LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)
CDS Code: 10-62042
School Year: 2026-27
LEA contact information:
Victor Villar
Superintendent
vvillar@buesd.org
559-866-5634

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 BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) 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 BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) 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: BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) must describe how it intends to increase or improve services for high needs students in the LCAP. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend $ 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 2026-27

This chart compares what BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) 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 2026-27, BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)'s LCAP budgeted $ for planned actions to increase or improve services for high needs students. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) actually spent $ for actions to increase or improve services for high needs students in 2026-27.

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
BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)	Victor Villar Superintendent	vvillar@buesd.org 559-866-5634

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.

Burrel Union Elementary School District located in Riverdale, California is a TK-8 single school district with a rich rural history. The district has been around for more than 100 years; it was established in 1912. Most of our parents are employed by several local family-owned dairies. This year, our population has significantly declined due to a reduction of available and affordable housing. It has definitely been a challenge!

Most teachers are singletons, meaning there is one teacher per grade level. Due to declining enrollment, we have two combination classes (TK/K and 1st/2nd grades). Current enrollment at our school is 98 students. The latest demographic information released from the California Department of Education is as follows: 96% Hispanic/Latino, 3% White (not Hispanic) and 1% Asian (not Hispanic); 48.5% are English Language Learners (EL). Of our total population, 88% are considered Low-Income (LI) students, as determined by the free or reduced price lunch statistics. Currently we do not have any students considered Foster Youth (FY). However, we have approximately 1% students considered Homeless. Our Students With Disabilities (SWD) total is 11.9% and are provided with support both in and out of the general education classroom. Teachers and Specialists work together to meet their goals and needs based on the Individual Educational Plans (IEPs). Burrel Union is a TK-8 school district, therefore, the following required metrics do not apply: A-G, CTE, AP, EAP, High School Dropout and Graduation rates.

We are very proud of our school community:

- We provide a safe environment that encourages academic excellence and social responsibility through a standards-based, technologically enhanced curriculum that is supported by respectful students, parents, staff and community. We have our

Community Resource Center (Leoni Building) to provide social emotional learning (SEL) and supports to all students, staff and families. The Center continues to house our Resource Specialist Teacher, Speech and Language Specialist, Nurse, Occupational Therapist, Psychologist and Clinicians.

- We have maintained our Multi-Tiered System of Support (MTSS) to identify student academic and social-emotional needs. Our Team consists of the Psychologist, Resource/Intervention Teacher, Speech and Language Specialist, Administrator and Clinicians. We meet regularly to discuss concerns about individual student needs, monitor their progress and create plans to provide support. We meet with Teachers to discuss all students on their rosters during Consolidation of Support Teams (COST) Meetings which occur twice a year.

- Teachers meet regularly to analyze data with the sole purpose of driving instruction to meet our students' needs. They collaborate and share best practice strategies through Professional Learning Communities (PLCs) within grade level spans (TK-2; 3-5; 6-8). We focus on professional development (PD) that supports the common core state standards (CCSS), student engagement, differentiated instruction, English language development and social-emotional needs.

Currently, no Schools in the LEA receive Equity Multiplier funding.

Reflections: Annual Performance

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

Successes:

Based on a review of performance on the state (2023-24) and local academic assessments (2024-25) and local performance indicators during the 2024-25 School Years, Burrel Union Elementary has seen positive progress toward LCAP goals.

According to our Educational Partners input, we are proud of the following:

- Schoolwide and Individual grade levels demonstrating increases in ELA and MATH SBAC scores and progress toward proficiency on Local Assessments Benchmarks
- While not all local performance indicators were met, a solid foundation has been set and we will use the data to reflect and improve upon our existing Action plans to further assist students, and meet their needs to support them.
- Maintaining a high level of parent engagement as well as increased partnerships across the community to improve services
- Local Assessments (Reading Inventories, ELA, Writing & Math Benchmarks) indicated individual student growth impacting grade level and schoolwide growth
- Teachers collaboration and utilization of best teaching strategies to support EL and LI students in their classrooms
- Parent meetings held with In-Person and Virtual Google Meets options while utilizing district offered Chromebooks and Hotspots
- ELA curriculum that is rigorous and contains English Language Development (ELD) lessons
- Multi-Tiered System of Support (MTSS) meetings monthly to discuss student needs and progress

- Consolidation of Services Team (COST) meetings every trimester with Teachers to discuss student concerns
- Social Emotional Learning (SEL) through individual and weekly whole class (Community Circles) support sessions

Many of our LCAP actions from the previous years have resulted in maintaining or slightly improving student achievement, school climate, and parent engagement. As a result and after considering Educational Partner input, the goals and actions identified in the previous years' plan will be maintained and expanded. In order to continue progressing towards our goals, we will increase services to meet the needs of EL and LI students who are not meeting grade level expectations, as measured by English Language Proficiency Assessment California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), local data and Local School Staff and Student Surveys. The actions will include:

o Character Strengths/Traits Professional Development and Lessons
o Professional development in the area of planning and delivering instruction using best practices
o Student engagement and connectivity
o Social-emotional and academic interventions
o Providing rigorous Common Core instruction
o Creating an Intervention for English Learners
o Working towards Reclassifying all our English Learners by the 8th grade
o Utilizing a uniform PLC Template that would identify focus areas, monitoring the progress and developing next steps
o Improving on Classroom Observations and monitoring Professional Development needs
o Monitoring student growth by utilizing a LEA-wide Dashboard and Monitoring Evaluation tools
o Focusing on Student Engagement and Comprehension during Instruction

Challenges:

According to State indicators of 2023-24 School Year, Burrel Union has increased slightly from previous results in areas of Academics - English Language Arts (ELA) and Mathematics. This may have been the result of maintaining ELA curriculum and professional development and working with new curriculum in Mathematics. According to the California Dashboard, ELA and Mathematics scores have increased to "yellow/medium". According to our P2 Attendance Report, our Attendance is at 96.41% and our Chronic Absenteeism is at 23.8% for 2023-24. According to the California Dashboard, our Chronic Absenteeism is now registering as "yellow". At Burrel, All means All student groups - EL and LI are the majority of our students. What impacts one, impacts our entire school. Our data indicates the following:

- The ELA Dashboard is "yellow" for all students and the CAASPP Results are met/exceeded standards is 27%; EL students who met/exceeded standards is 6.9%.
- The Math Dashboard is "yellow" for all students and the CAASPP Results are met/exceeded standards is 25.4%; EL students who met/exceeded standards is at 10.3%; and LI students who met/exceeded standards is at 24.6%.
- Our Chronic Absenteeism is "yellow" on the Dashboard for the all-student group, having decreased significantly to 12% chronically absent.
- Our English Learner Progress (ELPI) our status is "blue" at 44.6% on the Dashboard.

Addressing our Challenges:

Academic areas of greatest need, will be addressed in the following ways:

- Interventions in Reading and Mathematics will be provided. An Intervention block will be scheduled within the instructional day for all grade levels. Additional opportunities for interventions in reading and math will be provided in the After School/Extended Learning Program (ELP).
- A stronger focus on prevention will be priority in K-3rd grades. Professional Development will be focused in the areas of guided reading and intensive reading strategies, utilizing the Orton-Gillingham and Fontas and Pinnel Guided Reading methods for all K-3rd grade teachers. Resource Teachers will push in for additional support to all K-3rd students identified as reading at or below grade level. All Teachers and support staff will utilize frequent monitoring and reading inventories to measure student progress. Student Study Team Meetings and Multi-Tiered Systems of Support Team Meetings will be held as needed to identity individual academic and behavioral student needs.
- Supplemental support materials will be provided to all teachers in order to enhance ELA, Writing and Math Common Core lessons. This will include a focus on reading and math fluency and comprehension.
- Supplemental support materials will be provided to all teachers in order to align Writing throughout all grade levels.
- Professional Development in the areas of Reading, Writing, Technology and Mathematics will continue for all instructional staff - Teachers and Para-Educators.
- Teachers will increase the use of technology during lessons and incorporate technology throughout all content to keep student interest.
- Instructional Staff will utilize student engagement techniques to keep focus on learning by doing.
- Time will be provided during and after instructional day for Teacher collaborations (PLCs) within grade level groups and with same grade teachers at other small school districts. The PLC focus will be to discuss data results, student needs, create plans for student support and to build teacher capacity in research based instructional strategies. Resource Specialists and Intervention Support will be part of all grade level PLCs.
- Resource Teacher at grades 4th-8th will be provided to support all students who are struggling with math competencies and math fact fluency. Math core curriculum will be updated and professional development will be provided.
- Teachers will use Backwards Mapping to identify priority standards in ELA, Writing and Mathematics across all grade levels. Pacing guides and benchmarks will be developed to keep us on track and monitor student progress. A LEA-wide Dashboard will be created to monitor data from state and local assessments focused on measuring student progress and identifying areas of need. Focus standards will be identified, taught and assessed to ensure essential standard mastery for all students.
- Technology will be provided for students to use beyond the instructional day during ELP or while at home. The LEA will provide technology programs based on additional supports and focused on individual learning abilities in the areas of ELA, ELD and Mathematics.
- Evaluations to measure progress in all academic areas (ELA, Reading, Writing and Mathematics) will be administered every Trimester. Reading Inventories will be administered more frequently for struggling readers in all grades.
- Through cycles of inquiry during PLCs, teachers and administrator will review and discuss data in order to decide next steps.
- The LEA will continue to identify students through the Multi-Tiered System of Support (MTSS) bi-weekly meetings. The LEA will hold Student Study Team (SST) Meetings with Teachers and Parents to provide intervention plans for student support.
- Teachers and Resource Specialists will collaborate often to monitor the progress of SWD students. Teachers will be provided with PD in best teaching practices to support the needs of students. Specialists will be pushing in or pulling out to provide support to students and resources to teachers.

- Early education opportunities will be available for all children turning four years of age (as of September 1) through our Universal Pre-Kindergarten (UPK)/Universal Transitional Kindergarten (UTK) classroom.

