LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Browns Elementary School District

CDS Code: 51713650000000

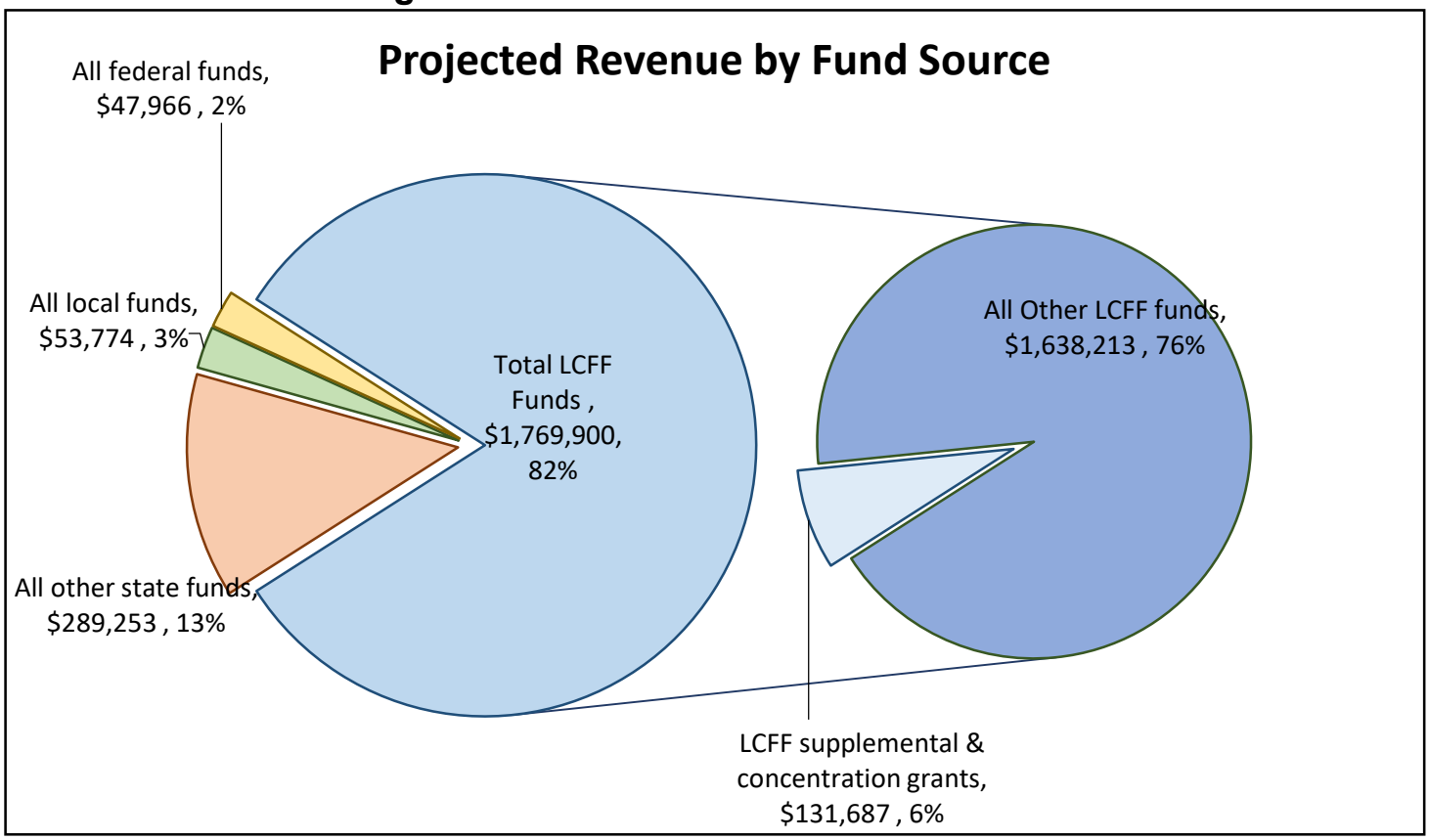
School Year: 2026/27

LEA contact information: Kerrie Corbridge, Superintendent kerriec@sutter.k12.ca.us 530-633-2523

