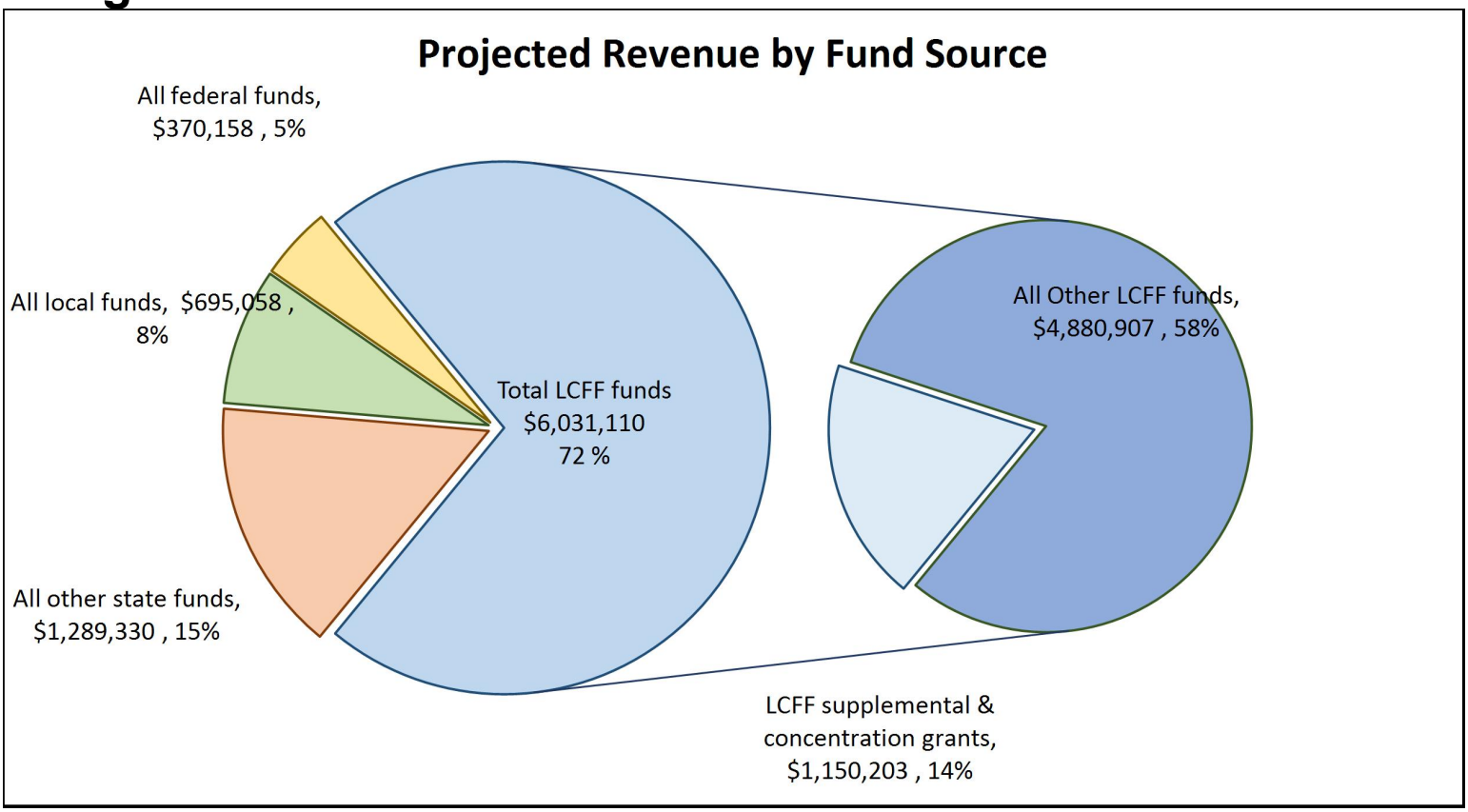
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Briggs Elementary School District
CDS Code: 56724476054969
School Year: 2025-26
LEA contact information:
Dr. Carlos Dominguez
Superintendent
cdominguez@briggsesd.org
805 525-7540

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

Budget Overview for the 2025-26 School Year



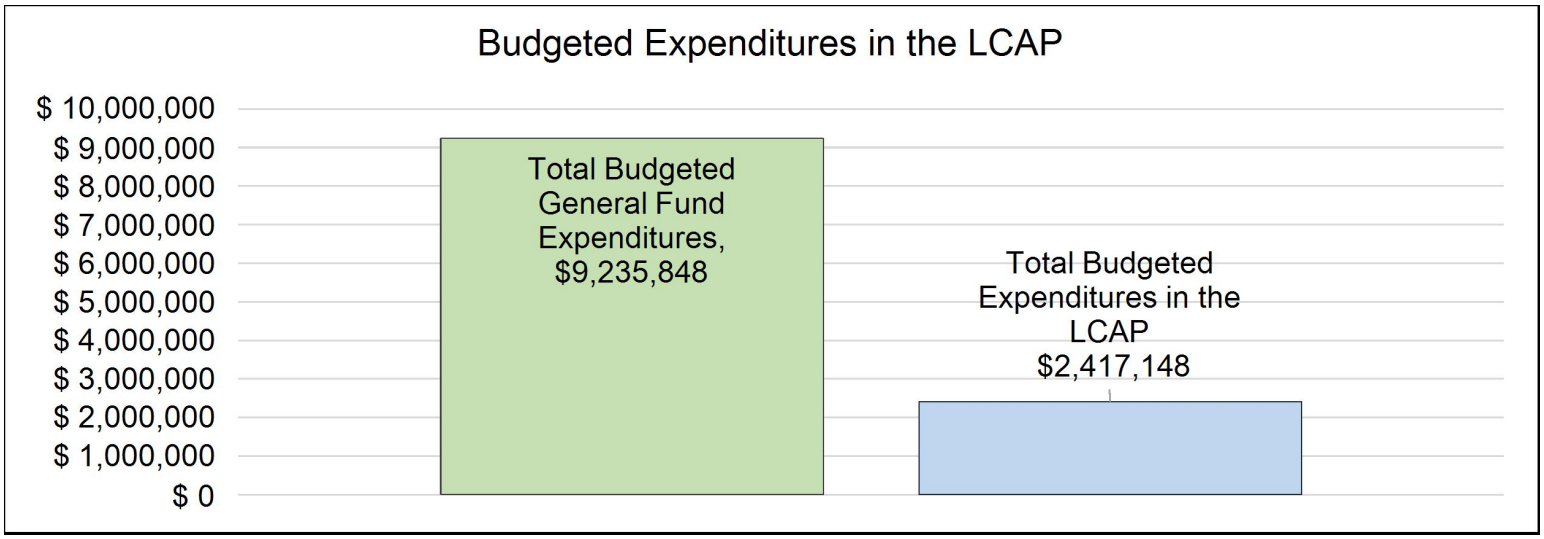
This chart shows the total general purpose revenue Briggs Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Briggs Elementary School District is $8,385,656, of which $6,031,110 is Local Control Funding Formula (LCFF), $1,289,330 is other state funds, $695,058 is local funds, and $370,158 is federal funds. Of the $6,031,110 in LCFF Funds, $1,150,203 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 Briggs Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Briggs Elementary School District plans to spend $9,235,848 for the 2025-26 school year. Of that amount, $2,417,148 is tied to actions/services in the LCAP and $6,818,700 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

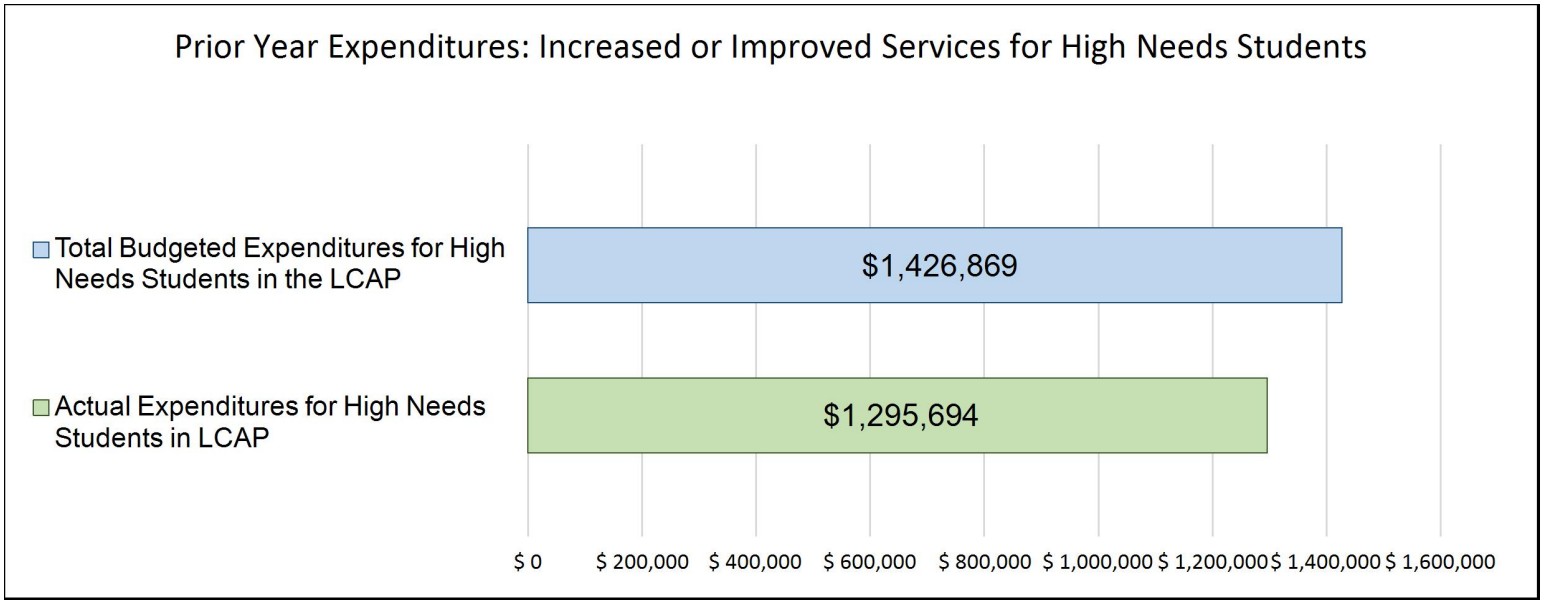
The LCAP does not include expenditures for administration and support staff salaries and benefits, maintenance and operations, special education, or most classroom teachers