All Red Performance Areas from the 2023 Dashboard -

- English Learners Progress will be addressed in the following ways:

- A part-time Intervention teacher to provide specialized instruction support in English language acquisition.
- An English Learner Bootcamp to focus specifically on the domains of the ELPAC assessment. According to the results of the ELPAC, deficits in Reading and Writing domains continue to keep our students from reclassification status and impacts their overall progress.
- Professional Development will be provided to all teachers with an emphasis on integrated and designated ELD, focus on reading and writing
- Supplemental support materials will be provided to all teachers in order to enhance ELD lessons

- Chronic Absenteeism for ALL students, SED, and Hispanic groups will be addressed in the following ways:

- Parents will be contacted within the day and when students are absent.
- Bilingual office staff and our automated phone system will inform parents of student absences.
- Necessary home visits and conferences to avoid having to use more intense methods of the SARB process.
- Perfect attendance will be celebrated by providing tangible rewards and fun activities as incentives.
- Parent meetings and workshops will be held to increase awareness of the importance of school attendance.
- Bilingual informational bulletins, best practice articles and guidelines will be posted on our Marquee, Website and FaceBook page.
- Parent Student Study Teams will be scheduled to discuss further necessary SEL/Academic supports

Burrel has unexpended Learning Recovery Emergency Block Grant (LREBG) funds at the amount of approximately $120,000. These funds will be partly spent in Goal 1 Action 2 Intervention Teacher and Goal 3 Action 1 Professional Development for Teachers.

- Providing an Intervention Teacher is an aligned and allowable use of the funds to support learning loss and target specific student groups, English Learners and Low Income students, who are the majority of our students.
- Providing Professional Development is an aligned and allowable use of the funds in the areas of English Language Development English Language Arts, and Math. Providing Professional Learning to integrate evidence-based pupil academic supports to address other barriers to learning, staff supports and training in programs to address social-emotional learning.

Reflections: Technical Assistance

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

Not Applicable

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.

Not applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Principals/Administration	This is a single school district with a combined Superintendent/Principal position and therefore consultation with the Administration and Principal happened automatically.
Teachers	The LEA provided Teacher Surveys (3x yearly- November, March, May); Teacher Meetings were held monthly November 2024-May, 2025; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget and Discussions to include unexpended LREBG fund plans to spend. Groups included All Teachers :TK-8th grades, Resource, Intervention and Physical Education.
Other School Personnel	The LEA provided Other Staff Surveys (3x yearly-November, March, May); Classified Meetings were held monthly November 2024-May 2025; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget and Discussions to include unexpended LREBG fund plans to spend.. Groups included Office, Para Educators, Kitchen, Grounds, Custodial, Transportation, Expanded Learning Program (ELP) Director and Classified Management.
Certificated and Classified Bargaining Units	LEA does not have any Certificated or Classified Bargaining Units
Parents	The LEA provided Parent Surveys (2x yearly- March, May); Parent Meetings were held monthly August, November 2024 - April 2025; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget and Discussions to include

Educational Partner(s)	Process for Engagement
	unexpended LREBG fund plans to spend. Groups included All parents in attendance for Back to School, Title I Meeting & Open House.
Students	The LEA provided Student Surveys (3x yearly- November, March, May); Student Advisory Committee (SAC) were held monthly March-May 2025; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget and Discussions to include unexpended LREBG fund plans to spend. Survey Groups included Students from 3rd-8th grades, Student Advisory Committee included all 6th-8th grade students.
SELPA	The LEA consulted with Fresno County SELPA monthly; Teacher Meetings were held monthly November 2024-May 2025; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Student needs Discussions.
Submission to PAC	Presentation Date: May 5, 2025; PAC was provided a complete draft of the LCAP and the opportunity to submit questions and input. No input and no written input were provided and therefore no written response from the Superintendent was required.
Submission to DELAC	Presentation Date: May 5, 2025; DELAC was provided a complete draft of the LCAP and the opportunity to submit questions and input. No input and no written input were provided and therefore no written response from the Superintendent was required.
Public Comment	May 6 to May 20, 2025 - The Public Comment was held to consider the draft of the LCAP.
Public Hearing	June 10, 2025 @ 4:00pm - The Public Hearing was held to consider the draft of the LCAP.
Adoption by the Board	June 24, 2025
Budget Adoption and Local Indicator Report to Governing Board	June 24, 2025
Submission to SAC	Presentation Date: May 5, 2025; SAC was provided a complete draft of the LCAP and the opportunity to submit questions and input. No input and no written input were provided and therefore no written response from the Superintendent was required.

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

The Superintendent from this school year has retired, and we are unable to speak to the content of the meetings.

A majority of Educational partners were content with school involvement; whereas most of school staff were in agreement that Burrel Elementary seeks parent input into decisions related to their child's education (Goal 2, Action 1).
Our Discussions offering English as a Second Language (ESL) classes for parents resulted in identifying a need in the areas of Positive Parenting and Technology use. parents also requested to continue our Math and Literacy Nights. We created a dedicated new building for our Parent partners. Parent Education classes to continue via internet and California State University of Fresno.
Student input resulted in transforming our aging Science Education Center into a new Discovery Based Learning Center. The Center is still a work in progress. Students also requested to have more engaging opportunities to learn, such as art education, out-of-town educational field trips and an increase of tech usage (Goal 4 Action 2).
Our teachers and parents have shown support in the hiring of an Intervention Teacher for reading intervention (Goal 1 Action 2). They would also like to continue to have a Librarian to support literacy in all grades (Goal 1 Action 4).
Many of our parents wanted Summer School opportunities for their students. Although our current budget does not support Summer School costs, we were able to fund Summer School with Extending Learning Opportunity Program (ELOP) Grant during 2022-23 school year.
A majority of our staff and community agreed that retaining and recruiting highly qualified teachers was one of their highest priorities. Based on this feedback, we made decisions to allocate LCFF dollars to provide increases to the teachers salary schedule and providing teacher retention incentives (Goal 3 Action 2). They also agreed to continue to support beginning teachers through mentors and coaches (Goal 3 Action 3).
Teachers have requested to continue providing bi-weekly release time for PLC collaboration while utilizing a PE Teacher (Goal 1 Action 1). Would also like to have PLC opportunities with other small, rural school districts.
All input from Educational Partners agreed that maintaining a Psychologist and adding County provided Clinician services has provided necessary social-emotional supports for our students, staff, and parents (Goal 2 Action 4).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Academic Achievement - All students, including subgroups, will demonstrate academic growth annually while engaged in a rigorous, CCSS aligned curriculum, equitable instructional practices and will have access to a Broad Course of Study.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Goal of Student Academic Achievement and its Actions were developed by the input received from Burrel's Educational Partners - Administration, Staff, Parents and Students. Student achievement is an on-going concern. Longitudinal data results from annual state assessment (CAASPP/SBAC) demonstrate that our students are making little to no progress year to year. Longitudinal academic data shows Burrel's English Learners are underperforming All students to include Low Income students in both the ELA and Math CAASPP scores. Significant achievement Gaps have been increasing yearly and the English Learner Reclassification rates are low. Using a Problem of Practice framework and Improvement Science, we will continue to investigate why student growth on local assessments is not consistently reflected in the CAASPP ELA, Math (SBAC), and ELPAC outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Met or	All: 25.9% EL: 12.8% LI: 26%	All: 27% EL: 6.9% LI: 24.6%		All: 30% EL: 18% LI: 30%	All: +1.1% EL: -5.9% LI: -1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Exceeded Standard	SWD: <11 Data Year: 2022-23 Data Source: Dataquest	SWD: <11 Data Year: 2023-24 Data Source: Dataquest		SWD: 15%	SWD: <11
1.2	Smarter Balanced Math Met or Exceeded Standard	All: 24.7% EL: 18% LI: 23.3% SWD: <11 Data Year: 2022-23 Data Source: Dataquest	All: 25.4% EL: 10.3% LI: 24.6% SWD: <11 Data Year: 2023-24 Data Source: Dataquest		All: 28% EL: 22% LI: 27% SWD: 15%	All: +0.7% EL: -7.7% LI: +1.3% SWD: <11
1.3	Access to and Enrollment in a Broad Course of Study	Students served in VAPA courses All 100% EL 100% LI 100% Data Year: 2023-24 Data Source: CALPADS Fall 2	Students served in VAPA courses All 100% EL 100% LI 100% Data Year: 2024-25 Data Source: CALPADS Fall 2		Students served in VAPA courses All 100% EL 100% LI 100%	No Difference
1.4	Access to Standards Aligned instructional materials	All - 100% Data Year: 2023-24 Data Source: Local Indicator Tool	All - 100% Data Year: 2024-25 Data Source: Local Indicator Tool		All - 100%	No Difference
1.5	ELA Local Benchmarks - NWEA	Projected Proficiency: All - 43% met Fall-Spring Growth Projections	Projected Proficiency:		Projected Proficiency:	All: -15% EL: -32.71% LI: -14.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 47% LI - 43% Data Year: 2023-24 Data Source: NWEA	All - 28% met Fall-Spring Growth Projections EL - 14.29% LI - 28.77% Data Year: 2024-25 Data Source: NWEA		All - 48% met Fall-Spring Growth Projections EL - 50% LI - 48%	
1.6	MATH Local Benchmarks -NWEA	Projected Proficiency: All - 48% met Fall-Spring Growth Projections EL - 41% LI - 44% Data Year: 2023-24 Data Source: NWEA	Projected Proficiency: All - 43.43% met Fall-Spring Growth Projections EL - 42.86% LI - 43.84% Data Year: 2024-25 Data Source: NWEA		Projected Proficiency: All - 55% met Fall-Spring Growth Projections EL - 45% LI - 49%	All: -4.57% EL: +1.86% LI: -0.16%
1.7	READING Local Measure	Projected Proficiency: Grade Level Reading All - 64.6% Data Year: 2023-24 Data Source: NWEA	Projected Proficiency: Grade Level Reading All - 28% Data Year: 2024-25 Data Source: NWEA		Projected Proficiency: Grade Level Reading All - 68%	All: - 36.6%
1.8	California Science Test (CAST) Met or Exceeded Standard	All: 8.82% Data Year: 2022-23 Data Source: Dataquest	All: 15.79% Data Year: 2024-25 Data Source: Dataquest		All: 18%	+6.97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	EL Students making progress toward English Proficiency (ELPI)	44.6% Data Year: 2023 ELPI Data Source: Dashboard	61.1% Data Year: 2024 ELPI Data Source: Dashboard		75%	+16.5%
1.10	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2023-24 Data Source: Local Indicators Tool	Full Implementation Data Year: 2024-25 Data Source: Local Indicators Tool		Full Implementation & Sustainability	No Difference
1.11	EL Reclassification Rate	6% Data Year: 2023-24 Data Source: CALPADS	19% Data Year: 2024-2025 Data Source: CALPADS		25%	+13%
1.12	SCIENCE Local Measure	No Baseline	Projected Proficiency: Grade Level Science All - 25% Data Year: 2024-25 Data Source: NWEA		All: 35%	No Difference

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.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 1.1: Professional Learning Communities
Level: 4 Full Implementation
We were able to provide teacher release time for collaboration through PLCs by adding Physical Education (PE) personnel. PLCs were able to meet regularly which allowed for teachers to build common formative assessments, review data, and plan out units. A challenge remains in the amount of time that we are able to meet.

