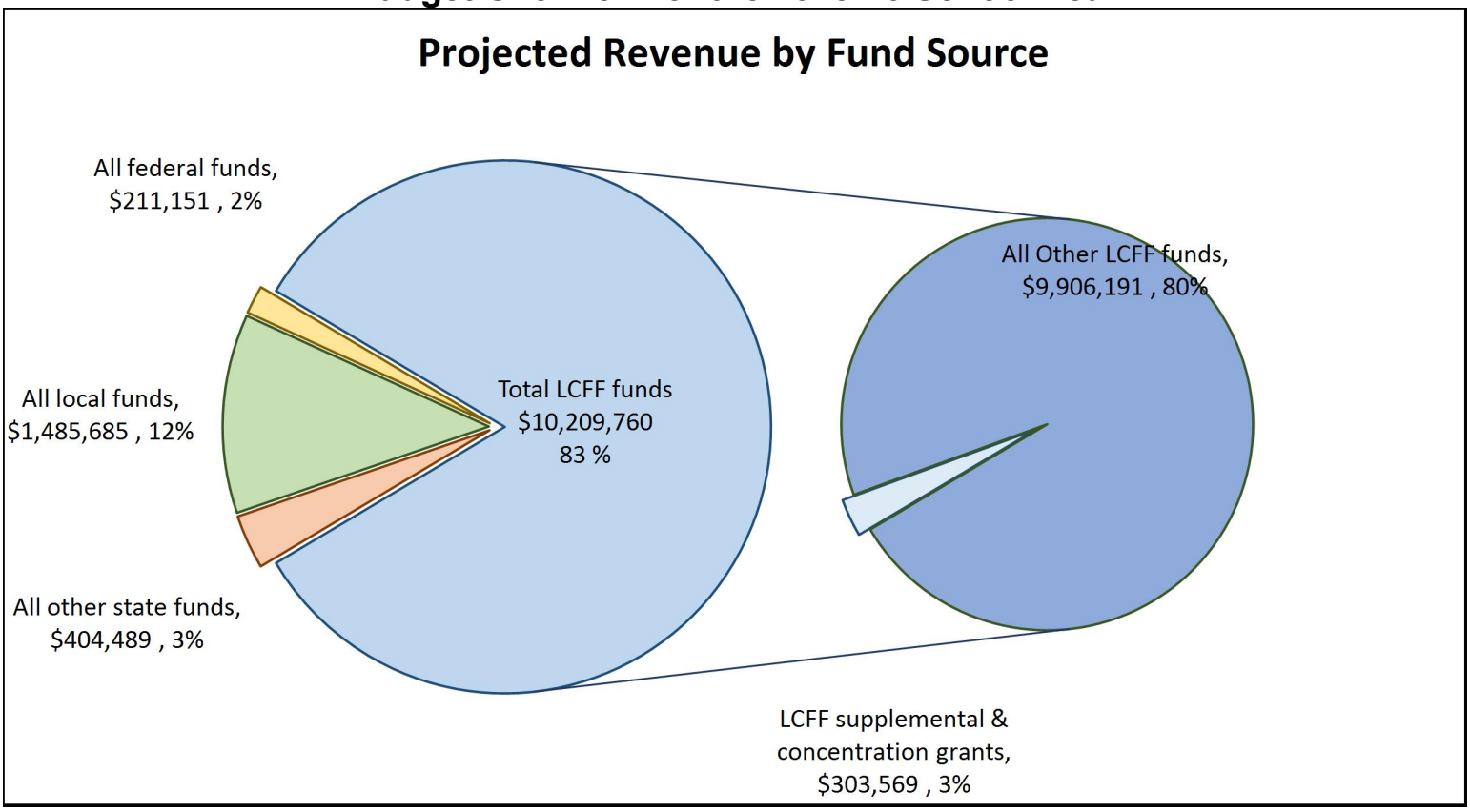
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brisbane School District
CDS Code: 41-68874-0000000
School Year: 2025-26
LEA contact information:
Nancy Bui
Superintendent
nbui@brisbanesd.org
(415) 467-0550

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

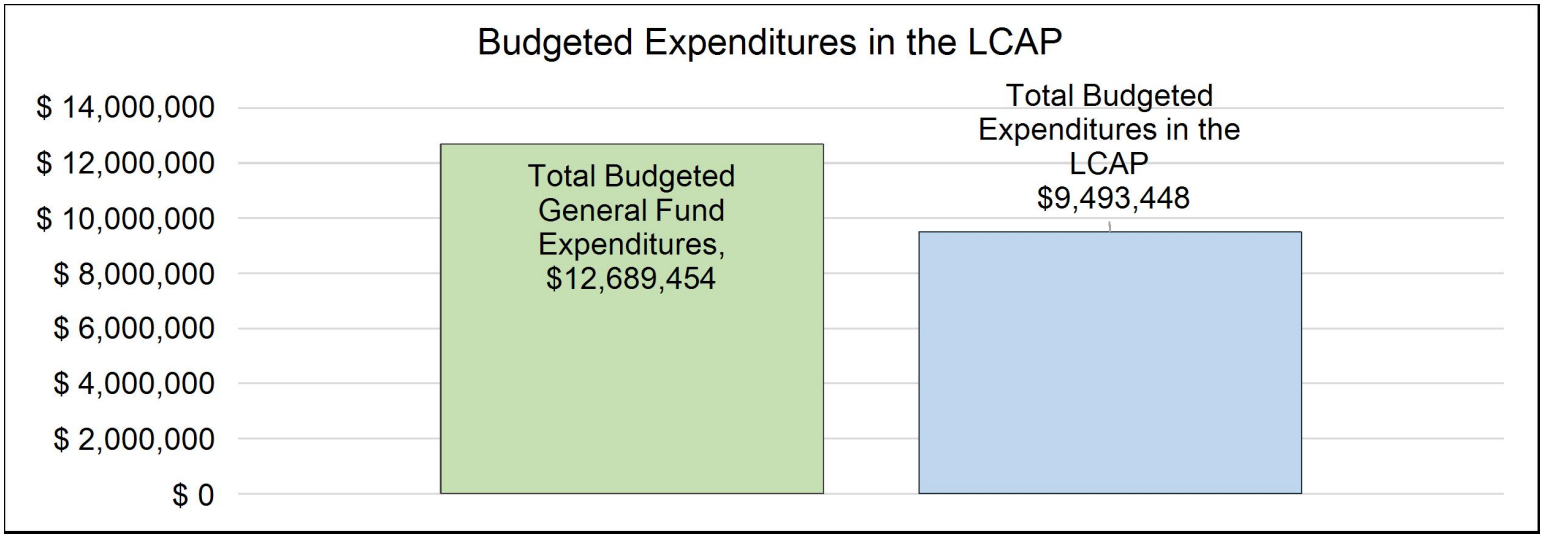


This chart shows the total general purpose revenue Brisbane School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Brisbane School District is $12,311,085, of which $10,209,760 is Local Control Funding Formula (LCFF), $404,489 is other state funds, $1,485,685 is local funds, and $211,151 is federal funds. Of the $10,209,760 in LCFF Funds, $303,569 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 Brisbane 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: Brisbane School District plans to spend $12,689,454 for the 2025-26 school year. Of that amount, $9,493,448 is tied to actions/services in the LCAP and $3,196,006 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

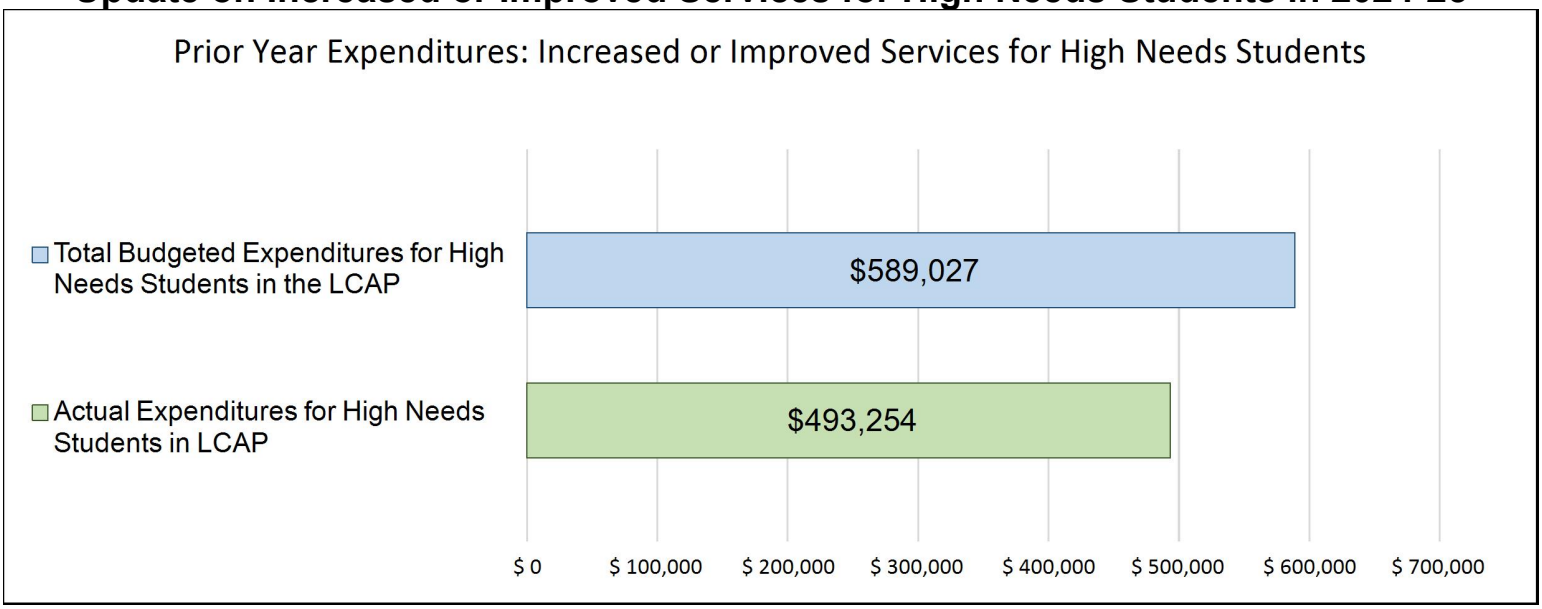
The difference represents operating expenditures that are not included as direct services for students. This includes administration costs, overhead, and other general operating expenditures.