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

In 2025-26, Briggs Elementary School District is projecting it will receive $1,150,203 based on the enrollment of foster youth, English learner, and low-income students. Briggs Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Briggs Elementary School District plans to spend $1,508,829 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Briggs Elementary School District's LCAP budgeted $1,426,869 for planned actions to increase or improve services for high needs students. Briggs Elementary School District actually spent $1,295,694 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $131,175 had the following impact on Briggs Elementary School District’s ability to increase or improve services for high needs students:

The District was able to provide most services included in the LCAP for high needs students. A few actions went uncompleted as the District saw the first year of its LCAP as a year of transition and is making preparations to complete those actions in the 2025-26 fiscal year.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Briggs Elementary School District	Dr. Carlos Dominguez Superintendent	cdominguez@briggsesd.org 805 525-7540

Plan Summary [2025-26]

General Information

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

Briggs Elementary School District is a two-school, rural district with an average enrollment of 460 students. Olivelands School has TK-4th students and Briggs School has 5th-8th students. The district is approximately 65 miles west of Los Angeles in Ventura County and at a midway point between the cities of Ventura and Santa Paula. The District employs one superintendent, two principals, 23 teachers, three Teachers on Special Assignment, two RSP teachers, one school psychologist, one social-emotional counselor, 18 classified employees, and 10 After-School program employees. Auxiliary staff members such as the speech therapist and occupational therapist are outsourced through the Ventura County Office of Education and The Ventura County SELPA. Briggs School District has an unduplicated pupil count of 68..6%. The current demographics are as follows: 95% Hispanic, and 4% White, 1% Other. Our English Learners represent 27% of the student population. Socio-Economically Disadvantaged students represent 64.2%, Students with Disabilities represent 11.4%, our Homeless population represents 2.4% and Foster Youth is 0%. Within the school's rural boundaries, there are no sidewalks. Students from both sites enter the school via school bus or parent drop-off during normal school operations. Olivelands School is a California Distinguished School serving transitional kindergarten students through fourth grade. Briggs School serves students in grades five through eight. For this year's LCAP, Briggs School will receive Equity Multiplier Funding and will have an additional focus goal to describe how the funds will be used.

Reflections: Annual Performance

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

Briggs School District analyzed data from the CA School Dashboard and local measures to determine and reflect on successes and challenges facing the district.

Overall successes include decreases in Chronic Absenteeism and Suspension Rate. According to the CA School Dashboard, Chronic Absenteeism declined by 13.1% for all students. Suspension Rate decreased by almost 3% which is significant in a small school district. In addition, no student groups scored in the lowest performance level (red) this year for Suspension Rate. Both of these successes were a reflection of the PBIS work done at both school sites (Actions 1.1, 1.2, 1.3, and 1.6).

The district also identified challenges. State performance in English Language Arts and Mathematics declined from the previous year. ELA declined 12.1 points and Mathematics declined 7.6 points. It is important to point out this state performance data was from Spring 2024. However, local benchmark data from Spring 2025 are showing overall improvement in reading and math. Metric 2.4 showed a 21% increase in students reading at grade level at the middle school and Metric 2.6 showed a 16% increase in students performing at grade level in math at the middle school. The hope is this will translate to an increase in state performance on next years CA Dashboard.

The district identified the areas, schools and subgroups that need additional support as they scored in the lowest performance level (red) on the 2023 CA School Dashboard:

At the district level, they are:
Chronic Absenteeism: Homeless
English Language Arts: Students with Disabilities
Mathematics: Students with Disabilities
Suspension Rate: All Students, English Learners, Hispanic, Homeless and Low Income

At Briggs School, they are:
Suspension Rate: All Students, English Learners, Hispanic, and Low Income

At Olivelands School, they are:
Chronic Absenteeism: English Learners

The district identified the areas, schools and subgroups that need additional support as they scored in the lowest performance level (red) on the 2024 CA School Dashboard:

In addition to the Students with Disabilities subgroup remaining in red, English Learners (EL) and Long-term English Learners (LTEL) were subgroups that scored in red.
Metrics 1.1, 1.3, 2.1, 2.2, 2.8, 3.3, and 3.4 were modified to include the new LTEL subgroup of students.
Goal 3 is a focus goal with the metrics and actions specific to monitoring English Learner and Long-term English Learner progress.
Actions that are required actions specific to English Learners and LTELs can be found in Goal 3 and are Actions 3.2, 3.4, and 3.6.

At the district level, the subgroups in red on the 2024 CA School Dashboard are:
Chronic Absenteeism: Homeless
English Language Arts: English Learners, Long-term English Learners, Students with Disabilities
Mathematics: English Learners, Long-term English Learners, Students with Disabilities

At Briggs School, the subgroups in red on the 2024 CA School Dashboard are:
English Language Arts: English Learners, Long-term English Learners
Mathematics: English Learners, Long-term English Learners, Hispanic, Socioeconomically Disadvantaged

Briggs School District has expended all LREBG and Equity Multiplier funds. Goal 4 was created at the start of this LCAP cycle due to having unexpended Equity Multiplier funds at that time. Although those funds have been expended, Briggs School District is going to keep Goal 4, the action, and metric as the work being done through Professional Learning Communities is important to the district to continue and monitor. Funding will be provided through a different source.

Reflections: Technical Assistance

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

During the creation of the 2024 LCAP, Briggs School District received Differentiated Assistance for Chronic Absenteeism and Suspension. Briggs School District is pleased to share the district is not eligible for Differentiated Assistance for the 2025 LCAP.

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
Teachers/ Teacher Labor Unit	Met teachers during an all-district staff meeting on August 19, 2024, to share our 2024/25 goals and discuss the plan implementation. District Leadership Team met on February 20, 2025 and May 8, 2025 to review plan progress.
Administrators	Both site principals participated in the teacher staff meeting and leadership team meetings. They were both heavily involved in the creation of the new goals and actions.
Parents	There are several parents who sit on the School Site Council. The superintendent reviewed the 2024/25 LCAP goals and actions with the School Site Council and shared proposed revisions for the 2025/26 plan. Members were given the opportunity to share comments and provide feedback. The School Site Council discussed the LCAP during the February 18, 2025; April 15, 2025; and May 27, 2025 meetings
Classified staff members	Classified staff members participate on the School Site Council and gave input on the new goals and actions. The School Site Council discussed the LCAP during the February 18, 2025; April 15, 2025; and May 27, 2025 meetings
Students	LCAP surveys were shared with Briggs School students in March 2025 to gather input to support the 2025/26 LCAP.
SELPA Consultation	Briggs, along with the other superintendents from our local small districts, consulted with SELPA Executive Director Joanna Della Gatta on March 19, 2025, to help support the needs of our students with special needs

Educational Partner(s)	Process for Engagement
Equity Multiplier Educational Partners	Staff and School Site Council members were consulted on February 18, 2025; April 15, 2025; and May 27, 2025 regarding the use of the Equity Multiplier Funding. All funds have been expended.

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

Feedback from Briggs educational partners feedback influenced the 2025-26 LCAP. Goal 1 of the district's 2025-26 LCAP directly reflects the educational partners' input to focus on social-emotional services and positive behavior support. Briggs School District expanded the PBIS process by implementing PBIS committees at each school site (Action 1.1), participating in PBIS professional development (Action 1.2) and selecting/implementing a PBIS curriculum at both school sites (Action 1.3) Briggs School District continued with counselor services (Action 1.5) to support students with their social-emotional needs and support both teachers and students with behavior management. The middle school continued to offer enrichment opportunities and incentives to improve school connectedness, academic achievement and overall behavior. Parent involvement continues to be a focus for the district, and Action 1.7 continues to focus on parent workshop facilitated by teachers. The district recognizes that Chronic Absenteeism continues to be a concern. The District will continue to implement Action 1.9 to help lower the Chronic Absenteeism rate. Some District families rely on internet assistance and Action 1.10 will continue to assist in this area.

Goal 2 of the district's LCAP was influenced by educational partner input and analysis of the data to focus on student achievement. The district has analyzed CAASPP data pre and post pandemic and recognize the achievement gap continues to be a concern. To address these areas we will continue to provide full time intervention to increase student achievement as supported by the educational partners. The district will continue to implement intensive progress monitoring during the school year utilizing STAR Reading and STAR math as benchmarks. Goal 3 of the district's LCAP was created as historical data analysis has shown that English learners' progress in ELA and math is another identified need. Families of English Learners have also expressed having more support, which includes the district focus on building parent capacity. In addition, a more focused approach to the implementation of ELD (Action 3.4 and 3.6) will be added to the LCAP.