Action 1.2: Intervention Teacher
Level: 3 - Initial Implementation
We implemented targeted support through the Intervention Teacher, providing small-group and individualized instruction in ELA and Math. Overall student proficiency increased, with gains for some subgroups, though EL students showed a decline, highlighting the need to refine strategies for certain student groups.

Action 1.3: Benchmarks
Level: 5 Full Implementation & Sustainability
Teachers assessed students with NWEA Maps Growth assessments three times during the school year. NWEA assessments provided teachers with data that indicated current ability with Common Core Standards, growth projections on CAASPP, and real-time data for educational partners.

Action 1.4: 1.4 Library Clerk
Level: 3 Initial Implementation
The action was implemented to provide students with consistent access to library resources and instructional support. This initiative supported learning opportunities for all students, with continued focus needed to strengthen its impact across all student groups

Action 1.5: Induction Coaches/Services from FCSS
Level: 4 Full Implementation
The action was carried out as intended, providing induction services that supported new teacher development and strengthened instructional practices. This contributed to overall growth in ELA and Math, with continued focus needed to further support student achievement across all areas.

Action 1.6: Base Program
Level: 3 Initial Implementation

The action was implemented as intended, contributing to overall growth in ELA and Math for all students. Continued focus is needed to strengthen supports for English Learners (EL), Low-Income (LI) students, and Students with Disabilities (SWD) to ensure equitable progress across all groups.

Action 1.7: 1.7 Special Education Program
Level: 3 Initial Implementation
This action was implemented to provide targeted supports and instructional services for students with disabilities (SWD). Qualified staff, including special education teachers, speech-language pathologists, occupational therapists, and psychologists, were hired and maintained to deliver individualized instruction and interventions. Regular data review of assessments and progress monitoring guided instructional decisions and adjustments. Overall growth was observed in ELA and Math, reflecting the effectiveness of these supports, and continued focus on tailored instruction will further benefit SWD, as well as English Learners (EL) and Low-Income (LI) students.

Action 1.8: English Language Acquisition Support
Level: 3 Initial Implementation
This action was implemented to provide targeted language acquisition support for English Learners (EL). Implementation included hiring and maintaining qualified EL teachers, delivering small-group and individualized instruction, and embedding language development strategies across content areas. EL staff collaborated with classroom teachers to ensure consistent support and integration of language objectives into daily instruction.

Action 1.9: English Learner Language Acquisition and Professional Development Program
Level: 3 Initial Implementation
This action was implemented to provide coordinated language acquisition support for English Learners (EL) while delivering professional development for teachers. Implementation included structured EL instruction, collaboration between EL specialists and classroom teachers, and training sessions focused on integrating language development strategies into content instruction. Teachers applied these strategies in their classrooms to support consistent, school-wide EL instructional practices.

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

There were no material differences in the actions for Goal 1.

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

Action: 1.1 Professional Learning Communities
Effectiveness of Action: 3 - Effective
Metric: CAASPP ELA & CAASPP Math
Data Statement: Data reveals that 27% of ALL students were proficient on the CAASPP ELA with 7% of English Learners proficient. On the CAASPP Math assessment, 25.4% of ALL students were proficient, with 10% of English Learners and 25% of Low Income Students proficient.

Analysis Statement: By evaluating the CAASPP results, it is clear that by providing teachers time to meet in their Professional Learning Communities, the action demonstrated growth overall. However, EL students decreased in ELA and Math, and LI decreased in ELA.

Action: 1.2 Intervention Teacher
Effectiveness of Action: 3 - Somewhat Effective
Metric: CAASPP ELA & Math
Data Statement: 27% of ALL students were proficient on the CAASPP ELA assessment which was an increase of 1.1%. However, there was a a decrease of 5.9% proficiency for EL Students and an decrease of 1.4% for LI students. 25.4% of ALL students were proficient on the CAASPP Math assessment which was an increase of 0.7%. However, there was a a decrease of 7.7% proficiency for EL Students and an increase of 1.3% for LI students.
Analysis Statement: Action 1.2, through targeted support from the Intervention Teacher, effectively increased student proficiency. Gains were observed in the All Students group for ELA and Math. Low-income students showed improvement in math but a decrease in ELA, and English Learners experienced decreases in both ELA and Math. The overall improvement shows the strategy was successful, but an increased focus will be placed on EL and LI students.

Action: 1.3 Benchmarks
Effectiveness of Action: 3 - Somewhat Effective
Metric: CAASPP ELA & CAASPP Math
Data Statement: 27% of ALL students were proficient on the CAASPP ELA assessment which was an increase of 1.1%. However, there was a a decrease of 5.9% proficiency for EL Students and an decrease of 1.4% for LI students. 25.4% of ALL students were proficient on the CAASPP Math assessment which was an increase of 0.7%. However, there was a a decrease of 7.7% proficiency for EL Students and an increase of 1.3% for LI students.
Analysis Statement: Action 1.3 effectively supported student growth by using benchmark assessments to guide instruction. Gains were observed in the All Students group for ELA and Math. Low-income students showed improvement in math but a decrease in ELA, and English Learners experienced decreases in both ELA and Math. The overall improvement shows the strategy was successful, but an increased focus will be placed on EL and LI students.

Action: 1.4 Library Clerk
Effectiveness of Action: 3 - Somewhat Effective
Metric: CAASPP ELA
Data Statement: 27% of ALL students were proficient on the CAASPP ELA assessment which was an increase of 1.1%. However, there was a a decrease of 5.9% proficiency for EL Students and an decrease of 1.4% for LI students.
Analysis Statement: Action 1.4 effectively supported student learning by ensuring access to library resources and instructional support. Gains were observed in the All Students group for ELA and Math. Low-income students showed improvement in math but a decrease in ELA, and English Learners experienced decreases in both ELA and Math. The overall improvement shows the strategy was successful, but an increased focus will be placed on EL and LI students.

Action: 1.5 Induction Coaches/Services from FCSS
Effectiveness of Action: 3 - Effective
Metric: CAASPP ELA & CAASPP Math

Data Statement: CAASPP results indicate 27% of ALL students proficient in ELA and 25.4% in Math. However, there was a a decrease of 5.9% proficiency for EL Students and an decrease of 1.4% for LI students.
Analysis Statement: Action 1.5 effectively supported new teacher development through induction services, enhancing instructional practices. Gains were observed in the All Students group for ELA and Math. Low-income students showed improvement in math but a decrease in ELA, and English Learners experienced decreases in both ELA and Math. The overall improvement shows the strategy was successful, but an increased focus will be placed on EL and LI students.

Action: 1.6 Base Program
Effectiveness of Action: Somewhat Effective
Metric: CAASPP ELA & CAASPP Math
Data Statement: 27% of ALL students were proficient on the CAASPP ELA assessment which was an increase of 1.1%. However, there was a a decrease of 5.9% proficiency for EL Students and an decrease of 1.4% for LI students. 25.4% of ALL students were proficient on the CAASPP Math assessment which was an increase of 0.7%. However, there was a a decrease of 7.7% proficiency for EL Students and an increase of 1.3% for LI students.
Analysis Statement: The base program has contributed to modest overall growth in ELA and Math for all students. While English Learner proficiency declined, this highlights an area for focused improvement. Moving forward, Burrel will implement targeted supports, differentiated instruction, and professional development to better support EL, LI, and Students with Disabilities, with the goal of increasing proficiency for all student groups.

Action: 1.7 Special Education Program
Effectiveness of Action: Somewhat Effective
Metric: CAASPP ELA and Math Proficiency Rates
Data Statement: 27% of ALL students were proficient on the CAASPP ELA assessment which was an increase of 1.1%. However, there was a a decrease of 5.9% proficiency for EL Students and an decrease of 1.4% for LI students. 25.4% of ALL students were proficient on the CAASPP Math assessment which was an increase of 0.7%. However, there was a a decrease of 7.7% proficiency for EL Students and an increase of 1.3% for LI students. There were less than 11 Students with Disabilities tested so there scores are not included in the LCAP.
Analysis Statement: The Special Education Program has supported overall growth in ELA and Math for all students. Declines for English Learners highlight an area for targeted improvement, while Low Income students showed slight gains in Math. Moving forward, continued use of data-driven instruction, individualized supports, and focused professional development will help ensure that EL, LI, and students with disabilities experience stronger academic growth and increased proficiency.

Action: 1.8 English Language Acquisition Support
Effectiveness of Action: 3 - Effective
Metric: ELPI
ELPI results indicate 61.1% of ALL English Learners are making progress toward English proficiency, which is an increase of 16.5% from the baseline.
Analysis Statement: Action 1.8 effectively supported English Learners through targeted language acquisition programs, enhancing student language development. This contributed to measurable growth in English proficiency across all EL students, demonstrating the positive impact of focused support on academic outcomes.

Action: 1.9 English Learner Language Acquisition and Professional Development Program
Effectiveness of Action: 3 - Effective
Metric: ELPI
Data Statement: ELPI results indicate 61.1% of ALL English Learners are making progress toward English proficiency, representing an increase of 16.5% from the baseline.
Analysis Statement: Action 1.9 effectively supported English Learners by combining targeted language acquisition programs with professional development for teachers. This coordinated approach enhanced instructional practices and contributed to measurable growth in English proficiency for all EL students, demonstrating the positive impact of aligned student and teacher support on academic outcomes.