SCSOS Approved 08-27-2026

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

Budget Overview for the 2026/27 School Year

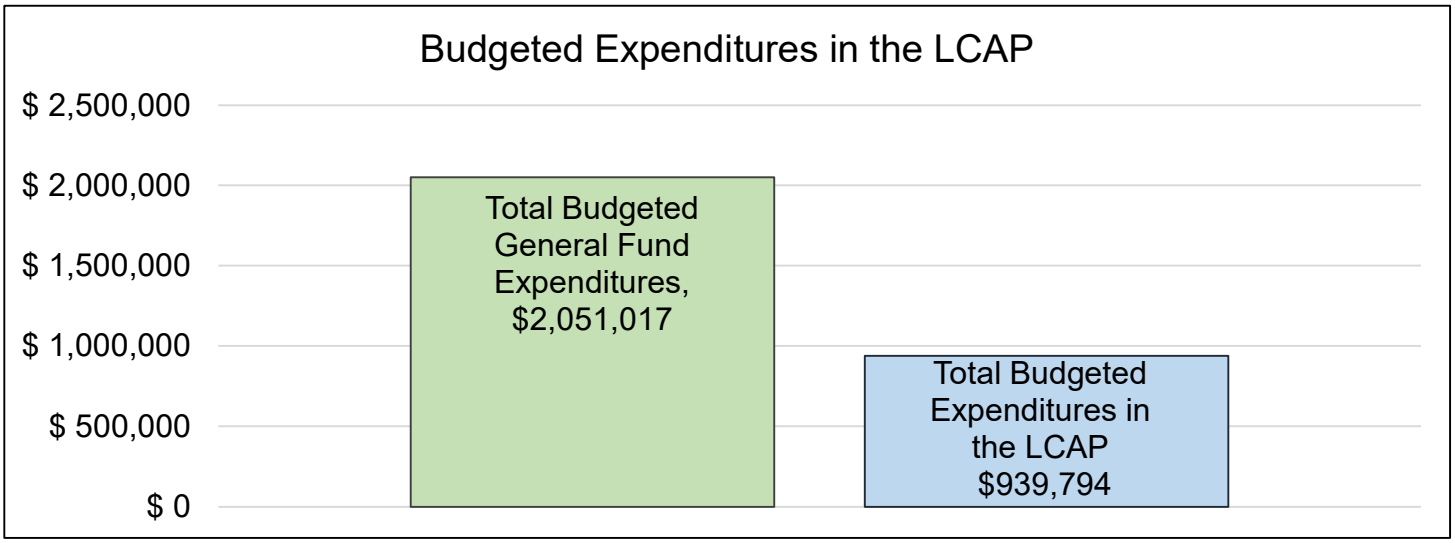


This chart shows the total general purpose revenue Browns Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Browns Elementary School District is $2,160,893.00, of which $1,769,900.00 is Local Control Funding Formula (LCFF), $289,253.00 is other state funds, $53,774.00 is local funds, and $47,966.00 is federal funds. Of the $1,769,900.00 in LCFF Funds, $131,687.00 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 Browns Elementary School District plans to spend for 2026/27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Browns Elementary School District plans to spend $2,051,017.00 for the 2026/27 school year. Of that amount, $939,794.00 is tied to actions/services in the LCAP and $1,111,223.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

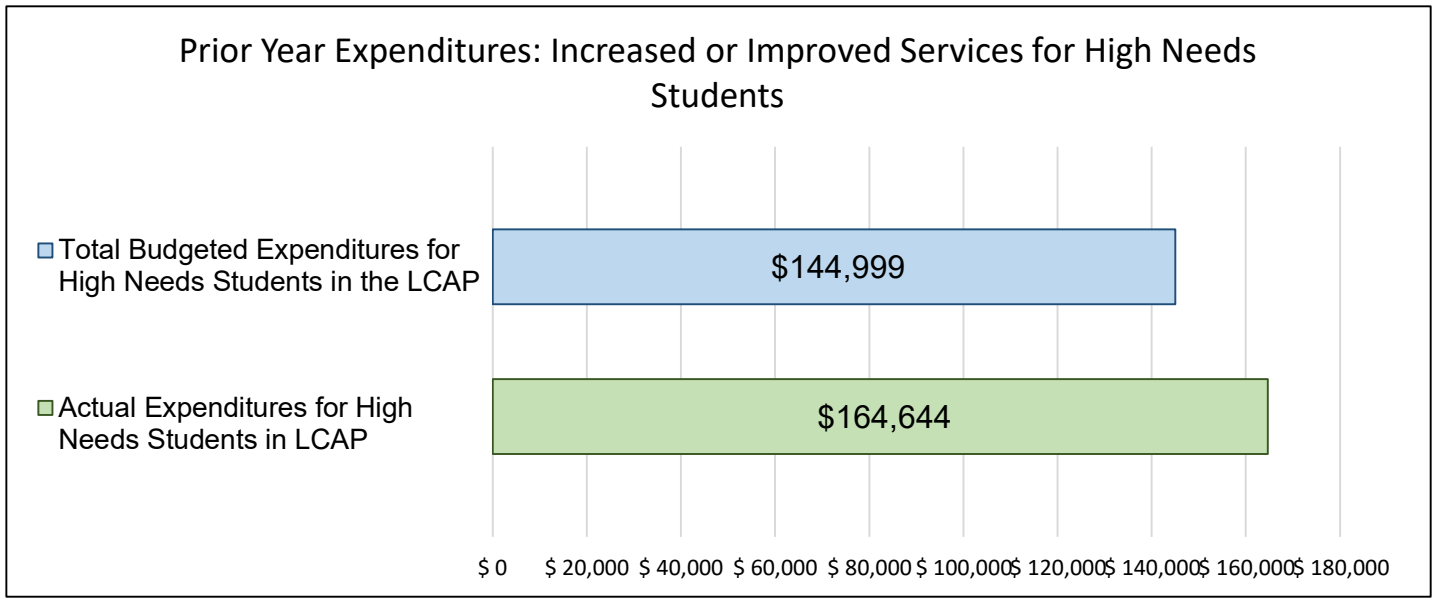
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, maintenance and operations, preschool, instructional supplies, administration, and technology.