A Public Hearing was held on June 4, 2025 to present the LCAP to the public and to gather questions and/or input.

At the beginning of this LCAP cycle, the district received Equity Multiplier Funding which required a 4th LCAP goal. After consultation with educational partners, Goal 4 was added to implement the Equity Multiplier Funds to pay for Professional Learning Community professional development to help support teachers with analyzing student data to enhance student academic achievement. The Equity Multiplier Funds have been expended, however, the district is going to keep Goal 4, its action and metric as continuing Professional Learning Communities is a priority. Other funding sources will be utilized.

The superintendent did not receive any questions requiring a response in writing, and the final board adoption was on June 4, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Briggs School District will promote a positive school climate and school connectedness by providing a safe, equitable, and conducive learning environment for all.	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.

Goal 1 aligns with State Priority 1 (Basic Services), State Priority 3 (Parental Involvement), State Priority 5 (Pupil Engagement) and State Priority 6 (School Climate). Briggs School District recognizes students need to feel safe, both physically and emotionally, and supported in all aspects of their learning in order to feel comfortable and want to come to school. School culture plays an integral part in how connected a student feels to their school. The district developed this broad goal with the intent of continuing to provide a safe, engaging and supportive school environment with the support of parents and families and the effectiveness will be measured across a variety of metrics and actions. Enrichment opportunities shall be provided through assemblies and field trips at both schools and after school clubs and electives at Briggs School. Social emotional, health and safety support will be provided by hiring and/or contracting support staff. School climate will be supported by the continued use of CHAMPS and PBIS strategies. Briggs and Olivelands School implemented positive behavior incentive programs that supported good attendance, academics and positive behavior. The district is committed to continuing this PBIS work. The district also recognizes how important the partnership with parents and families also impacts student engagement. The district will continue to promote parent involvement through school events and effective communication in their home language.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism State Priority 5: Pupil Engagement	Source: 2023 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school	Source: 2024 CA Dashboard Chronic Absenteeism (Engagement) measures students		Source: 2026 CA Dashboard Chronic Absenteeism (Engagement) measures students	Source: 2024 CA Dashboard Chronic Absenteeism (Engagement) measures students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10 percent or more of the instructional days they were enrolled. District: All: 28.9% EL: 32.8% LTEL: N/A LI: 30.1% HOM: 26.1% FY: N/A SWD: 36.1% Lowest performance (red indicator) on the Dashboard - Percentage District: HOM: 26.1% School(s) Olivelands El EL: 44.4%	who are absent from school 10 percent or more of the instructional days they were enrolled. District: All: 15.8% EL: 18.8 % LTEL: 17.6% LI: 17.4% HOM: 28.6% FY: N/A SWD: 26.2 % Lowest performance (red indicator) on the Dashboard - Percentage District: HOM: 28.6% School(s) None		who are absent from school 10 percent or more of the instructional days they were enrolled. District: All: 10% EL: 10% LTEL: 10% LI: 10% HOM: 10% FY: N/A SWD: 10% Lowest performance (red indicator) on the Dashboard - Percentage District: HOM: 10% School(s): Olivelands El EL: 10%	who are absent from school 10 percent or more of the instructional days they were enrolled. District: All: 13.1% decrease EL: 14 % decrease LTEL: 12.5% decrease LI: 8.7% decrease HOM: 2.5% increase FY: N/A SWD: 9.9% decrease Lowest performance (red indicator) on the Dashboard - Percentage District: HOM: 2.5% increase School(s) None
1.2	Attendance Rate State Priority 5: Pupil Engagement	Source: 2024 QSIS 94.49% attendance rate	Source: 2025 QSIS 95.5% attendance rate		Source: 2027 QSIS 97% attendance rate	Source 2025 QSIS 1.01% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Suspension Rate State Priority 6: School Climate	Source: 2023 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2022-23 school year District All: 7.4 % EL: 6.5 % LTEL: N/A LI: 8.1 % HOM: 13 % FY: N/A SWD: 9.8% Lowest performance (red indicator) on the Dashboard - Percentage District: ALL: 7.4% EL: 6.5% LI: 8.1% HOM: 13% HI: 7.7% School(s): Briggs El ALL: 14.8%	Source: 2024 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2023-24 school year District All: 4.5% EL: 3.6% LTEL: 11.8% LI: 5.1% HOM: 4.8% FY: N/A SWD: 7.7% Lowest performance (red indicator) on the Dashboard - Percentage District: None School(s): None		Source: 2026 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the current school year District All: 5% EL: 5% LTEL: 5% LI: 5% HOM: 5% FY: 5% SWD: 8% Lowest performance (red indicator) on the Dashboard - Percentage District: ALL: 5% EL: 5% LI: 5% HOM: 5% HI:5%	Source: 2024 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2023-24 school year District All: 2.9% decrease EL: 2.9% decrease LTEL: N/A LI: 3% decrease HOM: 8.2% decrease FY: N/A SWD: 2.1% decrease Lowest performance (red indicator) on the Dashboard - Percentage District was not identified as a Red Indicator for Suspension on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 16.9 % LI: 15.5 % HI: 15.3%			School(s): Briggs El ALL: 8% EL: 8% LI: 8% HI: 8%	2024 CA Dashboard Neither school was identified as a Red Indicator for Suspension on the 2024 CA Dashboard
1.4	Middle School Dropout Rate State Priority 5: Pupil Engagement	Source: 2024 QSIS/CALPADS 0% Middle School Dropout Rate	Source: 2025 QSIS/CALPADS 0% Middle School Dropout Rate		Source: 2027 QSIS/CALPADS 0% Middle School Dropout Rate	Source: 2025 QSIS/CALPADS No Change
1.5	Expulsion Rate State Priority 6: School Climate	Source: 2024 QSIS 0% Expulsion Rate	Source: 2025 QSIS 0% Expulsion Rate		Source: 2027 QSIS 0% Expulsion Rate	Source: 2025 QSIS No Change
1.6	Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): School Connectedness	Source: 2024 School Connectedness Student Survey Briggs: 87.1% Yes/Sometimes 12.9% No Olivelands: 91.1% Yes/Sometimes 8.9% No	Source: 2025 School Connectedness Student Survey Briggs: 94% Yes/Sometimes 6% No Olivelands: 95% Yes/Sometimes 5% No		Source: 2027 School Connectedness Student Survey Briggs: 95% Yes/Sometimes Olivelands: 95% Yes/Sometimes	Source: 2025 School Connectedness Student Survey Briggs: 6.9% increase for Yes/Sometimes 6.9% decrease for No Olivelands: 3.9% increase for Yes/Sometimes 3.9% decrease for No

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): Motivation to Learn	Source: 2024 Motivation to Learn Student Survey Briggs: 90.8% Yes/Sometimes 9.2% No Olivelands: 96.6% Yes/Sometimes 3.4% No	Source: 2025 Motivation to Learn Student Survey Briggs: 97% Yes/Sometimes 3% No Olivelands: 99% Yes/Sometimes 1% No		Source: 2027 Motivation to Learn Student Survey Briggs: 97% Yes/Sometimes Olivelands: 97% Yes/Sometimes	Source: 2025 Motivation to Learn Student Survey Briggs: 6.2% increase for Yes/Sometimes 6.2% decrease for No Olivelands: 2.4% increase for Yes/Sometimes 2.4% decrease for No
1.8	Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): Safety	Source: 2024 Safety Student Survey Briggs: 86% Yes/Sometimes 14% No Olivelands: 92% Yes/Sometimes 8% No	Source: 2025 Safety Student Survey Briggs: 94% Yes/Sometimes 6% No Olivelands: 96% Yes/Sometimes 4% No		Source: 2027 Safety Student Survey Briggs: 95% Yes/Sometimes Olivelands: 95% Yes/Sometimes	Source: 2025 Safety Student Survey Briggs: 8% increase for Yes/Sometimes 8% decrease for No Olivelands: 4% increase for Yes/Sometimes 4% decrease for No
1.9	Local Indicator for State Priority 3: Parent Involvement	Source: 2024 Local Data District will offer minimum 15 parent	Source: 2025 Local Data District offered 15 parent		Source: 2027 Local Data District will maintain minimum	Source: 2025 Local Data District maintained 15 parent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		engagement opportunities	engagement opportunities		15 parent engagement opportunities	engagement opportunities
1.10	Local Indicator for State Priority 1: School Facilities in "Good Repair" per the CDE Facility Inspection Tool (FIT)	Source: 2024 FIT/CA School Dashboard Standard Met on Local Indicator Reflection/Good Repair	Source: 2025 FIT/CA School Dashboard Standard Met on Local Indicator Reflection/Good Repair		Source: 2027 FIT/CA School Dashboard Standard Met on Local Indicator Reflection/Good Repair	Source: 2025 FIT/CA School Dashboard No Change
1.11	Local Indicator for State Priority 5: Pupil Engagement K-8 District: High School Dropout Rate and Graduation Rate do not apply	N/A	N/A		N/A	N/A

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.1: PBIS committees at each school site met regularly to successfully create school-wide PBIS plans.
Action 1.2: PBIS committees participated in joint Professional Development facilitated by the Kern County Office of Education throughout the school year. They then took this learning and applied at their campuses
Action 1.4: The District successfully staffed teachers who are credentialed in their respective subject, increasing opportunities for enrichment and intervention programs.