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

Metric 1.1: The EL baseline percentage for this metric, "Smarter Balanced ELA", was previously changed from 13.2%, down to 12.8%. After reviewing the data, this new percentage is accurate. SWD were added to the metric.

Metric 1.2: The EL baseline percentage for this metric, "Smarter Balanced Math", was previously changed from 18.4% down to 18%. After reviewing the data, this new percentage is accurate. SWD were added to the metric. This action was rewritten to reflect the inclusion of LREBG funds.

Metric 1.9: After review of the data source, the percentage for ELPI was changed back to 44.6% as it is the accurate percentage for this metric.

Action 1.2: This action is now partially funded by LREBG funds, and the data has been updated to match accordingly

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	PROFESSIONAL LEARNING COMMUNITIES	The district will provide teacher release time for collaboration through PLCs by adding Physical Education (PE) personnel.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	INTERVENTION PROGRAM LREGB Action	The district will provide an Intervention Program to support reading interventions and monitor student progress. This Program will improve student outcomes through targeted support based on individual student academic needs by supporting students one-on-one and in small groups. The Intervention Program Personnel will provide support during the instructional day, collaborating with staff to ensure grade-level reading targets are met. Per the CDE, providing early intervention and literacy programs for pupils in preschool to grade 3 is an allowable and research-based support.This Action is partly funded by unexpended and future LREBG monies by providing additional funding for personnel, intervention resources, monitoring tools and materials. This action will be measured with metrics 1.1 & 1.2. LREBG Funds: $60,000	$72,000.00	Yes
1.3	BENCHMARKS	The district will provide pre-,mid- and post- benchmarks in ELA, Math and Writing.	$12,000.00	Yes
1.4	LIBRARY CLERK	The district will provide a Library Clerk to facilitate access to literary and technology resources for our students and to increase accessibility of literature for our EL students. In our experience, access to high interest literature and technology have improved student academic abilities.	$20,000.00	Yes
1.5	INDUCTION COACHES/SERVICES FCSS	The District will provide an Induction Coach to act as a mentor for new teachers going through the Induction process to obtain their credentials.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	BASE PROGRAM	Burrel Union Elementary School District will provide highly qualified teachers and support staff, maintain our facilities, provide core curriculum, provide transportation and serve nutritious meals to support students. Included with the base program described, the district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs).	$931,179.00	No
1.7	SPECIAL EDUCATION PROGRAM	In order to provide the necessary support to students who are eligible or who may become eligible for Special Education Services, Burrel Union Elementary School District will employ a SPED Teacher, contract for a Speech Pathologist for 1 day a week, an Occupational Therapist also for 1 day a week and contract for a School Psychologist for 1 day a week. In addition, the District will provide supplemental materials and supports necessary to appropriately meet student goals and services, as indicated on student Individualized Education Plan (IEP) Goals and Assessment Plans. Through a pre-planning of the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for Low Income, Foster Youth, and English Learners students. In order to increase academic achievement, the District will contract services to disaggregate data and assist with data analysis and review in order to target specific foundational skills. Through the skilled and purposeful use of the identified student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly.	$78,948.00	No
1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	The district will provide supplemental English language instruction provided by certificated and/or classified staff to support English Learners and Long-term English Learners through individualized and small group remediation. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard: English Learner Progress (ELPI).	$20,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	The district will provide a comprehensive integrated and designated English language development program for our English learners (ELs) and long-term English Learners (LTELs). Additionally, professional development specific to addressing the specific needs of English learners and long-term English learners (LTELs) will be provided.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Burrel Union Elementary Educational Partners will work collaboratively to provide a safe and optimal learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Input from Educational Partners indicates that our students need a safe and supportive environment to promote learning. Due to our rural location, there is limited access to community resources such as, Mental Health, Health Services, Language Support, Parent Education and Technology. Our large population of students who are considered Socio-Economically Disadvantaged (SED) require that we provide access to educational experiences. In addition, to further support an efficient learning environment, we recognize the need to reduce the number of combination classrooms.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sense of Safety and School Connectedness	Connectedness Students 79% Parents 69% Teachers 85% Safety Students 68% Parents 84% Teachers 88% Data Year: 2023-24 Data Source:	Connectedness Students 79% Parents 69% Teachers 85% Safety Students 68% Parents 84% Teachers 88% Data Year: 2024-25 Data Source:		Connectedness Students 84% Parents 74% Teachers 89% Safety Students 72% Parents 88% Teachers 92%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Survey, Kelvin Pulses	Local Survey, Kelvin Pulses			
2.2	Facilities Maintained in Good Repair	All Facilities met Good Repair - 100% Maintained Data Year: 2023-24 Data Source: FIT Dashboard Fall 2023	All Facilities met Good Repair - 100% Maintained Data Year: 2024-25 Data Source: FIT Dashboard Fall 2024		All Facilities met Good Repair - 100% Maintained	No Difference
2.3	Seek Parent input & promote parental participation in programs for Unduplicated students and students with Exceptional Needs	Full Implementation Data Year: 2023 Data Source: Local Indicator Tool	Full Implementation Data Year: 2024 Data Source: Local Indicator Tool		Full Implementation & Sustainability	No Difference
2.4	Attendance Rate	All: 91.56% LI: 91.47% EL: 91.88% Data Year: 2022-23 Data Source: CALPADS	All: 94.23% LI: 94.43% EL: 94.56% Data Year: 2023-24 Data Source: CALPADS		All: 98% LI: 97% EL: 97%	All: +2.67% LI: +2.96% EL: +2.68%
2.5	Suspension Rate	All: 2.2% LI: 2.4% EL: 2.4% HISPANIC: 2.4% Data Year: 2023 Data Source: Dashboard	All: 0% LI: 0% EL: 0% HISPANIC: 0% Data Year: 2024 Data Source: Dashboard		All: 0% LI: 0% EL: 0% HISPANIC: 0%	All: -2.2% LI: -2.4% EL: -2.4% HISPANIC: -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Chronic Absenteeism	All: 23.8% LI: 22.9% HISPANIC: 23.8% EL: 18.8% Y Data Year: 2022-23 Data Source: CASchoolDashboard.org	All: 12.1% LI: 12.2% HISPANIC: 10.9% EL: 11.1% Y Data Year: 2023-24 Data Source: CASchoolDashboard.org		All: 10% LI: 10% HISPANIC: 10% EL: 9%	All: -11.7% LI: -10.7% HISPANIC: -12.9% EL: -7.7% Y

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.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action: 2.1 Bilingual Support Staff
Rating Scale : Initial Implementation
Bilingual support staff and resources were provided to assist students and families with communication needs. Adjustments were made due to the loss of the Business Manager and Registrar Attendant Secretary positions during the year. Hiring a new Registrar Attendant Secretary allowed bilingual communication and support services to continue effectively. A challenge was filling the vacant position.

Action: 2.2 Additional Teacher
Rating Scale: 5 – Full Implementation and Sustainability.
Yes, the planned action was fully implemented. The additional teacher position remained in place throughout the year, supporting instruction as intended. No changes were made; the position continued as originally planned. Having the teacher in place provided consistent support for students, maintaining continuity in instruction and contributing to student growth. There were no significant challenges. Budgeted and actual expenditures were identical ($73,227), and services were maintained as planned.

Action: 2.3 Transportation
Rating Scale : 3 – Initial Implementation
Yes, a new bus driver was hired to replace the experienced driver, ensuring transportation services continued.
Adjustments were made during the year to accommodate hiring an inexperienced bus driver and ensuring proper training and certification.
The position was successfully filled, allowing transportation services to continue without major disruption.

Challenges included completing all required trainings and certifications for the new bus driver in a timely manner, as well as managing the learning curve for an inexperienced driver.

Action: 2.4 Psychologist Services
Rating Scale : 5 – Full Implementation and Sustainability.
Yes, all actions were implemented as planned throughout the year. Student support services, including psychologist services and attendance monitoring, continued consistently to support student growth and well-being.
No significant adjustments were made; the planned services were carried out as intended.
Supported student SEL, improved attendance, reduced chronic absenteeism, and minimized suspensions. Services allowed proactive support for student needs.
The primary challenge was a fiscal increase in psychological services agreements, which affected budget allocations. Despite this, all planned services were maintained without interruption.

Action: 2.5 Technology
Rating Scale :5 – Full Implementation and Sustainability.
Yes, all planned technology actions were implemented. Students had access to updated devices as needed, and teachers received new equipment as needed to ensure smooth classroom operations and access to digital resources.
No significant changes were made to the plan. Additional technology purchases were made to provide backups and replace outdated equipment, but these were aligned with the original intent of supporting student learning and teacher resources.
Students were able to access technology reliably, supporting academic growth, while teachers had the tools needed to provide instruction efficiently. Technology updates allowed all classrooms to remain current and functional throughout the year.
The main challenge was the cost associated with purchasing additional and replacement devices, but these purchases were necessary to maintain access and ensure continuity of instruction.

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

Action: 2.1 Bilingual Support Staff
Budgeted: $90,000; Actual: $58,000
The underspend was due to staffing shortages following the loss of the Business Manager and Registrar Attendant Secretary positions. Despite this challenge, bilingual support staff and resources were provided to assist students and families with communication needs.
Midyear, a new Registrar Attendant Secretary was hired, which allowed bilingual communication and support services to continue effectively.
Recruitment remained a challenge due to competition with surrounding districts.

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

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

The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action: 2.1 Bilingual Support Staff
Effectiveness of Action: 2 - Somewhat Effective
Metric: CAASPP ELA, CAASPP Math & Local Indicator Tool
Data statement: CAASPP Proficiency: All - ELA 27%; Math 25.4%, EL - ELA 6.9%; Math 10.35%; LI - ELA 24.56%; Math 24.56%
Analysis Statement: Bilingual support staff provided important assistance, with overall proficiency increasing across the school; however, scores for English Learners declined, highlighting the continued need for targeted bilingual support and instructional strategies for this group.

Action: 2.2 Additional Teacher
Effectiveness of Action: 2 - Somewhat Effective
Metric: CAASPP ELA & CAASPP Math
Data statement: CAASPP Proficiency: All - ELA 27%; Math 25.4%, EL - ELA 6.9%; Math 10.35%; LI - ELA 24.56%; Math 24.56%
Analysis Statement: Gains were observed in the All Students Group for ELA and Math. Low-income students showed improvement in math but a decrease in ELA, and English Learners experienced decreases in both ELA and Math. The overall improvement shows the strategy was successful, but an increased focus will be placed on EL and LI students.