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

In 2025-26, Brisbane School District is projecting it will receive $303,569 based on the enrollment of foster youth, English learner, and low-income students. Brisbane School District must describe how it intends to increase or improve services for high needs students in the LCAP. Brisbane School District plans to spend $364,972 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 Brisbane 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 Brisbane 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, Brisbane School District's LCAP budgeted $589,027 for planned actions to increase or improve services for high needs students. Brisbane School District actually spent $493,254 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $95,773 had the following impact on Brisbane School District’s ability to increase or improve services for high needs students:

Some planned service providers were replaced by less expensive providers (one example is the behaviorist). Also, transportation costs for high needs students were less expensive than originally estimated.

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
Brisbane School District	Nancy Bui Superintendent	nbui@brisbanesd.org (415) 467-0550

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.

The Brisbane School District encompasses parts of Brisbane, Daly City and South San Francisco. We have three small schools, one elementary school in Daly City and one elementary and one middle school in the city of Brisbane. Daly City students are transported to Brisbane for middle school via SamTRANS or parent drivers.

According to the 2024-2025 end of year CALPADS report, we served 496 total students in two elementary and one middle school, in grades TK-8 plus one class of preschool students. BSD celebrates the diversity of our student body: 31% of our students have a first language that is not English (19 world languages; 14% total English Learners, i.e., not English-proficient), and 7% were not born in the US (18 other countries). Nearly one-third (27%) of our student body is considered "high need" (what used to be termed the unduplicated pupils). The high-need student group includes the English learners, foster youth, and students who are socio-economically disadvantaged.

Serving this student body is 4 administrators, 3 pupil services professionals, 35 certificated teachers, 22 instructional aides/ paraprofessionals, 11 classified support professionals (school secretaries, library clerks, district staff), and 5 custodian/groundskeepers.

The Brisbane School District graduates students who are thoughtful, prepared, and engaged citizens. Our program emphasizes conceptual understanding, teaching the state standards through year-long themes. With an emphasis on higher-order thinking skills, we focus on understanding, evaluating, and creating. We thread life skills throughout our curriculum with the goal of providing our children the tools for

citizenship and life. We further believe that children learn best by constructing meaning from their experiences, so strive to give them ample opportunities to explore both in and outside of their classrooms.

The Brisbane School District enjoys an active PTO (BEST-PTO) and a volunteer base of over 334 dedicated individuals. Our reciprocal partnerships with the City of Daly City, the City of Brisbane, the Brisbane Chamber of Commerce, and the Brisbane Lions Club allow us to provide programs and facilities to our students and families beyond the classroom.

Reflections: Annual Performance

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

Achievement Indicators:

High Chronic Absenteeism: Several years ago, District administrators developed an action plan for students with high absence rates. The plan was suspended during the pandemic and since then had only been moderately enforced. During 2023-24, administrators returned to the action plan and were in frequent contact with families of students with high absence rates. Consequently, attendance rates improved across the District. During the 2023-24 school year, no student groups were red for Chronic Absenteeism and only one group was orange (Hispanic/Latinx students at Panorama School). 2024-25 performance levels will be released in Fall 2025. Chronic Absenteeism is addressed in Goal 3, Action 1 for both 2023-24 and 2024-25.

Suspension Rate: The District contracted with a behaviorist during 2022-23 and 2023-24, and received some free and some paid contracted services to support staff in restorative practices and alternatives to suspension. For the 2023-24 school year, there were no groups in red or yellow, and only one group in orange: white students at Lipman School. 2024-25 performance levels will be released in Fall 2025. Suspension Rate is addressed in Goal 3, Action 2 for both 2023-24 and 2024-25.

Academic Testing: While no students groups scored in the red performance level in 2023-24, there were multiple student groups in the orange performance level in English Language Arts (ELA). These groups were Hispanic/Latino students district-wide, at BES and Lipman Schools; English learners district-wide and at BES; Students with disabilities and students of two or more races district-wide; Socioeconomically disadvantaged students at BES. There were also no students groups that scored in the red performance level in Mathematics, there were multiple student groups in the orange performance level. These groups were English learners, Hispanic/Latinx students and socioeconomically disadvantaged students district-wide, and only the Hispanic/Latinx students at Lipman. Happily, Panorama's "all-student" groups scored in the green performance leve in both ELA and Math. Brisbane Elementary's "all student" group scored in the green for ELA and in the blue for Math.

To build instructional coherence across the district, we launched district-wide professional development in Project-Based Learning (PBL) in 2024-25, partnering with nationally recognized expert Jenny Pieratt. This initiative supports our long-term vision of student-centered, inquiry-based instruction. In collaboration with the San Mateo County Office of Education, we also initiated a new series of English Learner-focused trainings, with early planning for the 2025-26 "Welcome Back" professional development already underway.

Also in 2024-25, in support of academic recovery and college and career readiness, we rolled out the iReady diagnostic and instructional program and introduced the Paxton Patterson Career Pathways curriculum at Lipman Middle School. These initiatives are aligned with our multi-tiered systems of support and our commitment to rigorous, engaging instruction.

Wellness Indicators:

It's crucial to examine the correlation between academic success and behavioral expectations within the school environment. Sometimes, the focus on standardized testing and academic achievement might inadvertently neglect the holistic development of students, including their social and emotional well-being. Thus, while students may excel academically, they may require additional support in developing essential life skills, conflict resolution strategies, and emotional resilience to navigate challenges effectively. During 2023-24, increased mental health supports were available across the District. Climate surveys (California Healthy Kids Survey) revealed that student scores dropped as they moved upwards through the grades. This was true for almost all aspects - from safety at school to peer and family relationships.

As part of our ongoing partnership with the Daly City Youth Health Center (DCYHC), Lipman Middle School continues to provide comprehensive, on-site mental health services for students experiencing emotional, behavioral, and familial challenges. At the beginning of the school year, four students were identified as needing intensive mental health support. These students received frequent, individualized therapeutic services to address complex social-emotional needs that were significantly impacting their ability to engage in learning.

In addition to individualized services, the school has expanded access to mental health support by offering weekly drop-in counseling sessions available to all students. These Tier 2 supports provide a critical middle layer of intervention for students who may not require ongoing therapy but benefit from occasional mental health check-ins, coping strategies, or short-term problem-solving. This flexible model has helped destigmatize mental health support and ensures broader access for students who may not otherwise seek help.

According to data from DCYHC, 94% of Lipman students receiving mental health services have demonstrated significant improvements in wellbeing. With approximately 50% of current clients either ready to graduate or nearing readiness for discharge, and a steady stream of students accessing Tier 2 supports, the District sees this as a significant success in supporting student wellness. The partnership with DCYHC remains vital in helping students manage mental health needs, build resilience, and stay connected to their learning communities

One key limitation in our ability to analyze trends in student wellness and school climate is the extremely low participation rate in the California Healthy Kids Survey (CHKS). In some of our schools, the number of student responses is in the single digits, making the data insufficient for meaningful interpretation. As a result, for the 2025–2026 school year, we are launching a coordinated campaign to increase CHKS participation among both students and parents. By improving participation rates, we aim to collect more accurate and representative baseline data to inform future wellness and engagement initiatives.

Learning Recovery Emergency Block Grant (LREBG):

As of June 30, 2025, the District will have expended all of its LREBG funds. The Governor's proposed budget for 2025-26 includes additional LREBG funds. Due to the uncertainty of this proposed revenue, the District has not included any LREBG funds in this LCAP. Should the LREBG be extended into the Governor's final 2025-26 budget, a needs assessment will be conducted to determine how best to utilize those funds in the 2026-27 school year.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

No BSD schools were 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.

No BSD schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No BSD schools were identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians/Educational Rights Holders ("Parents")	The Brisbane School District is committed to fostering authentic, two-way communication with parents and educational rights holders. Between July and April, during the 2024–2025 school year and into the development of the 2025–2026 LCAP, the Superintendent held at least 12 individual or small group meetings with parents, many of whom reached out in response to an open invitation shared with the community at the start of the Superintendent's tenure. These meetings served as direct forums for listening, clarifying district decisions, and addressing individual concerns—ranging from school climate and safety to special education services and program transitions. In addition to these one-on-one engagements, the Superintendent also met with the BEST PTO, the District's cross-site parent organization, which includes representation from all three school sites—Brisbane Elementary, Panorama Elementary, and Lipman Middle School. These meetings provided a platform for broader community feedback on districtwide initiatives and helped support family participation in events such as the launch of the annual Welcome Back Community Picnic. The parents engaged through these meetings reflect both elementary and middle school communities, and their perspectives have helped shape the District's approach to early learning, family engagement, and schoolwide supports. This ongoing commitment to proactive

Educational Partner(s)	Process for Engagement
	communication demonstrates the District's belief that parent and educational rights holder input is essential to building transparent, inclusive, and student-centered systems. Through our Expanded Learning Opportunities Program (ELOP), we increased student access to after-school and break-time enrichment. Highlights include: Transportation for students living in Southern Hills, improving access to programming A two-week Spring Break ELOP Camp at Panorama, serving over 75 students A strategic partnership with Daly City and Brisbane Parks & Recreation, allowing the district to fully subsidize child care for qualifying families through ELOP grant funds The District has found that our educational partners prefer smaller, more personal opportunities for engagement over the formal town-hall-style meetings. To that end, BSD offered a multitude of informal opportunities to provide meaningful feedback and inform decisions throughout the year. These opportunities included individual parent-teacher conferences, IEP meetings, student-study team meetings, District English-Learner Advisory Committee meetings, Measure K Citizens Oversight Committee meetings, and feedback from weekly principal newsletters and Superintendent articles in local publications. All District parent communications are sent by our messenger service which translates emails into seven languages: Spanish, simplified Chinese, Korean, Vietnamese, Portuguese, Russian, and Tagalog. To inform our instructional practices and guide program implementation, we organized instructional site visits to high-performing schools, including Francis Scott Key (SFUSD), MP Brown (Jefferson Elementary), and Shasta Charter High School. These visits allowed staff to observe PBL in action and consider best practices for local adaptation.