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

In 2026/27, Browns Elementary School District is projecting it will receive $131,687.00 based on the enrollment of foster youth, English learner, and low-income students. Browns Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Browns Elementary School District plans to spend $170,514.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025/26, Browns Elementary School District's LCAP budgeted $144,999.00 for planned actions to increase or improve services for high needs students. Browns Elementary School District actually spent $164,644.00 for actions to increase or improve services for high needs students in 2025/26.

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
Browns Elementary School District	Kerrie Corbridge, Superintendent/Principal	kerriec@sutter.k12.ca.us, 530-633-2523

Plan Summary 2026/27

General Information

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

Browns Elementary School District is proud of the fact that we have been in existence since 1863. During that time, the school has been the recipient of awards for excellence in education. Our philosophy is that a child must be ready to meet the world, equipped with all the social, educational, and emotional skills necessary to facilitate success. Taught by fully credentialed staff, our students receive instruction in the core curriculum. We strive to teach our students in a happy, safe, and academically challenging atmosphere. Their success in the future can, to some degree, be Browns Elementary School District's success as well.

Staff, community, and students work together to encourage enthusiasm for learning, integrity, and responsibility. The district's mission is to create a safe environment that is instrumental both to learning and to fostering a child's ability to recognize and accept responsibility. This is accomplished by expecting and promoting good citizenship, physical fitness, regular attendance, and high academic standards.

Education is a process that involves all aspects of a student's life and parents share responsibility with the school. Parents play important roles at Browns Elementary by participating in the School Site Council, Parent's Club, a variety of annual events, and by regularly volunteering their services in the classrooms. We are fortunate to have the support of our community, our parents, our Board of Trustees, and our students. Our Parent's Club is outstanding. It has been responsible for many events, assemblies, field trips and a playground for all students. The pride that we all have in our small school is enormous.

Browns Elementary School District is comprised of one school, Browns Elementary School, located in rural Sutter County in the small town of Rio Oso. The district serves a diverse student population, including approximately 35% interdistrict transfer students. Our 140 students consist of 46% identified as Socioeconomically Disadvantaged, 9% English learners, and 10% students with disabilities. About 52% of students are White, 39% are Hispanic/Latino, 4% are Asian, 2% are African American/Black, and 3% are Native Hawaiian/Pacific Islander.

Browns Elementary School is a Title I Schoolwide Program (SWP) and as a single school district, we are permitted to use our LCAP as our School Plan for Student Achievement (SPSA).

Reflections: Annual Performance

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

When reflecting on our annual performance, we based our review on the 2025 California School Dashboard (Dashboard), local assessment results from Renaissance Star, and educational partner input. Our review included all significant student groups including Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English learners (EL) when data was available.