Action 1.5: The District's continued to staff a full-time counselor and full-time psychologist who greatly support students who need additional social-emotional support
Action 1.6: A wide variety of enrichment programs were implemented throughout the District. These programs offered students the opportunity to stay connected with school.
Action 1.7: The District hosted several different parent engagement nights at each site during the school year that helped build the sense of community between home and school.
Action 1.8: Campus support staff were effectively utilized at each site help to supervise students during non-instructional time.
Action 1.9: Parents whose students met the Chronic Absentee criteria or displayed poor attendance in general were communicated with on a monthly basis.
Action 1.10: Internet service continued to be provided to a small community who otherwise would not have access to internet.

Modified Implementation:
Action 1.3: The District implemented some locally created resources, but we still are searching for an effective SEL curriculum for each school site.

Non-implemented Actions:
All Goal 1 actions were implemented.

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 between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

The following Actions demonstrated strong effectiveness:
Action 1.2: PBIS committees successfully participated in joint Professional Development facilitated by the Kern County Office of Education. Committee members collaborated and made great progress in developing implementation plans for each site.
Action 1.4: The District continues to support students academically by staffing teachers who are credentialed in their respective subject, increasing opportunities for enrichment and intervention programs.
Action 1.5: The District's full-time counselor and psychologist greatly support students who need additional social-emotional support
Action 1.6: The wide variety of enrichment programs offer students the opportunity resulted in the vast majority of students, namely at Briggs School, being connected with school.
Action 1.8: Campus support staff at each site helped to keep our students safe, and they built positive relationships with the students.

Action 1.10: We continue to successful provide internet service to a small community who otherwise would not have access to internet. This allows our students to have access to supplemental resources assigned during the school day.

The following Actions demonstrated emerging effectiveness:
Action 1.1: PBIS committees met regularly and focused on creating school-wide PBIS plans at each site. The plans are being successfully being implemented at both sites, but there are still areas of the plan that need to be addressed.
Action 1.7: The District hosted several different parent engagement nights. Though the parents nights were highly attended, we will continue strive to implement workshops on topics of interest to the parents.
Action 1.9: Chronic Absenteeism continues be an area of concern, although the chronic absenteeism rate did decrease over 10% this school year.

There were no ineffective actions.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on school climate and school connectedness.

Metrics Modifications:
Modified: Metrics 1.1 and 1.3 were modified to include the LTEL student subgroup that is now included in the CA School Dashboard.
Added: No metrics were added.
Moved: No metrics were moved.

Actions Modifications:
No actions will be modified, added or removed.

Expected Outcomes:
Modified/Added:
Metric 1.1 was modified to now include a Chronic Absenteeism expected outcome of 10% for the newly included LTEL student subgroup.
Metric 1.3 was modified to now include a Suspension Rate expected outcome of 5% for the newly included LTEL student subgroup.
Removed: No expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the current 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
1.1	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	For this Technical Assistance required action, each school site will establish a committee to assess progress in the PBIS process and to create an implementation plan with the intent of implementing PBIS district-wide with fidelity. PBIS implementation will be evident in Tiers I, II, and III.	$4,667.00	No
1.2	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	For this Technical Assistance required action, all staff will participate in PBIS professional development to support their understanding and implementation of the PBIS framework.	$11,521.00	No
1.3	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	For this Technical Assistance required action, each school site will implement a social-emotional curriculum to help students effectively respond to a variety of situations and will offer a reward system to incentivize positive student behavior.	$18,500.00	No
1.4	Middle School Support State Priority 1: Basic Services	The district will continue to hire single-subject credentialed staff as needed at the middle school level to provide a master schedule that promotes student enrichment opportunities in a variety of electives and promotes deeper student engagement through smaller class sizes. This will support all students, specifically English learners, Foster Youth, Low-Income and students with disabilities.	$655,237.00	Yes
1.5	Support Staff Services	For this 2023 Dashboard Lowest Performance/Red Indicator required action, the district will maintain a full-time School Social Worker/Counselor to provide social-emotional support for all students, including English	$221,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
	State Priority 5: Pupil Engagement & State Priority 6: School Climate	learners, Foster Youth, Low-Income, Homeless and students with disabilities. This action will also include maintaining a health clerk to support students with health needs while on school campus.		
1.6	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate	The district will provide enrichment activities to engage all students, including English learners, Foster Youth, Low-Income and students with disabilities. The enrichment activities may include field trips, assemblies and professional contracted services. The district will also provide extra duty pay for staff to support enrichment opportunities and school connectedness for students.	$693,260.00	Yes
1.7	Parent Involvement State Priority 3: Parent Involvement	The district will host teacher-led parent nights and workshops to help promote parent involvement and participation to strengthen the home/school connection for all students, including English learners, Foster Youth, Low-Income, and students with disabilities. Topics for the parent nights and workshops may be based on feedback through parent surveys.	$3,500.00	Yes
1.8	Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate	The district will provide campus support to strengthen the relationship of all students, including English learners, Foster Youth, Low-Income and students with disabilities strengthen the relationship of students with the school environment.	$94,296.00	Yes
1.9	Attendance State Priority 5: Pupil Engagement	For this Technical Assistance required action, the district will communicate with parents of all students, including Chronically Absent students, regularly in an effort to educate them on the importance of regular school attendance. Communication may include the School Attendance Review Board (SARB) process, if necessary.	$0.00	No
1.10	Technology - Internet Access State Priority 1: Basic Services	This district will provide internet access to low-income families in the district who need assistance with online district-home communication.	$9,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Briggs School District will increase student achievement in English Language Arts and Mathematics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 aligns with State Priority 1 (Basic Services), State Priority 2 (State Standards), State Priority 4 (Pupil Achievement), State Priority 7 (Course Access) and State Priority 8 (Other Pupil Outcomes) The district's ELA and Math scores are slowly progressing towards standard as shown on the California School Dashboard. The effects of the last couple of years post-pandemic still dramatically affect these scores. The district maintained in ELA on the 2023 CA School Dashboard with an increase of 2.4 points towards standard. Overall, the district is now 43 points below standard in ELA. The district increased in Math with an 8.2 point increase on the 2023 CA School Dashboard. Overall, the district is now 72.1 points below standard in Math. The district plans to continue to address the learning loss by implementing professional development of all staff, closer analyzing of student data throughout the school year, tiered intervention support for students identified with learning gaps through local benchmark data analysis, using supplemental resources in the classrooms, and the implementation of state adopted curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP: English Language Arts (Academic) State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on	Source: 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment		Source: 2026 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment	Source: 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		distance from standard (DFS) District All: -43 EL: -63.6 LTEL: N/A LI: -48.9 HOM: N/A FY: N/A SWD: -120.3 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: SWD: -120.3	based on distance from standard (DFS) District All: -55.1 EL: -78.1 LTEL: -108.9 LI: -61.1 HOM: N/A FY: N/A SWD: -130 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: EL: -78.1 LTEL: -108.9 SWD: -130 School(s): Briggs El EL: -78 LTEL: -108.9		based on distance from standard (DFS) District: All: -20 EL: -30 LTEL: -80 LI: -25 HOM: N/A FY: N/A SWD: -75 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: SWD: -75 School(s): Briggs El EL: -30 LTEL: -80	based on distance from standard (DFS) District All: 12.1 point decrease EL: 14.5 point decrease LTEL: N/A LI: 12.2 point decrease HOM: N/A FY: N/A SWD: 9.7 point decrease Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: EL: 14.5 point decrease LTEL: N/A SWD: 9.7 point decrease School(s): Briggs El EL: 14.5 point decrease LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CAASPP: Math (Academic) State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District: All: -72.1 EL: -90.8 LTEL: N/A LI: -75.8 HOM: N/A FY: N/A SWD: -154.8 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: SWD: -154.8	Source: 2024 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District: All: -79.7 EL: -97 LTEL: -180.5 LI: -85.7 HOM: N/A FY: N/A SWD: -154.7 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: EL: -97 LTEL: -180.5 SWD: -154.7 School(s): Briggs El EL: -113.7 LTEL: -180.5 LI: -101.9		Source: 2026 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District: All: -40 EL: -50 LTEL: -125 LI: -40 HOM: FY: N/A SWD: -100 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: EL: -50 LTEL: -125 SWD: -100 School(s): Briggs El EL: -80 LTEL: -150	Source: 2024 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District: All: 7.6 point decrease EL: 6.2 point decrease LTEL: N/A LI: 9.9 point decrease HOM: N/A FY: N/A SWD: 0.1 point increase Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: EL: 6.2 point decrease LTEL: N/A SWD: 0.1 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					LI: -80	School(s): Briggs El EL: N/A LTEL: N/A LI: N/A
2.3	STAR Early Literacy and Reading Assessment for grades 1-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 75% of students reading at grade level	Source: 2025 STAR 71% of students reading at grade level		Source: 2027 STAR 80% of students will read at grade level or above	Source: 2025 STAR 4% decrease of students reading at grade level
2.4	STAR Reading Assessment for grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR 22% of students reading at grade level	Source: 2025 STAR 43% of students reading at grade level		Source: 2027 STAR 50% of students will read at grade level or above	Source: 2025 STAR 21% increase of students reading at grade level
2.5	STAR Math Assessment for grades 1-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 84% of students at grade level	Source: 2025 STAR 82% of students at grade level		Source: 2027 STAR 90% of students will be at grade level or above in math	Source: 2025 STAR 2% decrease of students reading at grade level
2.6	STAR Math Assessment for grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR 41% of students at grade level	Source: 2025 STAR 57% of students at grade level		Source: 2027 STAR 80% of students will be at grade level or above in math	Source: 2025 STAR 16% increase of students at grade level
2.7	Physical Fitness Test (PFT)	Source: 2024 PFT 99% Participation in PFT	Source: 2025 PFT 100% Participation in PFT		Source: 2027 PFT	Source: 2025 PFT 1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 2: Implementation of State Standards				Maintain at least 98% Participation in PFT	
2.8	Science CAST State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard & CAST Results from CERS Students meeting grade-level standards on the CAST assessment based on distance from standard (DFS) District: All: N/A EL: N/A LTEL: N/A LI: N/A HOM: N/A FY: N/A SWD: N/A	Source: 2024 CA Dashboard & CAST Results from CERS Students meeting grade-level standards on the CAST assessment based on distance from standard (DFS) District: All: -20.3 EL: -28 LTEL: -33.8 LI: -21.5 HOM: N/A FY: N/A SWD: -37.8 CERS Grade 5: 18% Standard Met or Exceeded Grade 8: 11% Standard Met or Exceeded		Source: 2026 CAST Results from CERS District: All: -15 EL: -20 LTEL: -25 LI: -15 HOM: N/A FY: N/A SWD: -25 Grade 5: 35% Standard Met or Exceeded Grade 8: 35% Standard Met or Exceeded	Source: 2024 CA Dashboard & CAST Results from CERS Students meeting grade-level standards on the CAST assessment based on distance from standard (DFS) District: All: N/A EL: N/A LTEL: N/A LI: N/A HOM: N/A FY: N/A SWD: N/A CERS Grade 5: 2% increase Grade 8: 2% decrease
2.9	Local Indicator for State Priority 1: State Board Adopted Standards-	Source: 2023 CA School Dashboard	Source: 2024 CA School Dashboard		Source: 2026 CA School Dashboard	Source: 2024 CA School Dashboard No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Aligned Instructional Materials for every student	Standard Met on the CA School Dashboard Maintain 100% of students having State Board Adopted Standards-Aligned Instructional Materials	Standard Met on the CA School Dashboard Maintain 100% of students having State Board Adopted Standards-Aligned Instructional Materials		Standard Met on the CA School Dashboard Maintain 100% of students having State Board Adopted Standards-Aligned Instructional Materials	
2.10	Local Indicator for State Priority 1: Teachers fully credentialed and appropriately assigned	Source: 2023 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of teachers fully credentialed and appropriately assigned	Source: 2024 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of teachers fully credentialed and appropriately assigned		Source: 2026 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of teachers fully credentialed and appropriately assigned	Source: 2024 CA School Dashboard No Change
2.11	Local Indicator for State Priority 2: Implementation of State Standards	Source: 2023 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of State Standards being implemented	Source: 2024 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of State Standards being implemented		Source: 2026 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of State Standards being implemented	Source: 2024 CA School Dashboard No Change
2.12	Local Indicator for State Priority 4: Pupil Achievement K-8 District: College preparedness, High School UC-AG	N/A	N/A		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements, CTE Pathways, AP and EAP do not apply					
2.13	Local Indicator for State Priority 7: Access to a Broad Course of Study	Source: 2023 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of Broad Course of Study being implemented	Source: 2024 CA School Dashboard Maintain 100% of Broad Course of Study being implemented		Source: 2026 CA School Dashboard Maintain 100% of Broad Course of Study being implemented	Source: 2024 CA School Dashboard No Change
2.14	Local Indicator for State Priority 8: Other Pupil Outcomes (College and Career)	N/A	N/A		N/A	N/A