Educational Partner(s)	Process for Engagement
Staff - Certificated, Classified, Confidential and Principals Each group was independently consulted: teachers union officers, teachers union members, classified union officers, classified union members, district office staff, confidential staff, principals.	All staff members were invited to complete the California Healthy Kids Staff Survey and Local Indicator Self-Reflection Tool surveys. Staff members commented on goals, actions and services in the school site or district-wide professional development sessions, staff meetings and evaluation/goal setting meetings with administrators. Moreover, the Superintendent has an open-door policy that invites anyone to share concerns with her. As warranted throughout the year, the superintendent held "check-in" meetings with union leadership outside of labor negotiations to discuss any areas of mutual concern. The superintendent's cabinet (superintendent, principals and business manager) met bimonthly to discuss LCAP goals, actions, services, metrics and results. A cabinet-only LCAP document was created to track results of metrics and progress on actions.
Board Members	In addition to regular board meetings with public comment periods, Board members participated in mulitple community events throughout the year. These included, but were not limited to, a welcoming picnic prior to the start of school, parent education nights, school enrichment activities, professional development sessions, field trip chaperoning, and multiple volunteer events. Board members are included in staff and family communications and have multiple individual meetings with parents and staff members. Board members share feedback and give suggestions during one-on-one sessions with the superintendent and in Board meetings. The Superintendent also conducted visits to every feeder high school within the Jefferson Union High School District and led a Board site visit to Shasta, strengthening articulation between K–8 and high school and supporting a seamless instructional transition for students. While not in response to a specific section of the LCAP, these visits served to increase communication between the districts in response

Educational Partner(s)	Process for Engagement
	to Board member concerns regarding how successful our students are after leaving BSD and how well we are preparing them for high school.
Students	The District solicits formal feedback from students in grades 5-8 by administering the California Healthy Kids Survey. In 2024-25, the District also administered an LCAP-specific survey to all 7th graders.Students were provided an age-appropriate version of the LCAP. The survey asked for feedback on each LCAP goal and provided space for students to comment. Additionally, there is a rotation of school-site presentations at school board meetings throughout the year. As often as possible, the presentations are provided by students. One such presentation was the March middle school Green Team presentation regarding the student-led effort to become a zero-waste school.
School Site Councils at all three schools	While there is no district-wide Parent Advisory Council for the LCAP, the individual School Site Councils serve in this capacity. The School Site Council is responsible for the development and approval of the School Plan for Student Achievement (SPSA). In BSD, the SPSAs have the same goals as the District's LCAP; therefore, School Site Council feedback for the SPSA is also considered feedback for the LCAP. The superintendent attended a Site Council meeting at each school site to receive and respond to feedback.
DELAC - District English Learner Advisory Council (parents, staff, administrators)	A DELAC is not required since the district EL composition is lower than 15% of the annual enrollment this year. Nevertheless the district has a DELAC committee comprised of parents/guardians of non-English speaking students. Meetings are led by the Panorama Elementary School principal in close partnership with the District’s English Language Development support teacher. Together, they coordinate efforts to provide clear, accessible information to families

Educational Partner(s)	Process for Engagement
	and ensure that parent voices guide instructional and programmatic decisions. Topics have included language acquisition strategies, reclassification criteria, targeted interventions, and updates to the School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP). To further strengthen collaboration and coherence, DELAC meetings were held in coordination with School Site Council (SSC) meetings, ensuring alignment between site-based planning and the broader districtwide goals for English Learners. This joint approach allowed for cross-representation and broader family participation while building parent capacity to engage in school governance processes. Through DELAC, the District has strengthened its ability to respond to the needs of English Learners and their families, ensuring that language access, academic supports, and family engagement remain core priorities in our planning and decision-making processes. The DELAC met on September 14 and May 12. There were various email communications sent throughout the year.
SELPA - Special Education Local Plan Area professionals	The Brisbane School District maintains a close and collaborative relationship with the Special Education Local Plan Area (SELPA) and other special education partners to ensure equitable, compliant, and student-centered support for students with disabilities. District representatives—including the Superintendent and Special Education leadership—attend monthly SELPA Administrator Council meetings, where local districts collaborate with the San Mateo County Office of Education (SMCOE) and regional SELPA professionals to address emerging needs, policy updates, and best practices in special education service delivery. In addition to these collaborative forums, the Superintendent holds regular meetings with the District’s assigned SELPA Administrator from SMCOE to coordinate individualized student support, regional

Educational Partner(s)	Process for Engagement
	program access, and legal compliance. This direct line of communication ensures timely responses to complex cases and system-level improvement efforts. The Superintendent also met with representatives from the California Department of Education (CDE), including the Associate Superintendent overseeing the SELPA, to further align local efforts with statewide goals and compliance expectations. This multi-tiered collaboration reflects the District's commitment to using data to drive equitable practices and to working hand-in-hand with SELPA experts to continuously improve outcomes for all students receiving special education services.
Community Partners - Parks & Recreation staff (City of Brisbane & City of Daly City)	The Brisbane School District recognizes the critical role that community partnerships play in supporting student well-being, access, and learning beyond the classroom. During the 2024–2025 school year, the District maintained strong relationships with local government and community service providers, particularly the City of Brisbane and the City of Daly City, to expand support systems for families. The Superintendent met with the Brisbane City Manager and city staff on at least three occasions, with ongoing communication throughout the year to coordinate shared efforts around safety, programming, and community engagement. The District also partnered with Brisbane and Daly City Parks & Recreation departments to expand student access to after-school and break-time programming. This included multiple debrief meetings with Parks & Rec staff to review on-site offerings and identify opportunities to increase participation and strengthen program quality. These efforts led to a formal Memorandum of Understanding (MOU) through the District's Expanded Learning Opportunities Program (ELOP), ensuring that qualifying families in both cities have access to free or low-cost child care and meaningful enrichment experiences.

Educational Partner(s)	Process for Engagement
	These partnerships exemplify the District's commitment to cross-agency collaboration and equitable service delivery. By working closely with community partners, the District has been able to extend learning opportunities, respond quickly to community concerns, and create more supportive environments for students and families.
Community Partners - City Councils for Brisbane and Daly City	The Brisbane School District maintains ongoing relationships with both the Brisbane City Council and the Daly City City Council to support shared goals around youth services, community safety, and long-term planning. A key forum for this collaboration is the annual 2x2 meeting, which brings together elected officials and senior leadership from each agency. In May 2025, the District hosted a highly productive 2x2 meeting with the Brisbane City Council, where participants discussed interagency alignment on infrastructure projects, facility use, expanded learning opportunities, and public safety coordination. The outcome of this meeting included: -- Renewed commitments to maintain aligned messaging during emergency situations or incidents affecting schools -- Continued joint planning for green infrastructure and capital improvements benefiting both city and school sites -- Discussion of shared use agreements and future programming partnerships that expand access to city-run services for district families While Daly City does not currently hold a standing 2x2 structure, the District has maintained frequent contact with Daly City leadership, particularly around the implementation of ELOP programming and after-school care. This has included coordination with the Daly City Parks & Recreation Department to ensure that Brisbane District students residing in Daly City receive equitable access to subsidized child care and enrichment. These engagements reflect the District's broader commitment to intergovernmental collaboration as a means of strengthening student

Educational Partner(s)	Process for Engagement
	services, aligning community resources, and ensuring responsive governance in partnership with local leaders.
Community Partners - Brisbane Chamber of Commerce, Brisbane Lions and Eagles Clubs, Mothers of Brisbane	The Brisbane School District has cultivated strong relationships with key civic and service organizations, including the Brisbane Chamber of Commerce, the Brisbane Lions and Eagles Clubs, and the Mothers of Brisbane group. These partnerships play an important role in supporting student achievement, staff recognition, and community resilience. Each year, the District collaborates with these organizations to co-host the Annual Educator of Excellence Awards, a celebration that honors exceptional contributions by both teachers and students. In addition, the Chamber of Commerce provides scholarships to graduating students, further reinforcing the community's investment in educational success. The shared planning and sponsorship of this event demonstrate the community's deep appreciation for public education and its champions. The District also partners with the Brisbane Chamber of Commerce on a career exploration initiative for middle school students. Through this program, Lipman Middle School students meet with local business leaders to learn about real-world career pathways and gain early exposure to professional opportunities, strengthening the bridge between school and the broader workforce. Through these meaningful collaborations, the Brisbane School District continues to deepen its connection with the community and build a strong network of support that extends far beyond the school campus.

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

The 2025–2026 Local Control and Accountability Plan (LCAP) was directly shaped by the input, feedback, and insights of our educational partners—including teachers, staff, union leaders, parents, parent advisory groups, students, and community organizations. Through listening sessions, site council meetings, professional discussions, and collaborative planning structures, the District identified and prioritized areas of

greatest impact.

Field Visits and Best Practice Sharing (Goal 1, Actions 1.1 and 1.3):
To inform our instructional planning, District staff conducted site visits to feeder high schools and high-performing PBL elementary schools, gathering examples of best practices that will inform program design and instructional priorities in 2025–2026.

Instructional Practice and Professional Learning (Goal 1, Action 1.3):
To support rigorous, engaging instruction aligned with the District's long-term vision, the District is sending all principals and teacher representatives to Project-Based Learning (PBL) World this summer for formal training. In parallel, middle school leadership and special education staff will participate in the Launch Program hosted by the San Mateo County Office of Education, focusing on PBIS strategies and trauma-informed practices. A number of educators across school sites and grade levels will also be participating in intensive mathematics professional development, including coaching, through the Silicon Valley Math Initiative (SVMI).

Special Education Improvements and Conflict Resolution (Goal 1, Action 1.5):
In response to feedback from families and staff, the District has taken multiple steps to streamline and strengthen its special education processes:

- Referral forms and procedures have been standardized across all schools to ensure clarity and consistency.
- The District instituted more effective and structured Student Study Team (SST) processes at every site to improve early identification and intervention.
- Our Program Specialist will attend county-led training in the coming year focused on Alternative Dispute Resolution (ADR), equipping the District with proactive tools to address parent concerns and reduce formal conflicts.

Expanded Enrichment Activites (Goal 1, Action 1.7):
In response to parent and student feedback, the District expanded its offerings in afterschool programming for students. This included adding outside transportation on shortened school days in order to increase student participation.

Technology (Goal 1, Action 1.9):
Several teachers and multiple students commented on district surveys regarding the need to update student chromebooks. This very topic had been planned for 2024-25, but was not realized due to multiple personnel changes in IT. However, as this was a strong and consistent message, the technology budget for 2025-26 was increased to accommodate the replacement of more chromebooks.

Mental Health and Tier 1 Supports (Goal 2, Actions 2.1, 2.2, and 2.3):
Feedback from Lipman Middle School educators and parents, along with data from the Daly City Youth Health Center (DCYHC), emphasized the growing need for mental health access and preventative care. In response, the District implemented drop-in Tier 1 mental health support hours for all middle school students, and is partnering with DCYHC to deliver professional development for all middle school staff focused on trauma-informed practices and adolescent mental health.