Action: 2.3 Transportation
Effectiveness of Action: 3 - Effective
Metric: Attendance Rate
Data statement: All: 94.23%; LI: 94.43%; EL: 94.56%.
Analysis Statement: Most students need and are using transportation provided by the school. Action 2.3 was effective because hiring a new bus driver ensured transportation services remained reliable and self-sufficient. Students were able to attend school consistently, supporting attendance goals even with staffing challenges. Despite the loss of an experienced bus driver, transportation routes continued reliably, and student attendance for those using transportation services remained consistent.

Action: 2.4 Psychologist Services
Effectiveness of Action: 3 - Effective
Metric: Attendance Rate; Chronic Absenteeism and Suspension Rate
Data statement: Attendance Rate improved; Chronic Absenteeism decreased to 12.3%; Suspension Rate decreased to 0%.
Analysis Statement: Psychological services effectively supported SEL, improved attendance, reduced chronic absenteeism, and minimized suspensions. These services addressed the needs of ELs and LIs while promoting equitable access and student well-being.

Action: 2.5 Technology
Effectiveness of Action: 2 - Somewhat Effective
Metric: CAASPP ELA & CAASPP Math
Data statement: CAASPP Proficiency: All - ELA 27%; Math 25.4%, EL - ELA 6.9%; Math 10.35%; LI - ELA 24.56%; Math 24.56%

Analysis Statement: Updated technology improved access to instructional resources and supported overall growth in ELA and Math proficiency. However, English Learner scores declined, indicating that while technology expanded opportunities, additional targeted supports are needed to ensure equitable outcomes for EL students.

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.

Metrics 2.5: Percentages in Baseline were adjusted to reflect data available on caschooldashboard.org.
Metrics 2.6: Baseline percentages were changed to reflect the available data on caschooldashboard.org, as well as the year 1 outcomes, and the "Difference from baseline" column.
Action 2.2 was rewritten to include maintaining the additional teacher hired in the 24-25 year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	BILINGUAL SUPPORT STAFF	We will provide Bilingual Support Staff and resources beyond academics in order to provide bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families.	$100,000.00	Yes
2.2	ADDITIONAL TEACHER	The district will retain the additional teacher hired in 24-25 to maintain the expansion of services and the reduction of combination classes.	$78,000.00	Yes
2.3	TRANSPORTATION	District will maintain self-sufficient transportation services for home to school transportation.	$163,700.00	No
2.4	PSYCHOLOGIST SERVICES	In order to help provide increased access to mental/social health supports and services that will positively impact Attendance, Chronic Absenteeism	$47,075.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Suspensions, we will maintain a contract for mental health/counseling services by utilizing a school psychologist at .20 FTE.		
2.5	TECHNOLOGY	The district will commit to providing access to technology to support academic learning of the identified students by maintaining and replacing Chromebooks, devices and technical support, as needed.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Burrel Union will provide extended, ongoing professional development opportunities for Teachers and maintain competitive salary schedule for Teacher retention.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Burrel Union Elementary developed this goal in response to teacher exit interview data and input from educational partners. From 2019–22, 20% of teachers reported leaving due to low pay; in 2023–24, that number remained at 20%, and in 2024–25, it decreased to 10%. While retention has improved, salary remains a concern because competitive pay is critical to recruiting and retaining highly qualified teachers. Educational partners also identified the need for teacher training to better support Low Income (LI) students, English Learners (EL), and Students with Disabilities (SWD). This goal addresses both teacher retention and professional development to ensure staff can meet the diverse needs of Burrel's students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriately Assigned and Fully Credentialed Teachers	100% Clear Credentials Data Year: 2023 Data Source: Dashboard	100% Clear Credentials Data Year: 2024 Data Source: Dashboard		100% Clear Credentials	No Difference
3.2	Staff Development Opportunities	83% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning Data Year: 2023-24	83% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own		100% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Teacher Surveys & PD Evaluations	professional learning Data Year: 2024-25 Data Source: Teacher Surveys & PD Evaluations		professional learning	
3.3	Percent of Teachers who are Leaving the District due to Pay	20% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2023-24 Data Source: Teacher Exit Interview Results	10% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2024-25 Data Source: Teacher Exit Interview Results		10% of all teachers reported that they have chosen to leave Burrel due to the low pay.	-10% in teachers leaving the district

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.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action:3.1
Rating Scale: Full Implementation
The actions were carried out and implemented as planned, as Burrel Unified provided professional development training for all teachers in core subject areas, including math, language arts, writing, SEL, and NWEA Benchmarks. These trainings were delivered through multiple sessions to ensure teachers received adequate support. Additionally, some teachers attended a three-day “Trainer of Trainers” (TOT) session on Thinking Maps to further strengthen staff support.
One highlight of the implementation process was notable progress in English Language Arts, English Language Development, and Math, including increases in English Learners making progress toward English proficiency (ELPI) and the provision of targeted professional

development. A challenge remains that the fidelity of professional development has not yet been fully realized, as comprehensive program implementation typically requires multiple years to demonstrate its full impact.

Action: 3.2
Rating Scale: Full Implementation
Implementation: The implementation of teacher retention bonuses and other available stipends made the our school appealing and competitive.
Competitive teacher stipends, retention bonuses, and smaller class sizes contributed to supporting teacher retention during the 2024–25 school year. However, salaries and benefits remain less competitive than those of surrounding districts, creating ongoing challenges in teacher recruitment and retention.

Action:3.3
Rating Scale: Initial Implementation
These actions were carried out as planned with adjustments made to Action 3.3 a month into the school year by selecting one of our veteran classroom teachers to be the Mentor Teacher and by providing a stipend for this position. Meetings with Mentor and Mentees were held afterschool.
Having an on-site Mentor Teacher (TOSA) strengthened teaching skills, built mentee confidence, and supported a cohesive school culture by providing guidance throughout the day. A challenge during implementation was the inability to hire a Mentor Teacher on Special Assignment at the beginning of the school year.

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 were material differences for these Actions between Budgeted Expenditures and estimated Actual Expenditures:

Action: 3.2 Teacher Retention
Budgeted: $179,624; Actual: $123,920.00
Reason: There was a loss of veteran teacher in March 2025 who was replaced with an intern teacher who had a lower salary.

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

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

Action: 3.1 Staff Professional Development
Effectiveness of Action: 3 - Somewhat Effective
Metric: CAASPP ELA & CAASPP Math, Staff Development Opportunities

Data statement: CAASPP ELA: All: increased 1.1%; EL down 5.9%; LI down 1.4% CAASPP Math: All: increased 0.7%; EL down 7.7%; LI increased 1.3%. Additionally, 83% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning.
Analysis Statement: An In-depth analysis of Action 3.1 reveals that the results were mixed, with some student groups increasing and others decreasing. There was an increase for the “All Student group in ELA and Math, an increase for Low-Income in Math with a decreases in ELA, and a decrease for English Learners in both ELA and Math. The study shows the action as somewhat effective in improving math and ELA scores for the unduplicated students. Professional development on writing was especially effective in vertical articulation for long-term success for students.

Action: 3.2 Teacher Retention
Effectiveness of Action: 3 - Effective
Metric: CAASPP ELA, CAASPP Math and Teacher Exit Interviews
Data statement: CAASPP ELA: All: increased 1.1%; EL down 5.9%; LI down 1.4% CAASPP Math: All: increased 0.7%; EL down 7.7%; LI increased 1.3%. Moreover, 10% of all teachers reported that they have chosen to leave Burrel due to the low pay, which was a 50% reduction from the previous year.
Analysis Statement: An In-depth analysis of Action 3.2 reveals that the results were mixed, with some student groups increasing and others decreasing. There was an increase for the “All Student group in ELA and Math, an increase for Low-Income in Math with a decreases in ELA, and a decrease for English Learners in both ELA and Math. The study shows the action as somewhat effective in improving math and ELA scores for the unduplicated students. An increase in salary, retention bonus, and stipends was effective to staff retention as shown in the teacher exit survey. A more cohesive staff with effective training was able to meet the unique needs of our student population.

Action: 3.3 Mentor Teacher on Special Assignment
Effectiveness of Action: 3 - Effective
Metric: CAASPP ELA, CAASPP Math & Implementation of standards for all students and enable ELs access to CCSS and ELD standards
Data Statement: All: increased 1.1%; EL down 5.9%; LI down 1.4% CAASPP Math: All: increased 0.7%; EL down 7.7%; LI increased 1.3%. There is a full implementation and sustainability with standards for all students and enable ELs access to CCSS and ELD standards.
Analysis Statement: An In-depth analysis of Action 3.3 reveals that the results were mixed, with some student groups increasing and others decreasing. There was an increase for the “All Student group in ELA and Math, an increase for Low-Income in Math with a decreases in ELA, and a decrease for English Learners in both ELA and Math. The study shows the action as effective in improving math and ELA scores for the unduplicated students. Staff members have fully implemented CCSS and ELD standards in their instructional practices. Coaching provided teachers with more tools that contributed to an increase in CAASPP proficiency. This is an ongoing process and more growth is expected.

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

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

No changes were made to the expected outcomes, as current targets remain appropriate.

Action 3.1 Was updated to include the LREBG rationale and metric

We changed metric 3.3's title to more accurately reflect the metric measure from Teacher Exit Interview to the percentage of Teachers who are leaving the District due to Pay.