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.1: Staff members at each participated in professional development opportunities throughout the school year, including the AVID Summer Institute and CTA sponsored conferences.
Action 2.2: TOSAs were available at each site to provide additional Tier 2 academic support in reading and math to students.
Action 2.3: Supplemental resources, in print and digital, were purchased or subscribed to and made available to all students.
Action 2.4: The District continues to implement the state- adopted curriculum that aligns in each subject.
Action 2.5: This year staffs and administrators at both met on a monthly bases to analyze formative and summative assessment data to inform instruction.
Action 2.6: All Probationary Teachers participated in the VCOE Teacher Induction Program.

Modified Implementation:
No Goal 2 Actions required modifications.

Non-implemented Actions:
All Goal 2 Actions were implemented.

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 between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

The following actions demonstrated strong effectiveness as evidenced by increased student achievement scores in STAR Reading and Math assessments.
Action 2.1: Staff professional development had a positive impact on overall STAR scores across the District. Olivelands STAR reading and math scores slightly decreased, however, the overall performance was 71% in reading and 82% in math. At Briggs School, students increased their overall reading STAR score by 21%, and in math their STAR score increased by 16%.
Action 2.2: TOSAs supported classroom teachers by providing additional Tier 2 academic support in Reading and Math to students who needed additional help. The result was increased STAR scores and increased academic achievement in the classrooms.
Action 2.3: Supplemental resources were utilized in all classrooms. Many of the supplemental resources provided individualized support to students in ELA and Math, allowing students to grow academically in their areas of need.
Action 2.6: Probationary Teachers were supported by the district to participate in the VCOE Teacher Induction Program which equipped the new teachers with effective teaching strategies to support all students.

The following actions demonstrated emerging effectiveness:
Action 2.4: The District recognizes the need to acquire updated adopted curriculum that aligns with current events and pedagogy as such, the staff continues to supplement the adopted curriculum with supporting resources.
Action 2.5: This year staffs and administrators at both sites met monthly to analyze formative and summative assessment data to inform instruction. Though good strides have been made, the district recognizes there is still room for improvement. Local data is showing progress which will hopefully have a positive impact on student academic performance data on the California Dashboard in 2025.

There were no ineffective actions.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement and engagement.

Metrics Modifications:
Modified/Added: Metrics 2.1, 2.2, and 2.8 were modified to include the LTEL student subgroup that is now included in the CA School Dashboard. Metric 2.8 did not have change data in the Current Difference from Baseline column because during the baseline year, points from standard were not reported on the CA School Dashboard. Changes will be captured on next year's LCAP.
Moved: No metrics were moved.

Actions Modifications:
No actions will be modified, added or removed.

Expected Outcomes:
Modified/Added:
Metric 2.1 was modified to now include a CAASPP ELA expected outcome of 80 points below standard for the newly included LTEL student subgroup.
Metric 2.2 was modified to now include a CAASPP Math expected outcome of 125 points below standard for the newly included LTEL student subgroup.
Metric 2.8 was modified to now include a CAST expected outcome of 25 points below standard for the newly included LTEL student subgroup.
Metric 2.8 was modified to now include points from standard expected outcomes which were not available during the 2023 baseline year.

Removed:
No expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the current 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	Professional Development	This 2023 Dashboard Lowest Performance/Red Indicator Required Action provides professional development to administration and teachers in	$16,110.00	No

Action #	Title	Description	Total Funds	Contributing
	State Priority 2: Implementation of State Standards	grades TK-8 in ELA and Math to help inform instruction as a means to improve student academic achievement for all students, including English Learners, foster youth, low income students, and students with disabilities.		
2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	This 2023 Dashboard Lowest Performance/Red Indicator Required Action provides Teachers on Special Assignment (TOSA) and resources to provide tiered academic intervention services to students who are struggling to meet reading and math standards in their classroom. This will be offered to students, including English Learners, foster youth, low income students, and students with disabilities during the school day.	$329,497.00	Yes
2.3	Supplemental Subscriptions and Materials State Priority 2: Implementation of State Standards & State Priority 7: Course Access	The district will provide supplemental resources both online and in print to provide students with additional individualized learning opportunities.	$110,000.00	No
2.4	State Adopted Curriculum State Priority 2: Implementation of State Standards & State Priority 7: Course Access	The district will stay current with standards-based curriculum in all subject areas. This includes piloting and/or adopting new curriculum as the State Board of Education-approved frameworks become available and renewing print materials annually in adopted curriculum, as needed.	$55,000.00	No
2.5	Student Progress Monitoring State Priority 4: Pupil Achievement	Administration and teachers will meet regularly to analyze student performance data and to determine strategies to implement in order to improve student achievement.	$1,000.00	No
2.6	Professional Development	New certificated teachers will participate in a Teacher Induction Program, if necessary.	$8,667.00	No

Action #	Title	Description	Total Funds	Contributing
	State Priority 2: Implementation of State Standards			