Food Services (Goal 2, Metric 2.1):
While food services are not included in LCAP goals, actions or metrics, school meals contribute significantly to student connectedness and physical and mental wellbeing. An open-ended question regarding improvements that students would make yielded a super majority of 7th

graders (70%) who were dissatisfied with the District's current school meals. Consequently, the District is exploring other options for school meals during the 25-26 school year.

Collaborative Planning and Governance (Engaging Educational Partners):
The District has formalized regular Cabinet meetings with all principals and the Chief Business Officer, creating a structured forum for school leaders to share feedback, address challenges, and help co-design districtwide actions and goals. Insights from these sessions are directly integrated into the LCAP and inform continuous improvement efforts.

Parent Engagement through PTO Partnerships (Engaging Educational Partners; Goal 4, Actions 4.2 and 4.3):
To ensure that parent voices continue to shape District planning, the Superintendent holds regular meetings with BEST PTO leadership and attends monthly meetings to remain connected to family perspectives across all school sites. Additionally, the Superintendent reviews meeting notes from site-based PTOs to gather input on emerging concerns and priorities. This system of layered engagement helps ensure that family feedback is consistently reflected in District decisions and in the development of the LCAP.

These initiatives reflect how deeply the LCAP is rooted in shared leadership, stakeholder feedback, and a responsive approach to continuous improvement. By listening to our community and acting on their input, the District is building a plan that is both aspirational and grounded in real needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students in the Brisbane School District will have equitable access to a rigorous, well-rounded and enriched curriculum aligned with Common Core State Standards that promotes academic and behavioral skills mastery, fosters achievement, and prepares them to be competitive in a 21st Century global economy.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The learning opportunities students have in grades K–12 provide a vital foundation for success in college and career. Course access benefits schools and communities by leveling the playing field and addressing equity and entrance for all students, including low--income, minority and rural students (U.S. Dept of Education). Successful implementation of the Common Core Standards necessitates professional development, planning and instructional materials. While embracing the ideal of continuous improvement, the District intends to, at the very least, maintain its core academic program for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers in the Brisbane School District are appropriately assigned an credentialed in subject areas.	95% of teacher assignments were appropriate per the 2022-23 CalSAAS Credentials Audit.	95% of teacher assignments were appropriate per the 2023-24 CalSAAS Credentials Audit.		100% of teachers will be appropriately assigned in subject areas.	Results were 5% short of the target.
1.2	Percent of students with Access to CCSS--	100% of students had access to materials	100% of students had access to		100% of students will have access to	Results were right on the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned ELA and Math materials.	aligned to Common Core State Standards per the public hearing and Board- adopted Resolution of September 13, 2023 (Ensuring the Adequacy and Sufficiency of Textbooks and Instructional Materials Correlated to the State Standards)	materials aligned to Common Core State Standards per the public hearing and Board- adopted Resolution of September 11, 2024 (Ensuring the Adequacy and Sufficiency of Textbooks and Instructional Materials Correlated to the State Standards)		materials aligned to the Common Core State Standards in ELA and Math.	
1.3	Teachers receive at least twenty hours of Professional Development in content standards, meeting the social-emotional needs of students, or equity issues.	90% of teachers received at least twenty hours of District-provided professional development in content areas during the 2023-24 school year.	92% of teachers received at least twenty hours of District-provided professional development in content areas during the 2024-25 school year.		100% of teachers will have received at least twenty hours of District-provided professional development each year.	Results were 8% short of the target.
1.4	Percentage of continuing unduplicated students showing increased proficiency in English Language Arts on state test scores (SBAC).	54% of unduplicated pupils demonstrated increased proficiency in ELA on the 2023 SBAC..	42.5% of unduplicated students demonstrated increased proficiency in ELA on the 2024 SBAC.		65% of unduplicated students will demonstrate increased proficiency in ELA on the SBAC.	Results were 22.5 percentage points less than the target.
1.5	Dashboard Rating for "All Student" student group showing increased or maintained proficiency	Green performance Level for "all students" on ELA portion of SBAC (maintained progress).	The “All Student” group on the ELA portion of the 2024 SBAC was Green.		Blue performance Level for "all students" on ELA portion of SBAC.	Results was one performance level below the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in ELA on state scores (SBAC).					
1.6	Percentage of unduplicated students show increased proficiency in Math on state test scores (SBAC) and/or other standardized math assessments.	65% of unduplicated pupils demonstrated increased proficiency in Math on the 2023 SBAC. 89% of unduplicated Lipman students increased in proficiency or maintained proficiency at or above standards in Math on the 2023 MARS test.	43% of unduplicated students demonstrated increased proficiency in Math on the 2024 SBAC. (2024 MARS test performance levels not provided.)		70% of unduplicated students will demonstrate increased proficiency in Math on the SBAC or the MARS test.	Results were 27 percentage points below the target.
1.7	Dashboard Rating for "All Student" student group showing increased or maintained proficiency in math on state scores (SBAC).	Green performance Level for "all students" on Math portion of SBAC (increased progress).	The “All Student” group on the Math portion of the 2024 SBAC was Green.		Blue performance Level for "all students" on Math portion of SBAC.	Results was one performance level below the target.
1.8	Percentage of English Learners who are reclassified English proficient annually.	20% of English learners were reclassified English proficient in 2023-24.	16% of English learners were reclasified English proficient in 2024-25.		25% of English learners will be reclassified English proficient by the end of the 26-27 school year.	Results were 9% below target.
1.9	Percentage of IEP goals for students with disabilities are met, as measured by May 1st of each school year.	78% of all IEP goals for students with disabilities were met for the period of May 1, 2023 - April 30, 2024.	78% of all IEP goals for students with disabilities were met for the period of May 1, 2024 - April 30, 2025.		80% of all goals for students with disabilities will be met annually as measured on May 1 of each year.	Results were 2% below target.
1.10	Percentage of unduplicated students	20% of unduplicated (high need) students	23% of unduplicated (high		35% of unduplicated	Results were 12% below target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who participate in enrichment activities.	participated in enrichment activities during the 2023-24 school year.	need) students participated in enrichment activities during the 2024-25 school year.		students will participate in enrichment activities by the end of the 26-27 school year.	
1.11	Percentage of facilities that receive a rating of “Good” using the Facilities Inspection Tool.	96% of facilities received a rating of "Good" on the Facilities Inspection Tools during the 2023-24 school year.	100% of facilities received rating of “Good” on the FIT during the first facilities inspection of 2024-25.		100% of facilities will receive a rating of “Good” on the Facilities Inspection Tool	Results were right on target.
1.12	Rating for State Priority 2 on Local Indicator Self-Reflection Tool	Average of "4-Full Implementation" of State Academic Content Standards as reported on annual Self-Reflection Tool during the 2023--24 school year.	Average of: 3.6 in English-language arts; 3.1 in English-language development; 3.6 in Math; 3.1 in Next Gen Science; 2.5 in History/Social Science reported on Priority 2 Self-Reflection Tool. [3= Implementation; 4= Full Implementation]		Average of "5-Full Implementation & Sustainability" of State Academic Content Standards as reported on annual Self-Reflection Tool during the 2023--24 school year.	Results were 2% below target.

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.

During the 2024–25 school year, the District led the implementation of key instructional and operational goals aligned with the District’s LCAP and long-term strategic priorities. This included launching districtwide professional development in Project-Based Learning (PBL) with national expert Jenny Pieratt, expanding Tier 1 mental health supports through a new drop-in counseling model at Lipman Middle School

(Goal 2), and strengthening collaboration across stakeholder groups (Goal 4). Engagement with parents and educational partners was a consistent focus, as demonstrated by regular meetings with the BEST PTO, attendance at site-level PTO meetings, and expanded communication through SSC, DELAC, and SELPA. In addition, the Superintendent facilitated leadership transitions, conducted instructional site visits, and implemented new structures such as regular Cabinet meetings to align decision-making with school-site needs.

Substantively, the District maintained high levels of implementation fidelity in instructional materials, staffing, and professional development. All students continued to have access to Common Core-aligned ELA and math materials, as confirmed through the September 2024 Board resolution. The District maintained a 95% rate of appropriately assigned and credentialed teachers and saw 90% of educators complete 20+ hours of professional development. Progress was also made in academic outcomes for unduplicated students and students with disabilities, though the District continues to focus on closing achievement gaps in ELA and Math, and increasing reclassification rates for English learners.

In addition to ensuring that high-need (unduplicated) students had district chromebooks for use at home during the school year, all English learners were provided a chromebook and a list of suggested activities for the summer in order to maintain progress in obtaining English proficiency.

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.

Most planned actions were carried out as envisioned, even if expenditures do not always align. The District successfully expanded ELOP programming, launched drop-in mental health services, initiated SST process improvements, and implemented formal training in PBL and trauma-informed practices. Other efforts, such as increasing coordination with the San Mateo County SELPA and expanding professional development offerings, exceeded original expectations in terms of scope and participation.

Material Differences in Budgeted vs. Actual Expenditures:

Action 1.3 Professional Development: The District spent approximately 77% more than planned for staff professional development. Most of the difference was due to the cost of the district-wide PBL initiative which included several group sessions and individual coaching.

Action 1.6 Utilize Standardized Assessments: The almost 80% variance can be attributed to increased costs of the various testing services and also testing supplies such as headphones.

Action 1.7 Provide Enrichment Activities: The District spent approximately 10% less than estimated due to finding more cost-effective alternatives than what previously budgeted. One example is the weekly transportation provided to middle school students participating in after-school programs, which was notably less costly than what was originally planned.

Action 1.8 Increase participation of underserved student populations in enrichment programs: Through partnerships with the City of Daly City and City of Brisbane Parks and Recreation Programs, the District was able to spend less while also expanding services to students.

Action 1.9 Continue Strong Use of Technology: The District was able to make a strong investment in technology in 2020-21 and 2021-22 using one-time pandemic-response funds. These devices are reaching the natural end of their usefulness and are needing to be upgraded. The District's IT coordinator recommended upgrading more devices that what was previously estimated; nevertheless, the devices were needed in order for students to access state testing and other software on chromebooks. The District also had to replace a number of staff devices. The student and staff upgrades account for the District spending more than double was what expected for technology.

Action 1.12 Professional Development for Administration: The District spent only approximately 65% of what was budgeted for administrator professional learning, mainly due to overextimating how much time principals would have to participate in professional development opportunities.