Action 3.3 has been adjusted by allowing a Veteran Teacher to be the Mentor Teacher and to be compensated via a Stipend. No changes were made to the action 3.1 and 3.2, as the current set of actions remains aligned with the goals and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STAFF PROFESSIONAL DEVELOPMENT LREGB Action	The district will provide various professional development opportunities through on-site academic coaching or virtual professional development that are aligned with Common Core State Standards, English Language Development (ELD), and best practices that support LI and EL students. Utilizing our unexpended LREBG funds, we will also provide Reading prevention and SEL professional development. Per the CDE, integrating evidence-based pupil supports to address other barriers to learning, staff supports, and training is an allowable purchase and research-based. This action will be measured with Metrics 1.1, 1.2, and 3.2. LREGB Funds ($20,000)	$28,000.00	Yes
3.2	TEACHER RETENTION	The district will continue to re-assess teacher salary schedules, providing competitive pay in order to retain teachers.	$179,624.00	Yes
3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	The District will provide a Teacher on Special Assignment (TOSA) to act as a mentor for new teachers on Provisional Internship, Short Term Staff and Internship Permit programs in order to obtain their credentials.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will have comprehensive opportunities for overall student development in character, citizenship, student activities and athletics.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Burrel is a small, rural school in an unincorporated area of Fresno County. Our location is very isolated without immediate access to services and/or educational experiences such as libraries, zoos, museums, city/county services, city recreation programs etc. Surveys of students, staff and parents identify a need to bring experiences to them or to take the students to the services/activities (fire department, zoo, county library, etc.). Extending student access and participation in extra-curricular activities provides students with opportunities to explore their communities and grow in character and citizenship.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Expulsion Rates	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest		0%	No Difference
4.2	Middle School Dropout Rate	0% Data Year: 2023-24 Data Source: CALPADS Fall 1	0% Data Year: 2024-25 Data Source: CALPADS Fall 1		0%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	All Grade Levels taking Educational Field Trips	100% Grade Level Field Trips Data Year: 2022-23 Data Source: Yearly Grade Level Educational Field Trips booked	100% Grade Level Field Trips Data Year: 2023-24 Data Source: Yearly Grade Level Educational Field Trips booked		100% Grade Level Field Trips	No Difference

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.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 4.1:
Rating Scale: 4 – Full Implementation
We were able to fully implement the action as planned, including teacher training, practicing restorative justice and community circles, and all the other elements of the program on a weekly basis. A teacher was assigned who went to the training and supported implementation at our site.
Students demonstrated growth by remembering character traits and applying these strategies in their everyday lives, which gave them a sense of ownership over their choices and allowed for deeper engagement in school. At the same time, balancing the program with core curriculum requirements was challenging, and the videos sometimes required supplemental information, as they were not consistently engaging for older students.

Action 4.2:
Rating Scale: 2- Beginning Development
The district implemented this action as planned. Field trips were planned, with Saturday field trips most months. This helped students stay focused in school and heightened their knowledge. All costs associated with these experiences were at no cost to students. Students were able to explore and expand their knowledge as a result of these learning experiences. Experiences that supported ELA and Math, in part, via the guest speakers. The LEA-wide implementation of presentations in all classrooms is not known due to the retirement of the former superintendent.
Students benefited from exposure to life outside of the community, which was both positive and motivating. At the same time, traveling long distances presented a challenge due to the time required for these experiences.

Action 4.3:
Rating Scale: Initial Implementation
Team sports for grades 4-8 were implemented as follows: volleyball, soccer, basketball, softball, and others. All supplies, uniforms, and other required equipment were provided to participating students. Transportation was provided for all away games.
The coach(es) were provided for each sport.
Stipends for lead personnel/coaches were provided to teachers unless they volunteered their time.
Field Days, consisting of activities such as volleyball, soccer, basketball, and special events for younger students, using the appropriate equipment for their age. There were community events as well that engaged students and parents in school.
One major success was that students were excited to join sports and developed leadership, communication, teamwork, and bonding skills through participation. Challenges included poorly maintained fields, which had gopher holes, and limited personnel to support activities.

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 were material differences for these Actions between Budgeted Expenditures and Estimated Actual Expenditures:

Action 4.2 Educational Experiences
Budgeted: $48,499; Actual: $66,000
Reason: Increase in the Cost of entrance fees, fuel, and salary differences for the Bus Driver. We didn't have a bus driver for half the year, so the cost of a substitute driver was more than planned.

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

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

The actions outlined in Goal Four helped make progress towards the LEA's goal:

Action: 4.1 Character Education (addressing a Dashboard Red)
Effectiveness of Action: 3 - Effective
Data Statement: Expulsion Rate was 0%. Chronic Absenteeism: All: decreased 11.5%; LI: Decreased by 10.5%; Hispanic: decreased by 13%
Analysis Statement: By evaluating the expulsion metric along with the chronic absenteeism metric, it is clear that Action 4.1 has fully met the intended outcomes of maintaining the expulsion rate at a low level and decreasing chronic absenteeism for all students and all student groups. This is showing growth, and we expect the trend to continue with improved attendance and strengthened academic focus.

Action: 4.2 Educational Experiences

Effectiveness of Action: 2 - Somewhat Effective
Data Statement: CAASPP ELA: All: increased 1.1%; EL down 5.9%; LI down 1.4% CAASPP Math: All: increased 0.7%; EL down 7.7%; LI increased 1.3%. Also, 100% of our students participated in field trips.
Analysis Statement: An In-depth analysis of Action 4.2 reveals that the results were mixed, with some student groups increasing and others decreasing. There was an increase for the “All Student group in ELA and Math, an increase for Low-Income in Math with a decreases in ELA, and a decrease for English Learners in both ELA and Math.

Action: 4.3 Team Sports
Effectiveness of Action: 3 - Effective
Data Statement: Expulsion Rate was zero %. Chronic Absenteeism: All: decreased 11.5%; LI: Decreased by 10.5%; Hispanic: reduced by 13%
Analysis Statement: By evaluating all metrics alongside educational partner feedback through surveys, it is clear that Action 4.3 has fully met the intended outcomes for all student groups by increasing student engagement in sports and promoting good attendance and behavior of students to participate in team sports.

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

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

No changes were made to the expected outcomes, as current targets remain appropriate.

No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Action 2 will be adjusted to increase the focus on ELA and math by bringing the student trip experiences into the classroom to align with standards instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CHARACTER EDUCATION	The district will maintain PBIS/MTSS system of positive discipline by providing Teacher training and Resources in Character Education, Restorative Justice, Community Circles, and Social-Emotional Learning.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The 2023 Dashboard indicates Chronic absenteeism for the following student groups: All: 23.7%, LI: 22.7%, Hispanic: 23.8% Analysis of LEA-level and subgroup data revealed a common need for the all-student, Low-Income, and Hispanic subgroups in Chronic Absenteeism. One root cause of poor attendance we have identified is that the rural location of our community is a lack of access to mental health services for our students experiencing poverty and for families that require bilingual support in accessing mental health services. In our experience, providing Character Education, understanding and support, and access to mental health services to our students and families increases connections to school and improves positive relationships between families and staff, leading to improved attendance. The school psychologist will meet with identified students to provide mental health counseling, teach ongoing social-emotional learning lessons for students, workshops for parents, and connect families to other mental health and support resources, to support positive relationships between students, families, and staff to decrease the Chronic Absenteeism rate among All-students, low-income, and Hispanic student groups. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard: Chronic Absenteeism for All-students, Hispanic, and Low-Income students.		
4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	The district will provide our students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade-level aligned curriculum. We will provide transportation costs, and/or entrance fees that will enable LI and EL students who are not able to participate in fundraising events to pay for extracurricular, instructional, non-curriculum-based activities and trips due to their inability to fundraise in small rural communities. A renewed focus beginning in 2025-26 will be to ensure better alignment between the field trips and the ELA and math content being taught in the classrooms so that the trips can reinforce learning of ELA and math standards in a grade-level-appropriate manner.	$64,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	TEAM SPORTS	All students will be the opportunity to participate in at least one team sport or special physical activity twice a year. Stipends will be provided for coach/coordinator, transportation, materials and supplies.	$12,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.2				

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
$468,257	$61,175

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.762%	9.439%	$114,598.82	51.201%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** PROFESSIONAL LEARNING COMMUNITIES **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.	These opportunities for teacher collaboration to analyze student data and make timely instructional decisions are key to meeting the needs of our identified students. We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However, because we expect that all students showing	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners

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
	A local needs assessment shows that Professional Learning Communities (PLCs) are needed to improve student academic performance by focusing on data results, student needs and best instructional practices. **Scope:** LEA-wide	below proficiency will benefit, this action is provided on an LEA-wide basis.	
1.2	**Action:** INTERVENTION PROGRAM LREGB Action **Need:** According to CAASPP ELA assessment data, our EL students underperform the all-student group in ELA. In our experience, we have found that in order to improve Reading proficiency for our students, it is important to maintain an intervention program for Tier 2 and Tier 3 needs facilitated by a trained teacher who can monitor student needs and provide differentiated reading intervention strategies. **Scope:** LEA-wide	The district provides an intervention teacher to deliver Tier 2 and Tier 3 reading and math interventions, supporting students one-on-one and in small groups during the instructional day. Research shows that targeted, small-group interventions with individualized instruction improve literacy and numeracy outcomes, particularly for English Learners (EL) and students from low-income backgrounds. The intervention teacher collaborates with classroom staff to tailor instruction to individual student needs and ensure grade-level targets are addressed. While the program prioritizes EL and low-income students, all students demonstrating below-proficiency benefit from the interventions, which is why the action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners • Low Income CAASPP Math • All-students • Low-Income • English Learners
1.3	**Action:** BENCHMARKS	The district will provide pre-,mid- and post-benchmarks in ELA, Math, Science, Reading and Writing.	CAASPP ELA • All-students • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. A local needs analysis shows the need to monitor the progress of our students on an ongoing basis and consistently throughout the year to quickly identify achievement gaps. The district will utilize pre-,mid- and post-benchmarks in ELA, Math and Writing. **Scope:** LEA-wide	These benchmarks will monitor student proficiency and inform teacher instruction. Providing more frequent assessments to consistently monitor students allows teachers to get the results and information necessary to guide instruction. Teachers will continue to utilize the data to backwards map and course pacing to ensure the mastery of content standards for the identified students. We expect that the CAASPP ELA scores for our ELs, Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	CAASPP Math • All-students • Low-Income • English Learners
1.4	**Action:** LIBRARY CLERK **Need:** According to CAASPP ELA assessment data, our EL students underperform the all-student group in ELA. Educational partner feedback during our local needs assessment revealed that our students need more access to a text-rich environment due to limited rural home and community resources, contributing to low reading proficiency. In our experience, access to high interest literature and technology have improved student academic abilities.	The district will provide a Library Clerk to facilitate access to literary and technology resources for our students and to increase accessibility of literature for our EL students. In our experience, access to high interest literature and technology have improved student academic abilities. To increase accessibility to literature for our EL students, we will provide a Library Clerk to facilitate access to literary and technology resources for our students. The Library Clerk will support our school by ensuring access to varied literary resources and facilitating technology instruction. Our Students, Staff and Community will have access to the	CAASPP ELA • All-students • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	library during and after instructional day, increasing exposure to reading materials and promoting the literacy of students. We expect that the ELA CAASPP Scores for EL students to improve as the access provided in this action is designed to close the accessibility gap for the identified student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	
1.5	**Action:** INDUCTION COACHES/SERVICES FCSS **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. Due to Teacher retention challenges, we have had a significant number of Beginning teachers. Teacher survey feedback indicates that beginning teachers benefit from the mentorship and support of experienced teachers who support them in best meeting the needs of the most at-risk student groups. Since the inception of this action, the quality of teachers who remained at Burrel has improved; however, teacher retention is still a challenge.	The District will provide an Induction Coach to act as a mentor for new teachers going through the Induction process to obtain their credentials. This mentoring support for teachers will include training on classroom management, student engagement and best instructional practices to meet the needs of EL students. Classroom observation data shows that Teachers who are mentored typically use best practices in their classrooms to implement Common Core Standards, which result in better academic outcomes for EL students We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase as this action is designed to meet the needs most associated with LI and EL students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** BILINGUAL SUPPORT STAFF **Need:** According to CAASPP ELA and Math assessment data, our EL students underperform in comparison to our all-student group in Math and ELA. As identified in the metrics section, Parent Input and Participation are in the Initial Implementation as measured by the Local Indicator Tool. According to Educational partner feedback and Parent Surveys indicate that parents of EL students demonstrate a greater need for communication in Spanish. Often times parents and families of EL students need assistance with bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families. They also need to communicate student academic needs to English-only teaching staff. **Scope:** LEA-wide	We will provide Bilingual Support Staff and resources beyond academics in order to provide bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families. Our bilingual support staff is dedicated to providing information and support during Parent/Teacher conferences in Spanish so that our parents can be informed of their student needs. Our parents may be informed of and linked to the nearest community resources and supports. Staff assists with communicating and identifying appropriate community resources for our families of EL students. Stronger communication with our Spanish-speaking parents may build open and trusting relationships. As a result of our parents building trusting relationships with bilingual staff and communicating student academic needs, we expect to see CAASPP ELA/Math metrics improve for EL students due to better parent/teacher communication for student academic. We expect that parent input and participation will increase to full implementation and sustainability as measured by the Local Indicator Report. However, because all students may benefit from the additional support staff included in this action, it is being provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • English Learners Local Indicator Tool