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By the 2024-25 school year, Briggs School District will support English learners and long-term English learners in their improvement of English Language Arts in order to achieve an increase in the reclassification rate of 5% and/or increase language proficiency by 5% as measured by the ELPI.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 aligns with State Priority 2 (State Standards), State Priority 3 (Parental Involvement), and State Priority 4 (Pupil Achievement). Briggs School District has always had a substantial number of English Learners make up the district student population with an average of 40% each year. 65% of the English Learners are in the elementary grades. The majority of English Learners that reclassify Fluent English Proficient (RFEP) are also from the elementary grades. The district will continue to support the English Learners in the elementary grades while focusing on the long-term English Learners in the middle school grades. The district developed this goal to provide more intensive monitoring and intervention to our English learners to raise the reclassification rate in the elementary grades and decrease the number of long-term English learners in the middle school grades. The state criteria for reclassification is scoring Level 4 Overall on the ELPAC. Historically the district's EL students perform well on the ELPAC, usually scoring Level 3 or Level 4 overall. The local criteria for reclassification is reading at grade level on the STAR Reading assessment. The district intends to work on this goal by regularly monitoring EL performance, providing designated ELD and intervention specific to English Learners and strengthening EL family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator (ELPI) State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard English Learners (EL) making progress towards English language proficiency	Source: 2024 CA Dashboard English Learners (EL) making progress towards		Source: 2026 CA Dashboard English Learners (EL) making progress towards	Source: 2024 CA Dashboard English Learners (EL) making progress towards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District: All ELs: 46.3%	English language proficiency District: All ELs: 46.8%		English language proficiency District: ALL ELs: 55%	English language proficiency District: All ELs: 0.5% increase
3.2	English Learner Reclassification Rate State Priority 4: Pupil Achievement	Source: 2024 Local Reclassification Data 10% of English Learners reclassified	Source: 2025 Local Reclassification Data 24% of English Learners reclassified		Source: 2027 Local Reclassification Data 30% of English Learners reclassified	Source: 2025 Local Reclassification Data 14% increase
3.3	CAASPP ELA English Learners Only State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) 58.6 points below standard LTEL: N/A	Source: 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) EL: 78.1 points below standard LTEL: 108.9 points below standard		Source: 2026 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) EL: 30 points below standard LTEL: 80 points below standard	Source: 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) EL: 19.5 point decrease LTEL: N/A
3.4	CAASPP Math English Learners Only State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard Students meeting grade-level standards	Source: 2024 CA Dashboard Students meeting grade-level		Source: 2026 CA Dashboard Students meeting grade-level	Source: 2024 CA Dashboard Students meeting grade-level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		on the Math assessment based on distance from standard (DFS) 90.5 points below standard LTEL: N/A	standards on the Math assessment based on distance from standard (DFS) EL: 97 points below standard LTEL: 180.5 points below standard		standards on the Mathematics assessment based on distance from standard (DFS) EL: 50 points below standard LTEL: 125 points below standard	standards on the Math assessment based on distance from standard (DFS) EL: 6.5 point decrease LTEL: N/A
3.5	Star Reading Assessment for English Learners in grades 2-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 58% of English learners reading at grade level	Source: 2025 STAR 49% of English learners reading at grade level		Source: 2027 STAR 70% of English learners will read at grade level or above	Source: 2025 STAR 9% decrease of English learners reading at grade level
3.6	Star Reading Assessment for English Learners in grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR 12% of English learners reading at grade level	Source: 2025 STAR 21% of English learners reading at grade level		Source: 2027 STAR 25% of English learners will read at grade level or above	Source: 2025 STAR 9% increase of English learners reading at grade level
3.7	Star Math Assessment for English Learners in grades 2-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 71% of English learners performing at grade level in Math	Source: 2025 STAR 67% of English learners at grade level		Source: 2027 STAR 85% of English learners will be at grade level or above in math	Source: 2025 STAR 4% decrease of English learners at grade level
3.8	Star Math Assessment for English Learners in grades 5-8	Source: 2024 STAR 18% of English learners performing at grade level in Math	Source: 2025 STAR 19% of English learners		Source: 2027 STAR 40% of English learners will be at	Source: 2025 STAR 1% increase of English learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 4: Pupil Achievement		performing at grade level in Math		grade level or above in math	performing at grade level in Math
3.9	STAR Reading Progress Improvement Rate in grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR Growth Report 59% of English learners making progress on STAR Reading assessment	Source: 2025 STAR Growth Report 64% of English learners making progress on STAR Reading assessment		Source: 2027 STAR Growth Report 75% of English learners making progress on STAR Reading assessment	Source: 2025 STAR Growth Report 5% increase of English learners making progress on STAR Reading assessment
3.10	Long-Term English Learner Totals State Priority 2: Implementation of State Standards	Source: 2023 Data Quest At-Risk 4-5 Years: 10.0% LTEL 6+ Years: 7.4%	Source: 2024 Data Quest At-Risk 4-5 Years: 10.5% LTEL 6+ Years: 8.9%		Source: 2026 Data Quest At-Risk 4-5 Years: 5% LTEL 6+ Years: 10%	Source: 2024 Data Quest At-Risk 4-5 Years: 0.5% increase LTEL 6+ Years: 1.5% increase
3.11	Parent Involvement of English Learner students State Priority 3: Parent Involvement	Source: 2024 Local Data Four English Learner Parent Involvement events during the 2024-25 school year	Source: 2025 Local Data Four English Learner Parent Involvement events during the 2024-25 school year		Source: 2027 Local Data Maintain four English Learner Parent Involvement events	Source 2025 Local Data Number of Events maintained

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 3.1: Staff actively monitors the progress ELs make during their monthly PLC meetings. Academic data is collected, analyzed, and used to inform instruction.
Action 3.2: TOSAs at each site offer regular additional support to ELs, especially newcomers and LTELs
Action 3.5: Translation services are made available to all non-English speaking parents at all conferences and parent nights.

Modified Implementation:
Action 3.4: ELD professional development was facilitated by VCOE this year, but the District recognizes that the staff continues to be in need of more extensive ELD professional development.
Action 3.6: Staff continues to implement ELD daily, however there continues to be a need for a more robust ELD program

Non-implemented Actions:
Action 3.3 This year, the Latino Family Literacy Program was not able to be implemented due to a lack of staff available to facilitate.

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.

With the exception of two actions, the district experienced minimal material differences between planned expenditures and actual spending.

Expenditure Differences:

- Action 3.3: The Family Literacy Program planned expenditure of $2,500 was not implemented
- Action 3.5: the translation services planned expenditure of $6,600 was reduced to $288 due to use of classified staff reducing the amount of Estimated Actual Expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

The following actions demonstrated strong effectiveness as evidenced by increased student achievement scores in STAR Reading and Math assessments.
Action 3.1: Staff professional development had a positive impact on overall STAR scores across the District. Olivelands STAR reading and math scores slightly decreased, however, the overall performance was 71% in reading and 82% in math. At Briggs School, students increased their overall reading STAR score by 21%, and in math their STAR score increased by 16%.
Action 2.2: TOSAs supported classroom teachers by providing additional Tier 2 academic support in Reading and Math to students who needed additional help. The result was increased STAR scores and increased academic achievement in the classrooms.

Action 2.3: Supplemental resources were utilized in all classrooms. Many of the supplemental resources provided individualized support to students in ELA and Math, allowing students to grow academically in their areas of need.
Action 2.6: Probationary Teachers were supported by the district to participate in the VCOE Teacher Induction Program which equipped the new teachers with effective teaching strategies to support all students.

The following actions demonstrated emerging effectiveness:
Action 2.4: The District recognizes the need to acquire updated adopted curriculum that aligns with current events and pedagogy as such, the staff continues to supplement the adopted curriculum with supporting resources.
Action 2.5: This year staffs and administrators at both sites met monthly to analyze formative and summative assessment data to inform instruction. Though good strides have been made, the district recognizes there is still room for improvement. Local data is showing progress which will hopefully have a positive impact on student academic performance data on the California Dashboard in 2025.

The following action demonstrated minimal or no effectiveness:
3.3 Latino Family Night: Due to lack of staff during the 2024/25 school year, this action was not implemented, thus no effectiveness could be determined. The District will attempt to find a qualified staff member to facilitate the Latino Family Night program for the 2025/26 school year.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement and engagement.

Metrics Modifications:
Modified: Metrics 3.3 and 3.4 were modified to include the LTEL student subgroup that is now included in the CA School Dashboard.
Added: No metrics were added.
Moved: No metrics were moved.

Actions Modifications:
No actions will be modified, added or removed.

Expected Outcomes:
Modified/Added:
Metric 3.3 was modified to now include a CAASPP ELA expected outcome of 80 points below standard for the newly included LTEL student subgroup.
Metric 3.4 was modified to now include a CAASPP Math expected outcome of 125 points below standard for the newly included LTEL student subgroup.
Removed:

No expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the current 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
3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	Administration and teachers will monitor English learner performance across a variety of data points. Administration and teachers will meet regularly to identify English learners in need of additional intervention and discuss strategies of support. The compliance piece of the software will notify families of English Learners regarding proficiency scores, ELD placement and progress.	$8,500.00	Yes
3.2	TOSA for English Language Development State Priority 4: Pupil Achievement	The district has more than 30 English learner and 15 long-term English learners, therefore this required action will provide these students with targeted intervention to support their English language development.	$114,885.00	Yes
3.3	English Learner Family Engagement State Priority 3: Parent Involvement	The district will offer parent engagement opportunities to families of English Learners through the Latino Family Literacy program and English as a Second Language (ESL) classes.	$2,500.00	Yes
3.4	English Learner Professional Development State Priority 2: Implementation of State Standards	To support the more than 30 English learners and 15 long-term English learners, this required action will provide Professional development to administration and teachers in grades TK-8 to help build a stronger understanding of the English language development (ELD) standards, including Designated and Integrated ELD. The professional development will also help administration and teachers understand how the ELA and ELD standards support one another.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Translation Services State Priority 3: Parent Involvement	The district will provide translation services for parent-teacher conferences and other district events.	$6,681.00	Yes
3.6	English Learner Development State Priority 2: Implementation of State Standards	To support the more than 30 English learner and 15 long-term English learners, this required action will provide English language development (ELD) on a daily basis to improve the language proficiency of all English language learners.	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2024-25 school year, Briggs School District will use the Equity Multiplier funds to support students who may have a high rate of mobility (English Learners, Homeless, Migrant, Low Income, Students with Disabilities, Hispanic) by implementing professional development opportunities focused on Professional Learning Communities. This required Equity Multiplier Focus goal will target the following student groups who have the lowest performance level on one or more state indicators on the Dashboard: At the district level, they are: Chronic Absenteeism: Homeless English Language Arts: Students with Disabilities Mathematics: Students with Disabilities Suspension Rate: All Students, English Learners, Hispanic, Homeless and Low Income At Briggs School, they are: Suspension Rate: All Students, English Learners, Hispanic, and Low Income At Olivelands School, they are: Chronic Absenteeism: English Learners	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Briggs School District developed this required Equity Multiplier Focus Goal to target the following student groups who have the lowest performance level on one or more state indicators on the Dashboard. The district consulted with Ventura County Office of Education and School Site Council members to create this goal. This goal will incorporate building professional learning communities (PLCs) to identify these students and provide them with additional support as needed.