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

Implementation was marked by a number of important successes, including high levels of parent engagement, positive feedback from staff on mental health training, and effective cross-agency coordination with local government and community-based organizations. The community response to local tragedies underscored the strength of interagency partnerships. However, the year was not without challenges. Staffing transitions required additional onboarding and support, particularly in special education and site leadership roles. Additionally, the District faced operational complexity in addressing disproportionality identified under CCEIS, which required focused data review and targeted professional development

The actions implemented during 2024–25 proved effective in moving the District closer to its strategic goals. The addition of drop-in counseling at the middle school was widely regarded as a meaningful Tier 1 support. Formalizing SST processes across schools enhanced consistency and improved the quality of early intervention. Sending staff and leaders to PBL World, along with visits to exemplary schools, directly informed instructional practice and fostered a culture of innovation. The Superintendent’s availability and engagement with parents, staff, and community members contributed to a sense of transparency, trust, and shared ownership of district goals.

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.

Implementation was marked by a number of important successes, including high levels of parent engagement, positive feedback from staff on mental health training, and effective cross-agency coordination with local government and community-based organizations. Local response to community events underscored the strength of interagency partnerships.

This year also marked the introduction of a new Superintendent, bringing with it a period of organizational transition and realignment of systems, structures, and relationships. The leadership shift coincided with rapidly evolving federal policy developments following the national

election—particularly in areas related to education, public health, and student services—that introduced new operational uncertainties for school districts across the state. These compounded variables placed considerable demand on leadership, staff, and planning timelines. Despite these external pressures, the District maintained focus on instructional equity, mental health supports, and stakeholder engagement.

The actions implemented during 2024–25 proved effective in moving the District closer to its strategic goals. The addition of drop-in counseling at the middle school was widely regarded as a meaningful Tier 1 support. Formalizing SST processes across schools enhanced consistency and improved the quality of early intervention. Sending staff and leaders to PBL World, along with visits to exemplary schools, directly informed instructional practice and fostered a culture of innovation. The Superintendent's availability and engagement with parents, staff, and community members contributed to a sense of transparency, trust, and shared ownership of district goals. Taken together, these efforts reflect steady and intentional progress toward the goal, even amid a backdrop of significant system-level change.

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	District-wide Base Instructional Program	(a) Highly Qualified Certificated Staff provide instruction and support to all students, including EL students. (b) Qualified, trained instructional aides will be assigned to each site, assisting in both the push-in and pullout instructional model.	$4,286,307.00	No
1.2	Instructional Materials and Curriculum	Replace consumable CCSS-aligned ELA and Math instructional materials, kits and classroom library materials.	$219,593.00	No
1.3	Professional Development	Staff are provided with the opportunity to attend professional development and curriculum training opportunities.	$66,042.00	No
1.4	Provide services to English Learners	(a) Provide professional development on state standards and services to EL students; (b) Ensure academic ELD support during regular school hours by maintaining 0.2 FTE ELD teacher at each school;	$250,033.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(c) Monitor District EL Reclassification rate; (d) Utilize District ELPAC criterion evaluation tool to assess language target pass rates; (e) Assign 1-2 paraprofessionals to administer the ELPAC test; freeing ELD teacher time to provide direct instruction to students. (f) Assign 1-2 paraprofessionals to provide additional support to EL students; (g) Allow EL students use of District devices to continue learning over school breaks.		
1.5	Provide services to Students with Disabilities	Provide services to students with disabilities by means of highly qualified teachers, in the least restrictive environment, using grade-level curriculum with appropriate accommodations according to their IEPs: (a) Students with IEPs will have academic goals aligned with state standards; (b) Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs; (c) General education teachers and special education teachers will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the least restrictive environment; (d) Qualified, trained instructional aides will be assigned to each site, assisting in both the push-in and pullout instructional model; (e) Students placed in Learning Center classrooms will be provided with mainstreaming opportunities throughout the school day, supporting instruction in the least restrictive environment; (f) Students with unique needs that cannot be met by District services will be provided instruction through placements in other school districts, the San Mateo County Office of Education special education program, or through local non public schools.	$2,234,251.00	No
1.6	Utilize Standardized Assessments	Utilize district-wide CAASPP, MARS, and other assessment evaluations and assessment processes to determine Brisbane School District proficiency.	$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Provide Enrichment Activities	(a) Provide alternatives to regular classroom instruction through field trips and other "being-there" experiences; (b) All 5th Grade students have the opportunity to attend Outdoor Education; (c) Seek community partnerships to expand after-school offerings.	$222,207.00	No
1.8	Increase participation of underserved student populations in enrichment programs	Increase access to and participation of English learners, Foster Youth and Low Income students in after-school programs.	$247,187.00	Yes
1.9	Continue Strong use of Technology	Continue to utilize up-to-date technology in District classrooms.	$204,048.00	No
1.10	Digital Citizenship	Implement Common Sense Media lessons in Digital Citizenship for students in Grades TK-5.	$500.00	No
1.11	Implement Facilities Plan	Continue to maintain high-quality educational settings by implementing facilities master plan, including upgrades and modernization (not related to Measure K Bond Projects).	$1,052,594.00	No
1.12	Professional Development for Administration	Provide principals and district office staff with professional development opportunities.	$24,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Brisbane School District will support the physical, mental, emotional, and social well-being of all students by promoting pro-social behavior, teaching coping and decision-making skills, and modeling positive relationships.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Brisbane School District has long held the belief that when children feel supported, are happy and enjoy coming to school, the greater the chance that our educational practices will be effective. Furthermore, the District hopes to aid in the mental and emotional recovery of students who have spent the better part of a year in social isolation, and whom may have suffered traumatic experiences during the pandemic. Research into the body-brain connection and its impact on learning has been the backbone of BSD's instructional model for 25 years. This research shows that programs that help children with healthy social-emotional skills are more likely to succeed in school, work, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student sense of connectedness as measured by California Healthy Kids Survey.	46% of students surveyed in 2024 felt they had strong peer relationships. 72% of students surveyed in 2024 felt supported by their peers.	57% of students surveyed in 2025 felt they had strong peer relationships. 74% of students surveyed in 2025 felt supported by their peers.		75% of students will report having strong peer relationships. 75% of students will report feeling supported by their peers.	Scores increased slightly. Scores are 18 percentage points less than the target for peer relationships but only 1% less than peer supports.
2.2	Student sense of safety as measured by California Healthy Kids Survey.	68% of students reported being safe at school in 2024 survey.	63% of students reported being safe at school in 2025 survey.		75% of students will report being safe at school.	Scores decreased. Scores are 12% less than the target for being safe at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		49% of students surveyed in 2024 felt the school had an anti-bullying climate.	39% of students surveyed in 2025 felt the school had an anti-bullying climate.		75% of students will report feeling that the school has an anti-bullying climate.	school and 36% less for the anti-bullying climate.
2.3	Students feeling happy at school as measured by survey.	58% of students reported being happy at school in 2024 survey.	54% of students reported being happy at school in 2025 survey.		70% of students will report being happy at school.	Scores decreased slightly. Scores are 26% less than the target for being happy at school.
2.4	Students feeling that an adult at school cares about them as measured by survey.	70% of students reported the sense that an adult at school cared about them in 2024 survey.	72% of students reported the sense that an adult at school cared about them in 2025 survey.		75% of students will report that an adult at school cares about them.	Scores increased slightly. Score are 3% less than the target.
2.5	Staff sense of physical and emotional safety as measured by survey.	87% of staff reported feeling physically and emotionally safe per Spring 2024 survey.	N/A This question was not asked in the staff survey.		100% of staff will feel physically and emotionally safe.	NA

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.

During the 2024–25 school year, the District prioritized student wellness through a range of proactive supports aligned to Goal 2. This included the launch of Tier 1 mental health supports at Lipman Middle School through drop-in counseling hours available to all students, which were implemented in response to educator feedback and data from the Daly City Youth Health Center (DCYHC). The District also partnered with DCYHC to develop and schedule whole-staff professional development focused on trauma-informed practices and adolescent mental health. At the same time, Panorama Elementary and Lipman Middle School teams participated in the San Mateo County Office of Education's "Launch" program, which provided formal training in PBIS and social-emotional learning frameworks.

The District administered the California Healthy Kids Survey (CHKS) to collect student voice on well-being and school climate. Notably, 72% of students reported feeling supported by peers, and 46% reported strong peer relationships—marking progress but indicating room for growth. Efforts to promote a positive school climate also included site-based initiatives, such as restorative practices, expanded enrichment

opportunities through ELOP, and increased presence of supportive adults. However, low response rates at some school sites limited the generalizability of the CHKS results, which the District aims to address in 2025–26 through targeted participation campaigns.

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.

Most planned actions were carried out as envisioned. The District successfully expanded ELOP programming, launched drop-in mental health services, initiated SST process improvements, and implemented formal training in PBL and trauma-informed practices.

Material Differences in Budgeted vs. Actual Expenditures:

Action 2.3 Provide safe learning environment: The more than 300% increase in costs are due, not to a change in services, but rather to recognizing the cost of a behaviorist. The behaviorist was previously charged to special education, but is more appropriately aligned with the services denoted in Action 2.3.

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

Implementation of wellness-related actions was effective in supporting students' sense of belonging, access to care, and emotional support. The introduction of drop-in counseling hours at the middle school was a significant step forward in normalizing mental health services and reducing barriers to access. Whole-staff professional development and site participation in PBIS training contributed to more consistent implementation of positive behavior supports and trauma-informed practices. These actions are reflected in students' improved perceptions of peer support (72%) and adult care (70%), and in positive staff sentiment, with 87% of staff reporting they felt physically and emotionally safe.

At the same time, survey data indicate areas needing continued attention, particularly around student happiness, anti-bullying climate, and overall sense of safety—where less than 70% of students reported positively. These metrics suggest that while Tier 1 supports are improving, there remains a need to deepen Tier 2 and 3 interventions and ensure climate-building strategies are embedded in daily school routines. Additionally, uneven survey response rates—especially among younger students—created challenges in interpreting site-specific trends.

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.

Reflections from the 2024–25 implementation cycle have led to several adjustments for the 2025–26 LCAP. These include launching a districtwide campaign to improve CHKS participation rates, ensuring more representative and actionable data across all sites. The District will

also formalize regular progress checks for Tier 1 and Tier 2 social-emotional supports, and increase visibility of mental health services across campuses. Additionally, the District will continue its investment in professional learning through expanded PBIS and SEL trainings, with new metrics to assess implementation fidelity. The District is considering expanding counseling services, particularly at the middle school, in response to multiple requests from staff. Finally, enrichment and ELOP offerings will be more intentionally designed to promote connectedness and school joy, particularly for unduplicated students who reported lower levels of school satisfaction.