Pupil Achievement

2025 California School Dashboard (Dashboard)

English Language Arts (ELA)
- All: 11.1 points below standard, increased 18.5 points
- White: 14.6 points above standard, increased 13 points
- SED: 57.5 points below standard, declined 8.4 points

Math
- All: 46.3 points below standard, maintained 0.3 points
- White: 30.3 points below standard, maintained -1.6
- SED: 61 points below standard, increased 7 points

Pupil Achievement Summary

Work to improve instruction and support student learning over the past few years has been purposeful and resulted in much of the success and progress noted. Monday collaboration early dismissal days supported grade-level span meetings, professional development (PD), and data analysis. Small class sizes and regular intervention times addressed students' individual learning needs. (Goal 1, Actions 1.1, 1.2, 1.3 1.4, 1.5)

English Language Arts (ELA)

Our ELA results show strong overall growth, and our instructional efforts are producing measurable gains for most students. On the 2025 Dashboard, our All student group increased 18.5 points and moved from the Orange to Yellow performance level. White students increased 13 points and remain in the Green performance level. We also demonstrated Accelerated Growth, with 84.1% of students improving their scale score from 2024. However, SED students declined 8.4 points and remain significantly below standard. The gap between All students and SED students is 46.4 points (19.5 points in 2024) (Metric 5). While overall performance improved, growth has not yet been sufficient to close the performance gap for students furthest from standard.

2025 Smarter Balanced Assessment (SBA) results show improvement across all student groups with increased percentages of students meeting or exceeding standard: All students (+17.13), White students (+14.77), Hispanic students (+31.04), and SED students (+3.74). These results indicate that more students are meeting grade-level expectations compared to last year.

2026 Winter local assessment (STAR) data also reflects positive trends with 61.86% of students increasing their percentile score from fall 2025 to winter 2026 and more students scoring at or above the 40th percentile, including SED students and EL students (Metric 10).

Overall, our ELA instruction, collaboration, and intervention supports are leading to stronger outcomes for most students. At the same time, the performance gap for SED students shows that we need to increase the intensity and precision of our supports so that students who are significantly below standard can accelerate at a faster rate.

Mathematics

Math performance remains stable but is not yet accelerating at the level needed. On the 2025 Dashboard, All and White students remained in Orange, while SED students increased 7 points and moved to Yellow. Overall, 71% of students showed growth, which placed us in the Average Growth category. Although the gap between All students and SED students narrowed to 14.7 points (21.3 points in 2024), both groups remain significantly below standard (Metric 5). This indicates that while progress occurred, performance levels have not yet shifted substantially.

SBA results show mixed outcomes. The Hispanic student group demonstrated growth (+5.49%), while other groups experienced slight declines. SED students declined to 15.63% Met/Exceeded. Only 29.27% of students increased at least one achievement level or maintained Level 4, which is similar to last year.

Winter Star data shows that 70.10% of students increased their percentile score from fall to winter. The percentage of students scoring at or above the 40th percentile increased for All students and SED students while EL performance remained flat (10% to 10%) (Metric 10).

Overall, the Math program is in place and producing incremental growth, but results show we need to strengthen Math instruction and intervention, particularly for SED and EL students.

The actions in Goal 1 including our highly qualified staff, small class sizes, professional development activities, and a data and assessment system that informs instruction and intervention, contributed to improved student outcomes. While we are seeing strong progress in ELA, Math outcomes show that not all student groups are accelerating at the same rate. We will maintain the Actions 1.1 Certificated Staff and 1.2 Additional Staff in Goal 1 but make minor adjustments to Actions 1.3 PD, 1.4 Data and Assessment, and 1.5 Intervention. Action 1.3 PD will include Math subgroup data review protocols; conceptual Math instruction strategies; academic language support for Math (EL focus); and formative assessment practices. Actions 1.4 and 1.5 will be revised to include more frequent data analysis especially focused on SED and EL students; dedicated Math intervention cycles; grouping by diagnostic skill needs; monitoring every six to eight weeks. We believe these changes will keep our focus limited and where our needs are at this time.

School Climate and Engagement

2025 California School Dashboard (Dashboard)

Chronic Absenteeism Rate
- All: 0.6%, declined 1.5%
- Hispanic: 0%, declined 5%
- White: 1.1%, increased 1.1%
- SED: 0%, declined 3.3%

Suspension Rate
- All: 0%, maintained 0%
- Hispanic: 0%, maintained 0%
- White: 0%, maintained 0%
- SED: 0%, maintained 0%

Spring 2026 Parent and Student Surveys

Parents
-My child's school is a friendly, welcoming environment for students, parents, and families: 100% in 2026; 100% in 2025; 95.9% in 2024
-Parents feel welcome and are encouraged to participate at this school: 100% in 2026; 100% in 2025; 95.8% in 2024
-I have opportunities to provide input on school policies and programs: 95.7% in 2026; 100% in 2025; 91.7% in 2024
-This school encourages me to be an active partner with the school in educating my child: 100% in 2026; 95.3% in 2025; 91.6% in 2024
-There is two-way communication between home and school: 100% in 2026; 95.3% in 2025; 95.8% in 2024