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
2.2	**Action:** ADDITIONAL TEACHER **Need:** According to CAASPP ELA and Math assessment data, our EL students underperform in comparison to our all-student group in Math and ELA. Local data indicates that due to our small population of students, our EL students may be learning in combination classes where teachers may struggle with differentiating instruction due to teaching standards from two different grade levels. Educational Partner input recommends we provide focused and rigorous instruction based on grade level expectations. **Scope:** LEA-wide	The district will increase Staff by 1.0 FTE teacher to expand services and avoid having combination classes. To improve academic achievement for our EL students, it is important to provide optimal learning environments. This action will allow EL students to have focused grade level instruction designed to meet their specific needs by eliminating the use of combination classes. Because EL students are at a greater need for differentiated instruction by a dedicated single grade-level teacher, we expect that the CAASPP ELA and Math scores for EL students will increase. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • English Learners
2.4	**Action:** PSYCHOLOGIST SERVICES **Need:** According to the metrics section, student attendance is lower and Chronic Absenteeism is higher for EL and LI students in comparison to the All-student group. Additionally, the suspension rate for ELs is also higher than the all-student group.	In order to help provide increased access to mental/social health supports and services that will positively impact Attendance, Chronic Absenteeism and Suspensions, we will maintain a contract for mental health/counseling services by utilizing a school psychologist at .20 FTE. The school psychologist will meet with identified students to provide mental health counseling, teach ongoing social-emotional learning lessons for students, workshops for parents and connect	Attendance Rate • All-students • English Learners • Low-Income Chronic Absenteeism • All-students • English Learners • Low-Income Suspension Rate • All-students

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
	According to Educational partner input during our local needs assessment, the rural location of our community makes access to mental health services an even greater need for our students experiencing poverty and for families that require bilingual support in accessing mental health services. In our experience, providing SEL support to our EL students and families increases connections to school and improves positive relationships between families and staff. **Scope:** LEA-wide	families to other mental health and support resources. As the action is designed to meet the needs most associated with the stresses and experiences of LI and EL students, we expect Attendance and Chronic Absenteeism data to improve for LIs and ELs, and Suspension data to improve for ELs. However, because we expect that ALL students will benefit, this action is provided on an LEA-wide basis.	• English Learners
2.5	**Action:** TECHNOLOGY **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. Our experience tells us that our LI and EL students traditionally have the least access to instructional technology at home and school and need this access to utilize our current curriculum and instruction which includes supplemental digital opportunities that can enhance the educational experience and are typically utilized and accessible to students through technology. Our needs assessment	The district will commit to providing access to technology to support academic learning of the identified students by maintaining and replacing Chromebooks, devices and technical support, as needed. Providing and maintaining access to technology devices and connection to the internet, we can connect students' to 21st Century learning practices and improve access to online instruction and programs specific to the needs of LI and EL students. Because this action is meant to meet the unique needs of the identified student groups to better connect them with the technology needed to fully access the supplemental instruction and curriculum, we expect that the CAASPP ELA and math scores for EL students will increase significantly. However, because we expect that all	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners

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
	indicates our LI and EL need one-to-one technology devices and internet support **Scope:** LEA-wide	students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	
3.1	**Action:** STAFF PROFESSIONAL DEVELOPMENT LREGB Action **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. The district conducted a root cause analysis to determine the focus on our upcoming professional development. It concluded that it is important to provide the best first instruction which requires well-trained and supported teachers. Our experience shows that one of the most effective practices a district can implement to improve student learning outcomes is to provide ongoing professional development for teachers to help low-income students achieve proficiency in academic subjects and Reading proficiency and English Learners make progress towards English language proficiency.	The district provides professional development and coaching opportunities to strengthen teacher capacity in delivering rigorous, Common Core–aligned instruction, reading readiness, fluency, and ELD standards. Research shows that high-quality, ongoing professional development directly improves teacher effectiveness and student achievement, particularly for English Learners (EL) and low-income students. Training is offered through academic coaching, on-site PD, and virtual PD to ensure flexibility and accessibility. While this action prioritizes LI and EL student needs, all students demonstrating below proficiency benefit, which is why it is implemented on an LEA-wide basis.	CAASPP ELA -All-students -Low Income -English Learners CAASPP Math -All-students -Low-Income -English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** TEACHER RETENTION **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. According to the data collected from Teacher Exit Interviews and surveys, teacher retention due to salary schedule is an ongoing challenge. As demonstrated in the metric section above, 20% of teachers noted low pay as a reason for leaving. This reason for leaving has been decreasing, however, Burrel is still challenged by Teacher Retention for this and other reasons, like rural location. Classroom observation data suggest that highly trained and experienced teachers are better able to provide best first instruction, including instructional strategies designed to meet the needs of EL students, having a direct impact on their academic achievement. **Scope:** LEA-wide	The district will continue to re-assess teacher salary schedules, providing competitive pay in order to retain teachers. These Certificated Salary Schedule increases provide teachers with incentives to remain at Burrel and in effect build an experienced teaching staff, trained to provide differentiated instructional strategies based on the needs of EL students. By providing and retaining experienced and supported teachers we anticipate that their increased capacity in providing differentiated targeted instruction as experienced teachers will best meet the needs of the identified student groups in closing the achievement gap. We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students as well as the Teacher Exit Interview data showing a decrease in the percentage of teachers leaving due to salary. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners Teacher Exit Interview

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** MENTOR TEACHER ON SPECIAL ASSIGNMENT **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. Due to Teacher retention challenges, we have had 7 beginning teachers out of 11 total teachers. Teacher survey feedback indicates that beginning teachers benefit from the mentorship and support of experienced teachers. Also, as identified in the metrics section above, teacher mis-assignments remain at 0 and we are able to accomplish this by hiring teachers with Provisional Internship (PIP), Short Term Staff (STSP) and Internship Permit programs who do not qualify for induction coaching and support. Classroom observation data shows that Teachers who are mentored typically use best practices in their classrooms to implement Common Core Standards, which result in better academic outcomes for students. **Scope:** LEA-wide Schoolwide	This mentoring support for teachers will be designed to include training and onsite coaching for classroom management, student engagement, and best instructional practices to implement the CCSS, each of which is a crucial component to meeting the needs of LI and EL students. Due to a lack of qualified candidates in the previous school year, this action was ineffective and therefore requires a strengthened approach. Burrel Union has met this need by providing a mentor teacher for teachers who are in their induction program. The mentor teachers will be receiving a stipend for the mentoring service. We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase and that the implementation of CCSS will remain at 100% as measured by classroom observation data. This action is designed to meet the needs most associated of LI and EL students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners Implementation of standards for all students and enable ELs access to CCSS and ELD standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** EDUCATIONAL EXPERIENCES TRANSPORTATION **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. Educational partner input as part of a local needs assessment, has indicated that LI and EL students are more likely to have a greater need due to limited resources and means to travel outside of their small rural communities due to funding and transportation challenges. **Scope:** LEA-wide	The district will provide our students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade-level aligned curriculum. We will provide transportation costs, and/or entrance fees that will enable LI and EL students who are not able to participate in fundraising events to pay for extracurricular, instructional, non-curriculum based activities and trips due to their inability to fundraise in small rural communities. In our experience, one of the most effective practices we can implement to have an impact on learning opportunities and ultimately improve academic achievement for our LI and EL students is to broaden their understanding by providing educational field trips. We expect these educational experiences will provide greater access to learning outside of our rural community which can be a key to meeting the academic needs of LI and EL students. To increase educational opportunities for these students, it is necessary to provide educational experiences/field trips. We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners • Low Income CAASPP Math • All-students • Low-Income • English Learners