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	Provide counseling services	Students will be provided counseling support at all three sites under the direction of a school psychologist and school counselor.	$301,861.00	No
2.2	Provide additional counseling services to English learners and socio-economically disadvantaged youth	English learners, Foster Youth, and Low income students provided counseling support at all three sites under the direction of a school psychologist and school counselor	$151,465.00	Yes
2.3	Provide safe learning environment	(a) Continue training of students and staff in the Community Matters Safe School Ambassadors Program, LifeSkills, Toolbox, Playworks, and Restorative Practices; (b) Increase awareness of bullying intervention programs and increase intervention effectiveness; (c) Administer CA Healthy Kids Survey and distribute results; New for 23-24: (d) Provide Safety Care training for staff; (e) Provide behavior consultation and coaching for teachers. (f) Monitor online activity for potential grief/harm.	$21,387.00	No
2.4	District Equity Team	(a) District Equity Team meets regularly to ensure the needs of all student groups are being met; (b) Expand training of equity issues to all staff;	$19,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(c) Use of anti-bias education curriculum, such as Teaching Tolerance Curriculum and the Social Justice Standards.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Brisbane School District will ensure that our schools feel safe and will promote student learning and achievement by decreasing student absenteeism and discipline.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The U.S. Department of Education, Centers for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education, foreign educational ministries, and UNICEF are focusing on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel learning and working together to create even safer, more supportive and engaging K–12 schools. The Brisbane School District has a need to improve attendance and absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students attending school on a daily basis.	94.84% district-wide attendance rate during the 23-24 school year (as of May 3).	95.18% district-wide attendance rate during the 24-25 school year (as of end of year).		96.5% district-wide attendance rate	Results are 1.32% below target.
3.2	Percentage of students considered chronically absent.	14% of all pupils were considered chronically absent during the 23-24 school year (as of May 3).	12% of all pupils were considered chronically absent during the 24-25 school year (as of end of year).		4% of all pupils will be chronically absent	Results are 8% less than target.
3.3	Percentage of “unduplicated” students considered chronically absent.	19% of unduplicated pupils were chronically absent during the 23-24	16.5% unduplicated pupils were chronically absent		10% of unduplicated pupils will be chronically absent	Results are 6.5% below target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school year (as of May 3).	during the 24-25 school year (as of end of year).			
3.4	Percentage of students suspended at least once during the school year.	2.9% of students were suspended at least once during the 23-24 school year.	1.5% of students were suspended at least once during the 24-25 school year.		2% of students will be suspended at least once	Results are 0.5% above target.
3.5	Percentage of middle school student Dropouts as reported through CALPADS.	0% middle school students were considered dropouts in the 2022-23 year end CALPADS report.	0% middle school students were considered dropouts in the 24-25 year end CALPADS report.		0% middle school students will be considered dropouts in the 2025-26 year end CALPADS report.	Results are on target.
3.6	Percentage of students expelled.	0% of students expelled during 2023-24 school year.	0% of students expelled during 24-25 school year.		0% of students expelled during 2026-27 school year.	Results are on target.

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.

During the 2024–25 school year, the District implemented targeted strategies to support improved student attendance and reduce exclusionary discipline practices, both of which are central to Goal 3. Attendance monitoring was strengthened through more consistent site-level tracking, direct outreach to families, and increased coordination between attendance clerks and administrators. To address chronic absenteeism—particularly among unduplicated students—the District continued to expand ELOP programming, partnered with community agencies for support services, and initiated early intervention protocols through the SST process. The data show that progress has been made as the District approaches meeting its targets.

In terms of school safety and discipline, implementation remained aligned with expectations. The District maintained a 0% expulsion rate and 0% middle school dropout rate, demonstrating a commitment to keeping students engaged and supported in school. The suspension rate decreased to 1.5%, meeting the three-year goal of bringing it below 2%. Schools emphasized positive behavior supports, trauma-informed practices, and alternatives to suspension, supported by participation in the Launch PBIS training cohort through the San Mateo County Office of Education.

A significant upcoming change for the district is the leadership transition at Lipman Middle School, with a new principal set to join the team in the 2025–26 school year. This principal will be attending the county's Launch initiative this summer, where they will collaborate with leadership and staff from across the county to learn more about PBIS practices, trauma-informed approaches, and restorative strategies. This will provide a valuable opportunity for increased collaboration across sites and districts, allowing Lipman to implement best practices and share insights with other schools in the county. The principal's involvement in this initiative will be key in strengthening school-wide systems and supporting the district's continued commitment to fostering safe, inclusive environments for all students.

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

Most planned actions were carried out as envisioned. Expenditures in this goal represent the time principals and secretaries spend in communications with parents and students regarding absences and discipline. The decrease in planned expenditures represents the success of their efforts.

Material Differences in Budgeted vs. Actual Expenditures:

Action 3.1 Chronic Absenteeism and Truances: 43% less than planned.
Action 3.2 Student Discipline: 63% less than planned

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

The District's multi-tiered approach to improving attendance and reducing disciplinary actions yielded mixed results. The consistent enforcement of attendance protocols and improved family outreach helped maintain a 94.84% overall attendance rate, which is close to the target of 96.5%. However, the persistent gap in chronic absenteeism—especially for unduplicated students—signals the need for more intensive and individualized interventions. Strategies like ELOP enrichment, mental health access, and transportation supports have laid a strong foundation, but barriers such as housing instability, health-related absences, and lack of consistent family engagement remain significant challenges.

The use of alternatives to suspension and a clear focus on keeping students in school had a positive impact, as reflected in low suspension and expulsion rates. Ongoing PBIS training and the implementation of trauma-informed practices have contributed to stronger student-staff relationships and more constructive responses to behavior. These efforts, supported by active leadership from site administrators, are setting the stage for continued progress.

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.

In response to this year's outcomes, the District is deepening its focus on chronic absenteeism, especially among unduplicated students. For 2025–26, schools will implement attendance improvement plans for at-risk students, enhance communication with families, and establish clear thresholds for intervention. The District will also expand partnerships with local organizations to provide wraparound supports for families experiencing barriers to attendance.

On the discipline side, the District will continue its investment in PBIS and restorative practices and begin tracking school-level implementation fidelity. More robust data collection will support a deeper understanding of behavior trends and support more proactive planning. While no changes have been made to the goal or metrics themselves, action plans have been revised to provide greater specificity and accountability in addressing the underlying causes of absenteeism and disciplinary incidents. Additionally, the new principal at Lipman Middle School will play a critical role in supporting these initiatives by actively participating in the county's Launch initiative this summer, collaborating with other school leaders to implement county-wide best practices for PBIS, trauma-informed practices, and restorative strategies.

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	Chronic Absenteeism & Truancies	(a) Evaluate District attendance rates; (b) Evaluate District truancy rates; (c) Monitor and intervene in chronic absenteeism; (d) Communicate District expectations around absences, tardies, truancies, and independent study with parents/guardians; (e) Monitor drop-out rate.	$23,582.00	No
3.2	Student Discipline	(a) Monitor suspension/expulsion rates; (b) Continue to explore alternatives to suspension including a positive behavior support plan.	$23,582.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Brisbane School District will involve parents and community members in the educational process by providing engagement opportunities and ensuring robust communication.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Over time, the more involved parents are in children's learning, the more motivated children are to do well in school for parent-oriented reasons, which contribute to children's enhanced self-regulated learning and thereby grades (Cheung, C. Pomerantz, E. "Why does parents' involvement enhance children's achievement? The role of parent-oriented motivation." Journal of Educational Psychology, Vol 104, Aug 2012: pages 820-832). Brisbane School District also needs a more effective way to reach out to the parents of our low-income and English-language 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	Parent/guardian participation in parent-teacher conferences.	92% of students had at least one parent/guardian participate in parent-teacher conferences in 2023-24 as self-reported in annual survey.	92% of students had at least one parent/guardian participate in parent-teacher conferences in 2024-25 as self-reported in annual survey.		95% of students will have at least one parent/guardian participate in parent-teacher conferences	3% below target, consistent with prior year, but still on track.
4.2	Parent/guardian participation in school-related activities (other than parent-teacher conferences) as self-reported on end of year survey.	74% of parents actively participated in school-related activities during 2023-24 as self-reported in annual survey.	74% of parents actively participated in school-related activities during 2024-25 as self-		80% of parents will actively participate in school-related activities.	6% below target, consistent with prior year, but still on track.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported in annual survey.			
4.3	Parent/guardian sense of being welcome at school.	86% of parents reported feeling welcome at their child's school in 2023-24 as self-reported in annual survey.	44% of parents reported feeling welcome at their child's school in 2024-25 as self-reported in annual survey.		100% of parents will feel welcome at their child's school.	Significantly less than half of parents reported feeling welcome in their child's school in 24-25.
4.4	New Metric 2025-26: Engagement of parents/guardians who do not speak/read English as measured by end of year survey.	N/A	Unknown - no non-English speakers completed the survey.		75% of non-English speaking parents will report having participated in a school-related activity with or without a translator.	Unknown. Baseline is currently 0.

Goal Analysis [2024-25]

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

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

In 2024–25, the Brisbane School District prioritized meaningful family and community engagement as a core strategy to support student success. Implementation aligned closely with the planned actions in the LCAP, with a continued emphasis on two-way communication, access to school events, and deliberate outreach to historically underrepresented families. 92% of families participated in parent-teacher conferences, and 74% engaged in school-related activities outside of conferences, based on end-of-year survey responses.

The Board of Trustees hosted a welcome event in a local park prior to the first day of school. It was a resounding success with over 300 guests. The event allows families and students to connect with each other and teachers and support staff before the school year started.

The Superintendent maintained monthly meetings with BEST PTO leadership, regularly reviewed notes from site-based PTOs, and held direct one-on-one or small group meetings with over a dozen parents across all school levels. The Superintendent’s open-door communication style and proactive engagement set a tone of accessibility and partnership districtwide. Special attention was given this year to strengthening language access and outreach to non-English speaking families, a focus reflected in the introduction of a new metric to track engagement among these groups.