At the district level, they are:
Chronic Absenteeism: Homeless
English Language Arts: Students with Disabilities
Mathematics: Students with Disabilities
Suspension Rate: All Students, English Learners, Hispanic, Homeless and Low Income

At Briggs School, they are:
Suspension Rate: All Students, English Learners, Hispanic, and Low Income

At Olivelands School, they are:
Chronic Absenteeism: English Learners

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Implementation of Professional Learning Communities State Priority 2: State Standards	Source: 2025 Local Data Meet a minimum three times per year to identify students with a high rate of mobility and analyze these students' academic data to determine needed support.	Source: 2025 Local Data Met 7 times this year to identify students with a high rate of mobility and analyze these students' academic data to determine needed support.		Source: 2028 Local Data Maintain meeting a minimum three times per year to identify students with a high rate of mobility and analyze these students' academic data to determine needed support.	Staff met 4 more times than originally planned.

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned action while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 4.1: Each school site successfully implemented Professional Learning Communities where they met to analyze student assessment data to inform instruction.

Modified Implementation:
All Goal 4 actions were successfully implemented.

Non-implemented Actions:
All Goal 4 actions were successfully implemented.

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 between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative data and qualitative indicators.

The following actions demonstrated strong effectiveness as evidenced by increased student achievement scores in STAR Reading and Math assessments.
Action 4.1: This is the first year of implementing PLCs at our school sites. Teacher collaboration was more consistent and focused on student performance data analysis. The results were an overall increase in STAR Reading and Math assessments throughout the school year.

There were no emerging actions.

There were no ineffective actions.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on the implementation of Professional Learning Communities will be made.

Metrics Modifications:
No metrics will be modified, added or removed

Actions Modifications:
No actions will be modified, added or removed.

Expected Outcomes:
No expected outcomes will be modified, added or removed

Removed:
No expected outcomes were removed.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implement Professional Learning Community State Priority 2: State Standards	Briggs School District will provide professional development to assist all staff in implementing Professional Learning Communities to support students who may have a high mobility rate.	$45,440.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,150,203	$110,327

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
23.824%	0.000%	$0.00	23.824%

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
1.4	**Action:** Middle School Support State Priority 1: Basic Services **Need:** The identified need for Briggs School English Learners and Low Income students is in the area of ELA. ELs are 63.3 points below standard and Low Income students are 48.8 points below standard.	The action of Middle School Support will allow for single subject, credentialed teachers to provide more specialized instruction and school connectedness to unduplicated pupils. It is provided on a schoolwide basis because this allows for an expanded master schedule for grades 6-8.	Metric 1.6 will measure the effectiveness through a student survey. Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): School Connectedness

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: Schoolwide		
1.5	**Action:** Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate **Need:** The identified need for Briggs School District are in the areas of chronic absenteeism and suspension rate. The district has 28.9% of students chronically absent with the unduplicated pupil groups as follows: EL: 32.8%, LI: 30.1%, HOM: 26.1%, and SWD: 36.1%. The suspension rate for Briggs School District is 7.4% and the unduplicated pupil groups as follow: EL: 6.5 %, LI: 8.1 %, HOM: 13%, and SWD: 9.8%. **Scope:** LEA-wide	The action of Support Staff will address this need by helping our unduplicated pupil groups with their social emotional needs. The counselor and health clerk will support both school sites which is why it will be provided on an LEA-wide basis. While some of the unduplicated pupil groups have unique needs, the counselor and health clerk will be available to support all students in addition to the special subgroups. This action is a 2023 Dashboard Lowest Performance/Red Indicator required action for suspension rate.	Metrics 1.1 Chronic Absenteeism and 1.3 Suspension Rate will measure the effectiveness of this action.
1.6	**Action:** Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate **Need:** The identified need is in the area of school connectedness to support English Learners, foster youth and Low Income students. 91.1%	This action of Enrichment Opportunities will help students at both school sites feel connected to school which will improve their engagement and success. This will be provided on an LEA-wide basis to assist all students in increasing school connectedness.	Metric 1.6 School Climate/Positive Behavior Intervention and Support (PBIS): School Connectedness will measure the effectiveness through a student survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of students say Yes or Sometimes they feel connected at Olivelands and 87.1% of students say Yes or Sometimes they feel connected at Briggs. **Scope:** LEA-wide		
1.7	**Action:** Parent Involvement State Priority 3: Parent Involvement **Need:** The identified need is in the areas of school connectedness, motivation to learn, school safety and parent involvement to support English Learners, foster youth, and Low Income students. Students survey results suggest students continue to have a strong level of school connectedness. Increasing parent involvement will keep the strong student connections. **Scope:** LEA-wide	Unduplicated pupils continue to show a need for school connectedness, improved motivation to learn and a higher sense of feeling safe at school. By increasing parent involvement, this should help students in these critical areas.	Metric 1.9 Parent Involvement will measure the effectiveness of this action.
1.8	**Action:** Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate **Need:**	Additional Campus Support will help with supervision of students and adding to an increased feeling of safety at school.	Metric 1.8 Safety Student Survey will measure the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The identified need is in the area of school safety to support English Learners, foster youth and Low Income students. At Briggs School, 86% of students say Yes or Sometimes they feel safe (35.8% Yes/50.2% Sometimes). **Scope:** Schoolwide		
1.10	**Action:** Technology - Internet Access State Priority 1: Basic Services **Need:** The identified need for our Low Income students is in having access to internet at home. Approximately 20 students lack internet access at home. **Scope:** LEA-wide	By providing internet to specific neighborhoods in need, this will help our Low Income students increase school connectedness and parent involvement.	Metric 1.6 School Connectedness Student Survey and Metric 1.9 Parent Involvement will help measure the effectiveness of this action.
2.2	**Action:** Tiered Intervention and Resources State Priority 4: Pupil Achievement **Need:** The identified need is in increasing academics in ELA and Math to support students with disabilities and English Learners. The district is 43 points below standard in ELA and 72.1 points below standard in Math per the 2023	Tiered intervention will address the needs of our LEA-wide unduplicated pupils by providing support to close the achievement gap.	Metrics 2.1 CAASPP ELA and 2.2 CAASPP Math will measure the effectiveness of this action.

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
	CA School Dashboard. Students with disabilities are a Red Indicator in both ELA and Math on the Dashboard. **Scope:** LEA-wide		
3.5	**Action:** Translation Services State Priority 3: Parent Involvement **Need:** The identified need is approximately 40% of the households in Briggs School District list Spanish as their home language. This action will support English Learner, foster youth and Low Income students. **Scope:** LEA-wide	This action will address the need for English/Spanish translations for our non-English speaking parents. Translations are provided on an LEA-wide basis in order to strengthen home/school communication with our English Learner families.	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the effectiveness of this action.

