628.00	
1	1.4	Special Education Oversite	All	No			All Schools	2026-2027	$6,103.00	$0.00		$6,103.00			$6,103.00	
1	1.5	Director of Maintenance, Facilities, and Grounds	All	No			All Schools	2026-2027	$66,370.00	$0.00	$66,370.00				$66,370.00	
1	1.6	Facilities and Custodial Services	All	No			All Schools	2026-2027	$0.00	$34,000.00	$34,000.00	$0.00			$34,000.00	
1	1.7	Full-Time Superintendent/Principal Administrator	All	No			All Schools	2026-2027	$175,145.00	$0.00	$175,145.00			$0.00	$175,145.00	
1	1.8	Memberships and Professional Development	All	No			All Schools	2026-2027	$0.00	$27,650.00	$20,650.00	$2,000.00	$5,000.00		$27,650.00	
1	1.9	Increase overall staffing to provide additional support for unduplicated students to address the Chronic Absenteeism indicator (shown as Red) on the CA Dashboard for all students, including white students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$29,867.00	$0.00	$29,867.00				$29,867.00	
1	1.10	School/District Confidential Secretary	All	No			All Schools	2026-2027	$0.00	$78,341.00	$73,249.00	$3,741.00	$1,351.00		$78,341.00	
1	1.11	Cleaning and facilities supplies	All	No			All Schools	2026-2027	$0.00	$23,000.00	$23,000.00				$23,000.00	
1	1.12	Utilities and Compliance	All	No			All Schools	2026-2027	$0.00	$57,000.00	$57,000.00				$57,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Supplemental Technology Subscriptions	All	No			All Schools	2026-2027	$0.00	$5,435.00	$0.00	$3,000.00		$2,435.00	$5,435.00	
2	2.2	Technology Devices	All	No			All Schools	2026-2027	$0.00	$3,890.00		$2,500.00	$1,390.00		$3,890.00	
2	2.3	Technology Services	All	No			All Schools	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.4	Classroom Supplies	All	No			All Schools	2026-2027	$0.00	$14,606.00	$6,544.00	$2,000.00	$5,000.00	$1,062.00	$14,606.00	
2	2.5	Visual and Performing Arts Program	All	No			All Schools	2026-2027	$0.00	$7,000.00		$7,000.00			$7,000.00	
2	2.6	Additional Classrooms Supplies for EL, Foster Youth, and Low Income students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$9,000.00	$8,000.00	$1,000.00			$9,000.00	
2	2.7	Presence Learning SLP services	Students with Disabilities	No			All Schools	2026-2027	$0.00	$18,978.00			$11,078.00	$7,900.00	$18,978.00	
3	3.1	School Information System: Schoolwise	All	No			All Schools	2026-2027	$0.00	$3,600.00	$3,600.00				$3,600.00	
3	3.2	Remind app	All	No			All Schools	2026-2027	$0.00	$300.00	$300.00				$300.00	
3	3.3	School website	All	No			All Schools	2026-2027	$0.00	$4,800.00	$4,800.00				$4,800.00	
3	3.4	Transportation	All	No			All Schools	2026-2027	$0.00	$33,883.00	$33,883.00				$33,883.00	
3	3.5	Transportation Personnel	All	No			All Schools	2026-2027	$37,183.00	$0.00	$37,183.00				$37,183.00	
3	3.6	After School Program (ASES)	All	No			All Schools	2026-2027	$95,465.00	$36,150.00		$131,615.00			$131,615.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$876,043	36,849	4.206%	0.000%	4.206%	$37,867.00	0.000%	4.323 %	**Total:**	$37,867.00
								LEA-wide Total:	$37,867.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	**1.9**	Increase overall staffing to provide additional support for unduplicated students to address the Chronic Absenteeism indicator (shown as Red) on the CA Dashboard for all students, including white students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,867.00	
2	**2.6**	Additional Classrooms Supplies for EL, Foster Youth, and Low Income students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,172,885.00	$1,083,585.00

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**	Highly-qualified Teachers	No	$340,437.00	$260,233.00
1	**1.2**	Instructional Aide	No	$46,870.00	$72,177.00
1	**1.3**	Special Ed Instructional Aide	No	$49,582.00	$36,519.00
1	**1.4**	Special Education Oversite	No	$7,894.00	$6,031.00
1	**1.5**	Director of Maintenance, Facilities, and Grounds	No	$67,084.00	$67,367.00
1	**1.6**	Facilities and Custodial Services	No	$34,000.00	$60,400.00
1	**1.7**	Full-Time Superintendent/Principal Administrator	No	$156,959.00	$186,030.00
1	**1.8**	Memberships and Professional Development	No	$27,650.00	$6,500.00
1	**1.9**	Increase overall staffing to provide additional support for unduplicated students to address the Chronic Absenteeism indicator (shown as Red) on the CA Dashboard for all students, including white students.	Yes	$29,867.00	$29,867.00
1	**1.10**	School/District Confidential Secretary	No	$69,015	$69,015.00

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	1.11	Cleaning and facilities supplies	No	$23,000	$23,000.00
1	1.13	Utilities and Compliance	No	$60,000.00	$55,000.00
2	2.1	Supplemental Technology Subscriptions	No	$5,435.00	$7,223.00
2	2.2	Technology Devices	No	$3,890.00	$0.00
2	2.3	Technology Services	No	$5,000.00	$1,000.00
2	2.4	Classroom Supplies	No	$14,606.00	$2,000.00
2	2.5	Visual and Performing Arts Program	No	$9,239.00	$9,500.00
2	2.6	Additional Classrooms Supplies for EL, Foster Youth, and Low Income students	Yes	$8,000.00	$4,936.00
2	2.7	Presence Learning SLP services	No	$18,978.00	$21,757.00
3	3.1	School Information System: Schoolwise	No	$3,500.00	$3,600.00
3	3.2	Remind app	No	$300.00	$300.00
3	3.3	School website	No	$4,800.00	$5,292.00
3	3.4	Transportation	No	$31,590.00	$36,750.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Transportation Personnel	No	$39,526.00	$32,588.00
3	**3.6**	After School Program (ASES)	No	$115,663.00	$86,500.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
34,803.00	$37,867.00	$34,803.00	$3,064.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.9**	Increase overall staffing to provide additional support for unduplicated students to address the Chronic Absenteeism indicator (shown as Red) on the CA Dashboard for all students, including white students.	Yes	$29,867.00	29,867.00		
2	**2.6**	Additional Classrooms Supplies for EL, Foster Youth, and Low Income students	Yes	$8,000.00	4,936.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$859,884.00	34,803.00	0%	4.047%	$34,803.00	0.000%	4.047%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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