While implementation was strong, one ongoing challenge is maximizing participation across all parent groups, particularly in middle school and among families who face language or scheduling barriers. These realities informed district decisions to provide multilingual outreach, use family liaisons, and offer more flexible meeting formats. The District also deepened interagency partnerships with civic organizations such as the Brisbane Chamber of Commerce, Lions Club, and Mothers of Brisbane, supporting family-facing events like the Educator of Excellence Awards and career panels for middle school students.

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

Most planned actions were carried out as envisioned.

Material Differences in Budgeted vs. Actual Expenditures:

Action 4.1 Parent Communication Methods: Expenditures increased by more than 170% due partly to increases in contracted services such as our parent communication tool (School Messenger), but mostly to appropriately recognizing related services such as a portion of school secretary time.

Action 4.2 Parent Involvement: Expenditures increased by more than 130% due to appropriately recognizing related services such as a portion of school secretary time.

Action 4.3 Welcoming Events: Expenditures increased by more than 50% due to increased attendance/outreach. The District also held its first annual welcoming event the week before school started in August.

Action 4.4 Maintain volunteerism: Expenditures increased by 50% due to the increased number of parent fingerprint reimbursements.

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

Districtwide engagement efforts have proven effective in fostering a more inclusive and welcoming school environment. 86% of families reported feeling welcome at their child’s school, and participation data suggest strong turnout for both academic and enrichment-related events. The consistent presence of the Superintendent at PTO and community events helped reinforce a culture of listening and responsiveness. While the new metric for non-English speaking family engagement is still being established, anecdotal feedback suggests early signs of progress—particularly through the use of interpreters and translated outreach materials.

Collaborations with external civic organizations added depth and visibility to family engagement, with community events serving as gateways for broader conversations about student success. The District’s emphasis on in-person connections, layered with consistent digital communication, helped establish trust and accountability with families across all sites. However, there is continued work ahead to ensure that engagement becomes more evenly distributed across school levels and parent demographics.

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.

For the 2024-25 school year, based on teacher and administrator feedback, a new metric (4.4) was added. This metric sought to capture via parent survey the percentage of non-English speaking parents/guardians who are engaged in school-related activities. Unfortunately, no non-English speaking parents completed the survey. For this reason, in 2025–26, the District will be enhancing outreach strategies to non-English speaking and underrepresented families, including setting a baseline through a new metric that will measure the participation of these parents in school-related activities—with or without translation. Plans also include expanded use of multilingual communication tools, increased collaboration with family liaisons, and more parent-facing events at flexible times. Additional focus will be placed on middle school family engagement, recognizing that participation typically tapers off in the upper grades.

No changes have been made to the goal statement or target outcomes, but the District will integrate more regular progress monitoring for family participation, disaggregate data by student group, and continue to offer leadership training and opportunities for families who wish to contribute to site and district-level governance structures.

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	Parent Communication Methods	(a) Train teachers in methods of parent communication; (b) Administrators communicate to the community through weekly newsletters and assemblies; (c) Encourage participation in parent-teacher conferences; (d) Allow parent access to Google Classroom.	$53,766.00	No
4.2	Parent Involvement	Data will be collected from end-of-year Parent Involvement Survey and will be shared with staff and parent community.	$23,582.00	No
4.3	Welcoming Events	(a) Hold open house and back-to-school night events at all schools; (b) Hold tours for families of incoming students.	$17,441.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Maintain volunteerism	Maintain the numbers of volunteers at school events and activities by promoting them more through school communication.	$27,582.00	No
4.5	Parent translations	Provide written and oral translations to parents of English learners. Provide language translation at school events when requested.	$16,588.00	Yes
4.6	Welcome EL Families	Provide welcoming event specific to parents/guardians who are not comfortable speaking/listening in English.	$3,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$303,569	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.720%	0.000%	$0.00	5.720%

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
1.8	**Action:** Increase participation of underserved student populations in enrichment programs **Need:** Low-income students and English-learners have less access to enrichment programs. Enrichment programs provide access to academic support, skill or social/emotional development and increased contact with peers. When the enrichment program is after-	EL students typically do not have English-speaking parents at home. The increased contact time with English-speakers in the after-school club or Outdoor Ed (for example) help ELs acquire English skills and also provide a way for them to improve peer relationships without pressure. Parents of ELs may not know how to find and enroll students in other (non-school) enrichment programs.	See Metric 1.10 Percentage of unduplicated students who participate in enrichment activities.

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
	school it can also prevent risky behaviors and support working families. There are proportionately less English learners and socio-economically disadvantaged students who are participating in after-school enrichment programs at all three schools as evidenced by daily sign in sheets. Even with Expanded Learning Opportunity Programs that prioritize the enrollment of these student groups, less than half the eligible students are participating. See "Improving Education for Multilingual and English Learner Students," California Department of Education(2020); and "Afterschool is a Real Solution Linked to Closing the Gap," by Deborah Lowe Vandell, University of California Irvine (2013). **Scope:** LEA-wide	ELs, foster-youth and students from socio-economically disadvantaged family settings may not be able to access non-academic programs outside of school due to language or financial barriers. By increasing the participation of unduplicated students in enrichment programs, the District can offer targeted language support to improve English language skills through immersive activities, which helps in both academic and social contexts. Programs that incorporate diverse cultural perspectives and languages help English learners feel more included and engaged, reducing language barriers. Enrichment programs provide a stable environment and consistent support, which can be crucial for foster youth, children facing housing insecurity, and those who are socio-economically disadvantaged. These programs often offer mentorship and counseling, in a non-invasive way, helping to build resilience and navigate their unique challenges. The inclusion of non-English speakers and students from low-income backgrounds enriches the learning environment for everyone, fostering a more inclusive and empathetic community. Futhermore, increased engagement in enrichment activities can lead to better attendance and a more positive attitude towards learning as well as increase critical thinking and problem-solving that benefits all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Providing enrichment resources and materials at no cost to students is the best use of these funds because it addresses the gap created by limited financial means by providing experiences and opportunities that might otherwise by inaccessible, and it also creates an emotionally safe pathway for non-English speakers to participate without having to be singled out for services that their English-speaking peers do not share. While this action is geared towards increasing access to these high-need student groups, all students will benefit.	
2.2	**Action:** Provide additional counseling services to English learners and socio-economically disadvantaged youth **Need:** Student mental health post-pandemic and student socio-emotioinal well-being continue to be a priority in the Brisbane School District. The 2024-25 California Health Kids Survey results indicate that students in higher grades feel less safe and less supported that their counterparts in lower grades. While the District intends to offer mental health and social-emotional supports to all students, the unduplicated pupil group tends to have less access to these services outside of school. Counselors help ensure that ELs and low-income students receive individualized	English learners and socio economically disadvantaged youth often face barriers to accessing counseling services, which significantly impact their well-being and academic success. The parents of these students struggle to locate servies and to communicate effectively due to a shortage of bilingual or multilingual counselors. The cost of counseling services can be prohibitive for families with limited financial resources. Transportation and lack of flexibiity in scheduling may also be a barrier for families seeking counseling services for their students. This action addresses inequities in access to mental health and socio/emotional health by prioritizing the high need student groups, providing first access to in-district mental health supports. Proactive support can reduce drop-out rates, improve student attendance, and enhance long-term outcomes academically and socially.	See Metric 2.1 - Student sense of connectedness as measured by California Healthy Kids Survey. See Metric 2.2 - Student sense of safety as measured by California Healthy Kids Survey. See Metric 2.3 - Students feeling happy at school as measured by survey. See Metric 2.4 - Students feeling that an adult at school cares about them as measured by 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
	academic planning and social-emotional support. A 1997 study ("Professional School Counseling," Lapan, Gysbers & Sun) found that comprehensive school counseling programs were linked to higher academic achievement and fewer discipline issues, especially in schools serving high-poverty populations. A 2007 study ("Professional School Counseling," Villalba, Akos, Keeter & Ames) showed that school counselors who were trained in cultural competence and provided language-accessible services were effective in helping ELs navigate school systems and access postsecondary opportunities. **Scope:** LEA-wide	This is an effective use of funds because all students benefit when every student feels safe, supported, and valued: the entire school becomes a more positive, respectful and inclusive environment. Students who receive counsling are better equipped to manage stress and emotional challenges, leading to fewer behavioral issues and disruptions in the classroom. Addressing mental health needs can help improve peer interactions, creaing a more supportinve and inclusive school climate.	
2.4	**Action:** District Equity Team **Need:** The idea of having an equity team in schools is supported by a growing body of educational research and policy recommendations that highlight the importance of systemic approaches to achieving equity in education. Equity is ensuring that all students receive what they need (individually) to be successful.	The Equity Team was originally formed as an avenue to discuss curriculum, services, and student academic progress in order to identify potential barriers for individual student success. The scope of the Equity Team (ET) is LEA-wide because it reviews LEA-wide data for all student groups, prioritizing the needs of English learners, foster youth, and students whose families are socio-economically disadvantaged. The ET will consider systemic deficiencies while also identifiing targeted services for ELs, FY, and SED	See the following Metrics: 1.4 Percentage of continuing unduplicated studednts showing increased proficiency in English Language Arts on state test scores (SBAC). 1.6 Percentage of unduplicated students show increased