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
3.1	**Action:** English Learner Progress Monitoring & Compliance	This progress monitoring action will help address the needs of our LEA-wide English Learners by	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	State Priority 4: Pupil Achievement **Need:** The identified need of English Learners is English language improvement in order to reclassify. Currently, 46.3% of English Learners are advancing on the ELPAC and 10% are being reclassified. **Scope:** Limited to Unduplicated Student Group(s)	identifying the proficiency levels of the students in order to provide additional support.	effectiveness of this action.
3.2	**Action:** TOSA for English Language Development State Priority 4: Pupil Achievement **Need:** The identified need of our English Learners is in reading progress. Currently, 58% of English Learners at Olivelands are reading at grade level and 12% of English Learners at Briggs are reading at grade level. **Scope:** Limited to Unduplicated Student Group(s)	The TOSA will address the needs of LEA-wide English Learners by providing intervention support in the area of reading in hopes of improving reading levels in order to reclassify.	Metrics 3.5 and 3.6 STAR Reading Assessment for English Learners will help measure the effectiveness of this action.
3.3	**Action:** English Learner Family Engagement State Priority 3: Parent Involvement **Need:** The identified need is in the reading progress of our long-term English Learners at Briggs	Parent involvement will address the identified need by the parents learning how to meet the academic needs of their children.	Metrics 3.6, 3.8 and 3.10 will measure the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	School. Currently, 12% of English Learners are reading at grade level, 18% of English Learners are at grade level in math and 59% of English Learners are making improvements in their reading level per the STAR Reading Assessment. **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** English Learner Professional Development State Priority 2: Implementation of State Standards **Need:** The identified need of English Learners is English language improvement in order to reclassify. Currently, 46.3% of English Learners are advancing on the ELPAC and 10% are being reclassified. **Scope:** Limited to Unduplicated Student Group(s)	This action will help the identified need by helping staff understand the elements of English Language Development in order to help English Learners increase their English proficiency.	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the effectiveness of this action.
3.6	**Action:** English Learner Development State Priority 2: Implementation of State Standards **Need:** The identified need of English Learners is English language improvement in order to reclassify. Currently, 46.3% of English	This action of implementing ELD will address the identified need of supporting our English Learners in their English language development in order to reclassify.	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners are advancing on the ELPAC and 10% are being reclassified. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

The Briggs School District has received concentration grant add-on funding consistent with California Education Code Section 42238.02 as amended and plans on using these funds to increase staff, specifically, our Teacher on Special Assignment (TOSA) for English Language support- Action 3.2, who will directly serve English Language Learner Students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	446:5.82
Staff-to-student ratio of certificated staff providing direct services to students	N/A	446:16.24

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,828,013	1,150,203	23.824%	0.000%	23.824%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,575,627.00	$685,414.00	$0.00	$156,107.00	$2,417,148.00	$1,501,633.00	$915,515.00

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	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	All	No			All Schools		$3,667.00	$1,000.00	$4,667.00	$0.00	$0.00	$0.00	$4,667.00	
1	1.2	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	All	No			All Schools		$6,521.00	$5,000.00	$11,521.00	$0.00	$0.00	$0.00	$11,521.00	
1	1.3	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	All	No			All Schools		$0.00	$18,500.00	$18,500.00	$0.00	$0.00	$0.00	$18,500.00	
1	1.4	Middle School Support State Priority 1: Basic Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Briggs School		$655,237.00	$0.00	$655,237.00	$0.00	$0.00	$0.00	$655,237.00	
1	1.5	Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$170,273.00	$51,114.00	$185,273.00	$36,114.00	$0.00	$0.00	$221,387.00	
1	1.6	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$116,799.00	$576,461.00	$98,960.00	$594,300.00	$0.00	$0.00	$693,260.00	

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
		Priority 6: School Climate														
1	1.7	Parent Involvement State Priority 3: Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	
1	1.8	Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Briggs School		$94,296.00	$0.00	$94,296.00	$0.00	$0.00	$0.00	$94,296.00	
1	1.9	Attendance State Priority 5: Pupil Engagement	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Technology - Internet Access State Priority 1: Basic Services	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$9,500.00	$9,500.00	$0.00	$0.00	$0.00	$9,500.00	
2	2.1	Professional Development State Priority 2: Implementation of State Standards	All	No			All Schools		$6,110.00	$10,000.00	$6,110.00	$0.00	$0.00	$10,000.00	$16,110.00	
2	2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$329,497.00	$0.00	$329,497.00	$0.00	$0.00	$0.00	$329,497.00	
2	2.3	Supplemental Subscriptions and Materials State Priority 2: Implementation of State Standards & State Priority 7: Course Access	All	No			All Schools		$0.00	$110,000.00	$25,000.00	$0.00	$0.00	$85,000.00	$110,000.00	
2	2.4	State Adopted Curriculum State Priority 2: Implementation of State Standards & State Priority 7: Course Access	All	No			All Schools		$0.00	$55,000.00	$0.00	$55,000.00	$0.00	$0.00	$55,000.00	
2	2.5	Student Progress Monitoring State Priority 4: Pupil Achievement	All	No			All Schools		$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Professional Development State Priority 2: Implementation of State Standards	All	No			All Schools		$3,667.00	$5,000.00	$0.00	$0.00	$0.00	$8,667.00	$8,667.00	
3	3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$8,500.00	$1,500.00	$0.00	$0.00	$7,000.00	$8,500.00	
3	3.2	TOSA for English Language Development State Priority 4: Pupil Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$114,885.00	$0.00	$114,885.00	$0.00	$0.00	$0.00	$114,885.00	
3	3.3	English Learner Family Engagement State Priority 3: Parent Involvement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Briggs School		$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
3	3.4	English Learner Professional Development State Priority 2: Implementation of State Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.5	Translation Services State Priority 3: Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$681.00	$6,000.00	$6,681.00	$0.00	$0.00	$0.00	$6,681.00	
3	3.6	English Learner Development State Priority 2: Implementation of State Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
4	4.1	Implement Professional Learning Community State Priority 2: State Standards	All	No			All Schools		$0.00	$45,440.00	$0.00	$0.00	$0.00	$45,440.00	$45,440.00	

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

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,828,013	1,150,203	23.824%	0.000%	23.824%	$1,508,829.00	0.000%	31.252 %	**Total:**	$1,508,829.00
								LEA-wide Total:	$633,411.00
								Limited Total:	$125,885.00
								Schoolwide Total:	$749,533.00

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	**1.4**	Middle School Support State Priority 1: Basic Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Briggs School	$655,237.00	
1	**1.5**	Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,273.00	
1	**1.6**	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,960.00	
1	**1.7**	Parent Involvement State Priority 3: Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
1	**1.8**	Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Briggs School	$94,296.00	
1	**1.10**	Technology - Internet Access	Yes	LEA-wide	Low Income	All Schools	$9,500.00	

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 (%)
		State Priority 1: Basic Services						
2	2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		$329,497.00	
3	3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,500.00	
3	3.2	TOSA for English Language Development State Priority 4: Pupil Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$114,885.00	
3	3.3	English Learner Family Engagement State Priority 3: Parent Involvement	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Briggs School	$2,500.00	
3	3.4	English Learner Professional Development State Priority 2: Implementation of State Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
3	3.5	Translation Services State Priority 3: Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,681.00	
3	3.6	English Learner Development State Priority 2: Implementation of State Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,028,812.00	$2,414,435.00

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**	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	No	$14,850	$3,530
1	**1.2**	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	No	$24,213	$31,440
1	**1.3**	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	No	$45,000	$22,500
1	**1.4**	Middle School Support State Priority 1: Basic Services	Yes	$639,252	$630,315
1	**1.5**	Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	$255,960	$234,890
1	**1.6**	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	$261,872	$665,514
1	**1.7**	Parent Involvement State Priority 3: Parent Involvement	Yes	$11,916	$6,296
1	**1.8**	Campus Support	Yes	$91,073	$91,535

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)
		State Priority 5: Pupil Engagement & State Priority 6: School Climate			
1	1.9	Attendance State Priority 5: Pupil Engagement	No	$0	$0
1	1.10	Technology - Internet Access State Priority 1: Basic Services	Yes	$8,700	$8,700
2	2.1	Professional Development State Priority 2: Implementation of State Standards	No	$24,322	$20,450
2	2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	Yes	$309,869	$337,795
2	2.3	Supplemental Subscriptions and Materials State Priority 2: Implementation of State Standards & State Priority 7: Course Access	No	$94,000	$111,477
2	2.4	State Adopted Curriculum State Priority 2: Implementation of State Standards & State Priority 7: Course Access	No	$25,000	$51,677
2	2.5	Student Progress Monitoring State Priority 4: Pupil Achievement	No	$1,000.00	$0
2	2.6	Professional Development State Priority 2: Implementation of State Standards	No	$13,001	$18,033
3	3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	Yes	$24,000	$8,000
3	3.2	TOSA for English Language Development State Priority 4: Pupil Achievement	Yes	$107,471	$110,314

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	English Learner Family Engagement State Priority 3: Parent Involvement	Yes	$5,904	$2,100
3	3.4	English Learner Professional Development State Priority 2: Implementation of State Standards	Yes	$10,000.00	$0
3	3.5	Translation Services State Priority 3: Parent Involvement	Yes	$9,409.00	$6,909
3	3.6	English Learner Development State Priority 2: Implementation of State Standards	Yes	$2,000.00	$0
4	4.1	Implement Professional Learning Community State Priority 2: State Standards	No	$50,000.00	$52,960

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,226,559	$1,426,869.00	$1,295,694.00	$131,175.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Middle School Support State Priority 1: Basic Services	Yes	$639,252.00	$630,315		
1	1.5	Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	$215,374.00	$197,702		
1	1.6	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	$121,872.00	$102,081		
1	1.7	Parent Involvement State Priority 3: Parent Involvement	Yes	$11,916.00	$6,296		
1	1.8	Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	$91,073.00	$91,535		
1	1.10	Technology - Internet Access State Priority 1: Basic Services	Yes	$8,700.00	$8,700		
2	2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	Yes	$309,869.00	$249,056		
3	3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	Yes	$1,500.00	$1,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	TOSA for English Language Development State Priority 4: Pupil Achievement	Yes	$0.00	$0		
3	**3.3**	English Learner Family Engagement State Priority 3: Parent Involvement	Yes	$5,904.00	$2,100		
3	**3.4**	English Learner Professional Development State Priority 2: Implementation of State Standards	Yes	$10,000.00	$0		
3	**3.5**	Translation Services State Priority 3: Parent Involvement	Yes	$9,409.00	$6,909		
3	**3.6**	English Learner Development State Priority 2: Implementation of State Standards	Yes	$2,000.00	$0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,831,675	$1,226,559	0	25.386%	$1,295,694.00	0.000%	26.817%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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