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** ENGLISH LANGUAGE ACQUISITION SUPPORT **Need:** According to ELPI data, there is an opportunity to increase our EL students' language acquisition achievement. The 2023 CA Dashboard shows that 44.6% of English Learners are making progress towards English Language Proficiency (ELPI). In the 2024 CA Dashboard shows that 61.1% of English Learners are making progress towards English Language Proficiency (ELPI). It has increased 16.5% overall. The district conducted a needs assessment to determine the specific needs of our English learners (ELs) and long-term English learners (LTELs) that indicated the need for supplemental English language instruction for our highest need ELs and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	The district will provide supplemental English language instruction provided by certificated and/or classified staff to support English Learners and Long-term English Learners through individualized and small group remediation. Our certificated/classified staff will provide the following supports including but not limited to: -Specific practice with oral English language development skills -Supplemental focused instruction on English grammar -Focused instruction on English morphology -Support for differentiated areas of need as indicated by ELPAC results We expect that the ELPI will increase through the implementation of this action.	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS **Need:** According to ELPI data, there is an opportunity to increase our EL students' language acquisition achievement. The 2023 CA Dashboard shows that 44.6% of English Learners are making progress towards English Language Proficiency (ELPI). In the 2024 CA Dashboard shows that 61.1% of English Learners are making progress towards English Language Proficiency (ELPI). It has increased 16.5% overall. The district conducted a root cause analysis (RCA). It determined that our English learners (ELs) and long-term English learners (LTELs) need for implementing a comprehensive system of EL and LTEL-specific professional learning that aligned with our designated and integrated English language acquisition programs **Scope:** Limited to Unduplicated Student Group(s)	The district will provide staff, supplemental curriculum, supplemental supplies, and designated and integrated instruction. The district will provide instructional staff with aligned professional development to support English language development for all ELs and LTELs. The following design attributes are some but not all of the specific supports provided to enhance and support English Language development: • Specialized instruction including speaking, writing, listening and reading skills, morphology, grammar, syntax, sentence structure, and similar required instruction. • All teachers will provide integrated EL instruction for reclassified RFEP students. Students not yet reclassified will receive dedicated designated ELD instruction. • LTEL students will receive Designated instruction in addition to supplemental supports for language acquisition • Instructional staff will be provided with professional development to support targeted instructional strategies such as scaffolding techniques, culturally responsive teaching practices, language acquisition theory, and data-driven instructional, and best practices in addressing the unique challenges faced by ELs and LTELs. We expect that the ELPI will increase through the implementation of this action.	ELPI

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

N/A

Additional Concentration Grant Funding

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

We will provide an Intervention Program to provide direct services and support to EL and LI students.
This is located in Goal 1, Action 2 .

We will provide additional support in language acquisition for EL and LTELs
This is located in Goal 1, Action 8.

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	1,121,252	468,257	41.762%	9.439%	51.201%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,731,077.00	$97,000.00	$58,377.00	$30,704.00	$1,917,158.00	$1,409,905.00	$507,253.00

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	PROFESSIONAL LEARNING COMMUNITIES	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$22,500.00	$12,500.00	$35,000.00				$35,000.00	0
1	1.2	INTERVENTION PROGRAM LREGB Action	English Learners	Yes	LEA-wide	English Learners	All Schools		$62,000.00	$10,000.00	$12,000.00	$60,000.00			$72,000.00	0
1	1.3	BENCHMARKS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	0
1	1.4	LIBRARY CLERK	English Learners	Yes	LEA-wide	English Learners	All Schools		$20,000.00	$0.00	$20,000.00				$20,000.00	0
1	1.5	INDUCTION COACHES/SERVICES FCSS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$5,000.00	$5,000.00	$10,000.00				$10,000.00	0
1	1.6	BASE PROGRAM	All	No			All Schools		$693,075.00	$238,104.00	$931,179.00				$931,179.00	0
1	1.7	SPECIAL EDUCATION PROGRAM	Students with Disabilities	No			All Schools		$78,948.00	$0.00			$58,377.00	$20,571.00	$78,948.00	0
1	1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$11,664.00	$8,469.00	$10,000.00			$10,133.00	$20,133.00	0
1	1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$10,000.00	$5,000.00	$15,000.00				$15,000.00	0

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
					s)											
2	2.1	BILINGUAL SUPPORT STAFF	English Learners	Yes	LEA-wide	English Learners	All Schools		$100,000.00	$0.00	$100,000.00				$100,000.00	0
2	2.2	ADDITIONAL TEACHER	English Learners	Yes	LEA-wide	English Learners	All Schools		$78,000.00	$0.00	$78,000.00				$78,000.00	0
2	2.3	TRANSPORTATION	All	No			All Schools		$94,007.00	$69,693.00	$163,700.00				$163,700.00	0
2	2.4	PSYCHOLOGIST SERVICES	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$47,075.00	$42,075.00	$5,000.00			$47,075.00	0
2	2.5	TECHNOLOGY	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	0
3	3.1	STAFF PROFESSIONAL DEVELOPMENT LREGB Action	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$28,000.00	$8,000.00	$20,000.00			$28,000.00	0
3	3.2	TEACHER RETENTION	English Learners	Yes	LEA-wide	English Learners	All Schools		$179,624.00	$0.00	$179,624.00				$179,624.00	0
3	3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools		$15,000.00	$0.00	$15,000.00				$15,000.00	0
4	4.1	CHARACTER EDUCATION	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	0
4	4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$30,087.00	$34,412.00	$64,499.00				$64,499.00	0
4	4.3	TEAM SPORTS	All	No			All Schools		$10,000.00	$2,000.00		$12,000.00			$12,000.00	0

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
1,121,252	468,257	41.762%	9.439%	51.201%	$626,198.00	0.000%	55.848 %	**Total:**	$626,198.00
								LEA-wide Total:	$601,198.00
								Limited Total:	$25,000.00
								Schoolwide Total:	$15,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	PROFESSIONAL LEARNING COMMUNITIES	Yes	LEA-wide	English Learners Low Income	All Schools	$35,000.00	0
1	**1.2**	INTERVENTION PROGRAM LREGB Action	Yes	LEA-wide	English Learners	All Schools	$12,000.00	0
1	**1.3**	BENCHMARKS	Yes	LEA-wide	English Learners Low Income	All Schools	$12,000.00	0
1	**1.4**	LIBRARY CLERK	Yes	LEA-wide	English Learners	All Schools	$20,000.00	0
1	**1.5**	INDUCTION COACHES/SERVICES FCSS	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	0
1	**1.8**	ENGLISH LANGUAGE ACQUISITION SUPPORT	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	0
1	**1.9**	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	0

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 (%)
2	2.1	BILINGUAL SUPPORT STAFF	Yes	LEA-wide	English Learners	All Schools	$100,000.00	0
2	2.2	ADDITIONAL TEACHER	Yes	LEA-wide	English Learners	All Schools	$78,000.00	0
2	2.4	PSYCHOLOGIST SERVICES	Yes	LEA-wide	English Learners Low Income	All Schools	$42,075.00	0
2	2.5	TECHNOLOGY	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	0
3	3.1	STAFF PROFESSIONAL DEVELOPMENT LREGB Action	Yes	LEA-wide	English Learners	All Schools	$8,000.00	0
3	3.2	TEACHER RETENTION	Yes	LEA-wide	English Learners	All Schools	$179,624.00	0
3	3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$15,000.00	0
4	4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	LEA-wide	English Learners Low Income	All Schools	$64,499.00	0

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,917,158.00	

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**	PROFESSIONAL LEARNING COMMUNITIES	Yes	$35,000.00	
1	**1.2**	INTERVENTION PROGRAM LREGB Action	Yes	$72,000.00	
1	**1.3**	BENCHMARKS	Yes	$12,000.00	
1	**1.4**	LIBRARY CLERK	Yes	$20,000.00	
1	**1.5**	INDUCTION COACHES/SERVICES FCSS	Yes	$10,000.00	
1	**1.6**	BASE PROGRAM	No	$931,179.00	
1	**1.7**	SPECIAL EDUCATION PROGRAM	No	$78,948.00	
1	**1.8**	ENGLISH LANGUAGE ACQUISITION SUPPORT	Yes	$20,133.00	
1	**1.9**	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	Yes	$15,000.00	
2	**2.1**	BILINGUAL SUPPORT STAFF	Yes	$100,000.00	
2	**2.2**	ADDITIONAL TEACHER	Yes	$78,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	TRANSPORTATION	No	$163,700.00	
2	**2.4**	PSYCHOLOGIST SERVICES	Yes	$47,075.00	
2	**2.5**	TECHNOLOGY	Yes	$25,000.00	
3	**3.1**	STAFF PROFESSIONAL DEVELOPMENT LREGB Action	Yes	$28,000.00	
3	**3.2**	TEACHER RETENTION	Yes	$179,624.00	
3	**3.3**	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	$15,000.00	
4	**4.1**	CHARACTER EDUCATION	No	$10,000.00	
4	**4.2**	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	$64,499.00	
4	**4.3**	TEAM SPORTS	No	$12,000.00	

2026-27 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)
	$626,198.00					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	PROFESSIONAL LEARNING COMMUNITIES	Yes	$35,000.00		0	
1	1.2	INTERVENTION PROGRAM LREGB Action	Yes	$12,000.00		0	
1	1.3	BENCHMARKS	Yes	$12,000.00		0	
1	1.4	LIBRARY CLERK	Yes	$20,000.00		0	
1	1.5	INDUCTION COACHES/SERVICES FCSS	Yes	$10,000.00		0	
1	1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	Yes	$10,000.00		0	
1	1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	Yes	$15,000.00		0	
2	2.1	BILINGUAL SUPPORT STAFF	Yes	$100,000.00		0	
2	2.2	ADDITIONAL TEACHER	Yes	$78,000.00		0	
2	2.4	PSYCHOLOGIST SERVICES	Yes	$42,075.00		0	
2	2.5	TECHNOLOGY	Yes	$25,000.00		0	
3	3.1	STAFF PROFESSIONAL DEVELOPMENT LREGB Action	Yes	$8,000.00		0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	TEACHER RETENTION	Yes	$179,624.00		0	
3	**3.3**	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	$15,000.00		0	
4	**4.2**	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	$64,499.00		0	

2026-27 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)
$1,214,075		8.155%	49.923%				$114,598.82	9.439%

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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