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 Equity Team must first identify inequities in order address them. English learners, foster youth, and students identified as low income or socio-economically disadvantaged often face systemic barriers that prevent them from thriving. See "Culturally Responsive School Leadership" by Muhammad Khalifa (2018); and "Equity Literacy" by Paul Gorski (Equity Literacy Institute). **Scope:** LEA-wide	students. Barriers include disparities in attendance, discipline, and academic access. The ET will work to identify and address gaps in resources and develop academic and social-emotional supports to promote success for these high-need student groups. The ET will identify any professional training that can help to meet the unique needs of English learners and can work to ensure that all unduplicated pupils experience fewer disruptions in their education by coordinating services within the district to provide a stable support system. This is an effective use of funds because, by focusing on equity, all students benefit from a more inclusive and supportive learning environment. This approach fosters greater empathy and understanding among students from different backgrounds. Equity initiatives often lead to improved teaching practices that benefit all students, including differentiated instruction and a greater emphasis on meeting individual needs. Furthermore, a focus on equity promotes a positive school culture where diversity is celebrated, and all students feel valued and supported. This strategic allocation of resources is likely to yield measurable improvements in educational outcomes. Equity teams can help create long-term, sustainable changes in school policies and practices, ensuring that resources are used effectively to create lasting improvements in student support. This is particularly relevant during	proficiency in Math on state test scores (SBAC) and/or other standardized math assessments. 1.8 Percentage of English Learners who are reclassified English proficient annually. 1.9 Percentage of IEP goals for students with disabilities are met, as measured by May 1st of each school year. 1.10 Percentage of unduplicated students who participate in enrichment activities. 3.3 Percentage of “unduplicated” students considered chronically absent. 4.4 Engagement of parents/guardians who do not speak/read English as measured by end of year 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
		this time of political turmoil on the national stage that may be impacting students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Provide services to English Learners **Need:** This action is needed to improve English-language acquisition for non-native English speakers. English learners (ELs) continue to underperform their peer-age counterparts on standardized measures. In 2023-24, only 76% of ELs did not meet the standards on the ELA portion of the SBAC and 52% did not meet the standards on the math portion of the SBAC. ELs who are not reclassified as English-proficient within a few years become long-term ELs and become at risk of falling further behind academically. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to increase access to English-language acquisition by providing a designated teacher and paraprofessionals to providing additional, direct support.	See Metric 1.4 - Percentage of continuing unduplicated students showing increased proficiency in English Language Arts on state test scores (SBAC). See Metric 1.6 - Percentage of continuing unduplicated students showing increased proficiency in Math on state test scores (SBAC). See Metric 1.8 - Percentage of ELs who are reclassified English proficient annually. See Metric 1.10 - Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			unduplicated pupils who participate in enrichment activities.
4.5	**Action:** Parent translations **Need:** Requests for parent translations increased during 23-24 such that the district spent 50% more than it budgeted for this expense. The need continued in 24-25. **Scope:** Limited to Unduplicated Student Group(s)	Studies show that parent engagement is an important factor in the success of students both in and outside the classroom. Typically, parents who do not speak English are less engaged in school activities and potentially do not know how their child is doing in school. Parents who do not speak English may not be aware of all the resources available to them or to their child. The District hopes that by increasing parent translations, not only will parents be more engaged, but parents will also understand the options available to their students for enrichment and the impact that absenteeism is having on their child's success at school.	See Metric 1.10 - Percentage of unduplicated pupils who participate in enrichment activities. See Metric 3.3 - Percentage of “unduplicated” students considered chronically absent. See Metric 4.4 - Engagement of parents/guardians who do not speak or read English as measured by end of year survey.
4.6	**Action:** Welcome EL Families **Need:** Attendance logs at parent events show that proportionately less parents/guardians of EL students are in attendance. The same is true of parents/guardians whose preferred communication language is not English, regardless of the student's English proficiency status.	Studies show that parent engagement is an important factor in the success of students both in and outside the classroom. Typically, parents who do not speak English are less engaged in school activities and potentially do not know how their child is doing in school. Parents who do not speak English, and especially families new to the US, may not know how to navigate the school and get the necessary help for themselves or their child.	See Metric 1.10 - Percentage of unduplicated pupils who participate in enrichment activities. See Metric 3.3 - Percentage of “unduplicated” students considered chronically absent.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	The District plans to increase parent participation, engagement, and understanding by providing language translations in conjunction with Back to School night or separately. The welcoming event will provide information on how to access services provided by the school and local community. During the 2024-25 school year, no non-English speaking parents completed the end of year parent survey, despite translations being available. During the 25-26 school year, District administrators plan to reach out individually to non-English-speaking families early in the school year with the goal of learn what barriers exist to parent engagement.	See Metric 4.4 - Engagement of parents/guardians who do not speak or read English as measured by end of year survey.

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.

Not applicable.

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.

Not applicable. The Brisbane School District is not eligible for Concentration Grant Funding.

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

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	$5,307,417	$303,569	5.720%	0.000%	5.720%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,400,295.00	$996,008.00	$1,018,038.00	$79,107.00	$9,493,448.00	$8,544,871.00	$948,577.00

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	District-wide Base Instructional Program	All	No			All Schools	2025-26	$4,258,007.00	$28,300.00	$3,382,057.00	$106,587.00	$797,663.00		$4,286,307.00	
1	1.2	Instructional Materials and Curriculum	All	No			All Schools	2025-26	$128,249.00	$91,344.00		$91,344.00	$128,249.00		$219,593.00	
1	1.3	Professional Development	All	No			All Schools	2025-26	$26,419.00	$39,623.00	$54,840.00	$126.00		$11,076.00	$66,042.00	
1	1.4	Provide services to English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	$244,033.00	$6,000.00	$182,002.00			$68,031.00	$250,033.00	
1	1.5	Provide services to Students with Disabilities	Students with Disabilities	No			All Schools	2025-26	$2,146,340.00	$87,911.00	$1,819,588.00	$414,663.00			$2,234,251.00	
1	1.6	Utilize Standardized Assessments	All	No			All Schools	2025-26	$0.00	$3,500.00	$3,500.00				$3,500.00	
1	1.7	Provide Enrichment Activities	All	No			All Schools	2025-26	$180,807.00	$41,400.00	$130,081.00		$92,126.00		$222,207.00	
1	1.8	Increase participation of underserved student populations in enrichment programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$31,235.00	$215,952.00	$31,235.00	$215,952.00			$247,187.00	
1	1.9	Continue Strong use of Technology	All	No			All Schools	2025-26	$40,048.00	$164,000.00	$114,048.00	$90,000.00			$204,048.00	
1	1.10	Digital Citizenship	All	No			Specific Schools: Brisbane and Panorama	2025-26	$0.00	$500.00	$500.00				$500.00	

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
							Elementary Schools									
1	1.11	Implement Facilities Plan	All	No			All Schools	2025-26	$918,971.00	$133,623.00	$1,052,594.00				$1,052,594.00	
1	1.12	Professional Development for Administration	All	No			All Schools	2025-26	$0.00	$24,000.00	$24,000.00				$24,000.00	
2	2.1	Provide counseling services	All	No			All Schools	2025-26	$263,193.00	$38,668.00	$263,193.00	$38,668.00			$301,861.00	
2	2.2	Provide additional counseling services to English learners and socio-economically disadvantaged youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$112,797.00	$38,668.00	$112,797.00	$38,668.00			$151,465.00	
2	2.3	Provide safe learning environment	All	No			All Schools	2025-26	$15,387.00	$6,000.00	$21,387.00				$21,387.00	
2	2.4	District Equity Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$19,350.00	$0.00	$19,350.00				$19,350.00	
3	3.1	Chronic Absenteeism & Truancies	All	No			All Schools	2025-26	$23,582.00	$0.00	$23,582.00				$23,582.00	
3	3.2	Student Discipline	All	No			All Schools	2025-26	$23,582.00	$0.00	$23,582.00				$23,582.00	
4	4.1	Parent Communication Methods	All	No			All Schools	2025-26	$50,266.00	$3,500.00	$53,766.00				$53,766.00	
4	4.2	Parent Involvement	All	No			All Schools	2025-26	$23,582.00	$0.00	$23,582.00				$23,582.00	
4	4.3	Welcoming Events	All	No			All Schools	2025-26	$15,441.00	$2,000.00	$17,441.00				$17,441.00	
4	4.4	Maintain volunteerism	All	No			All Schools	2025-26	$23,582.00	$4,000.00	$27,582.00				$27,582.00	
4	4.5	Parent translations	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	$0.00	$16,588.00	$16,588.00				$16,588.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.6	Welcome EL Families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	$0.00	$3,000.00	$3,000.00				$3,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,307,417	$303,569	5.720%	0.000%	5.720%	$364,972.00	0.000%	6.877 %	**Total:**	$364,972.00
								LEA-wide Total:	$163,382.00
								Limited Total:	$201,590.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Provide services to English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$182,002.00	
1	**1.8**	Increase participation of underserved student populations in enrichment programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,235.00	
2	**2.2**	Provide additional counseling services to English learners and socio-economically disadvantaged youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,797.00	
2	**2.4**	District Equity Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,350.00	
4	**4.5**	Parent translations	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$16,588.00	
4	**4.6**	Welcome EL Families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,826,638.00	$9,446,887.00

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**	District-wide Base Instructional Program	No	$4,491,324.00	$4,145,153
1	**1.2**	Instructional Materials and Curriculum	No	$188,090.00	$197,447
1	**1.3**	Professional Development	No	$34,321.00	$60,610
1	**1.4**	Provide services to English Learners	Yes	$239,525.00	$236,818
1	**1.5**	Provide services to Students with Disabilities	No	$2,783,082.00	$2,601,599
1	**1.6**	Utilize Standardized Assessments	No	$5,243.00	$9,379
1	**1.7**	Provide Enrichment Activities	No	$326,078.00	$292,264
1	**1.8**	Increase participation of underserved student populations in enrichment programs	Yes	$290,711.00	$154,927
1	**1.9**	Continue Strong use of Technology	No	$102,010.00	$272,319
1	**1.10**	Digital Citizenship	No	$500.00	$500.00
1	**1.11**	Implement Facilities Plan	No	$703,261.00	$735,759

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	1.12	Professional Development for Administration	No	$46,600.00	29,609
2	2.1	Provide counseling services	No	$285,011.00	$296,575
2	2.2	Provide additional counseling services to high-need student groups	Yes	$122,147.00	$109,692
2	2.3	Provide safe learning environment	No	$14,368.00	$62,158
2	2.4	District Equity Team	Yes	$19,350.00	$19,353
3	3.1	Chronic Absenteeism & Truancies	No	$33,515.00	$22,616
3	3.2	Student Discipline	No	$49,225.00	$22,616
4	4.1	Parent Communication Methods	No	$23,595.00	$63,987
4	4.2	Parent Involvement	No	$22,345.00	$51,942
4	4.3	Welcoming Events	No	$14,967.00	$22,889
4	4.4	Maintain volunteerism	No	$16,170.00	$24,400
4	4.5	Parent translations	Yes	$12,200.00	$11,528
4	4.6	Welcome EL Families	Yes	$3,000.00	$2,747

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)
285,376	$589,027.00	$493,254.00	$95,773.00	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	Provide services to English Learners	Yes	$193,025.00	$243,579		
1	1.8	Increase participation of underserved student populations in enrichment programs	Yes	$290,711.00	$108,099		
2	2.2	Provide additional counseling services to high-need student groups	Yes	$70,741.00	$109,692		
2	2.4	District Equity Team	Yes	$19,350.00	$17,609		
4	4.5	Parent translations	Yes	$12,200.00	$11,528		
4	4.6	Welcome EL Families	Yes	$3,000.00	$2,747		

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)
5,151,919	285,376	0	5.539%	$493,254.00	0.000%	9.574%	$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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