Students
-There are activities at school that I enjoy participating in: 100% in 2026; 100% in 2025; 100% in 2024
-Students bullying other students is a problem at my school: Usually – 0% in 2026, Usually – 0% in 2025, Usually - 3% in 2024; Sometimes – 6.6% in 2026, 3.2% in 2025, 32.8% in 2024; Never – 93.4% in 2026, 96.8% in 2025, 64.2% in 2024

School Climate and Engagement Summary

Each year, we have worked to improve communication and engagement with families. The Browns School APP and Class DoJo have increased our opportunities to interact with parents. We continue to find ways to encourage parents to attend informational meetings and school events. Our Parent Advisory Committee (PAC) partnered with us to develop school-wide behavior expectations. To support a positive school climate, we implemented kindness curriculum and held monthly assemblies on Character Traits. Efforts to improve student attendance included parent and student education on the importance of daily attendance and attendance make-up days. Additionally, a part-time school counselor provided targeted support to individual students and peer groups. (Goal 2, Actions 2.1, 2.2, 2.3)

As reported on the 2025 Dashboard the Chronic Absenteeism Rate declined for three of our four student groups, indicating continued strong engagement in daily attendance. The Hispanic and SED student groups improved one performance level (from Green to Blue) while the All student group declined 1.5% and remained in the Blue performance level. The White student group increased 1.1% and moved from the Blue to the Green performance level. Overall, chronic absenteeism remains extremely low across student groups. Local attendance data (Metric 4) shows a slight decline over time, from 98.13% (April 2024) to 97.94% (April 2025) and 97.23% (April 2026), representing a 0.9 percentage point decrease from the baseline. Attendance remains near the ≥98% target and continues to exceed typical state averages.

Our Suspension Rate on the 2025 Dashboard remained 0% for all student groups and all student groups stayed in the Blue performance level. Local data confirms this trend, with the Suspension Rate remaining at 0% as of April 2026.

Parent Surveys results have remained consistently high over multiple years, demonstrating strong family engagement and communication. Student survey data reflects a strong and positive school climate. Students feel connected, supported, and safe at school.

School climate and engagement continue to be a strength for Browns Elementary School so we will maintain the actions in Goal 2. Action 2.1 will continue to focus on parent engagement by providing opportunities for participation in school activities and maximizing communication tools to strengthen school-to-home connections. Action 2.2 will continue to support student engagement and attendance through family education on attendance, recognition of positive attendance, attendance recovery opportunities, and enrichment activities such as field trips, middle school athletics (grades 6–8), Student Council, and assemblies. Action 2.3 will be maintained to support student well-being through continued funding of a part-time school counselor. These actions will be maintained because they provide consistent communication, behavioral supports, and social-emotional resources that increase student engagement and attendance, which in turn supports improved pupil achievement as measured by attendance rates, chronic absenteeism, and student engagement indicators.

Learning Recovery Emergency Block Grant (LREBG): Browns ESD has LREBG funds and will expend $6,931 of those funds in 2026/27 to fund a part-time intervention staff member to provide high-impact tutoring aligned to Goal 1, Action 1.5. Tutoring will occur in four 30-45-minute sessions per week in groups of no more than three students. Students will be identified based on Dashboard subgroup performance and fall STAR assessment results, with priority given to SED, EL, and SWD students performing below the 40th percentile (STAR). This action increases instructional intensity because it reduces the student-to-adult ratio and provides targeted reteaching with immediate corrective feedback aligned to grade-level standards. Research supports structured, high-dosage tutoring as an effective strategy to accelerate learning for students performing below grade level. This action aligns with allowable LREBG uses to accelerate academic recovery in ELA and Math.

The district's needs assessment is supported by findings from the 2025 Dashboard. The 2025 Dashboard for ELA shows a 46.4-point gap between our All student and SED student groups and a 70 point gap between All students and EL. In Math, the gap has narrowed to 14.7-points between All students and SED students but increased to 62.4 between All students and EL. STAR winter 2026 data further confirm these disparities. In ELA, 69.7% of the All student group scored at or above the 40th percentile, compared to only 20% of EL students, 56.52% of SED students, and 53% of students with disabilities. In Math, 69.7% of all students, 10% of EL students, 58.7% of SED students, and 40% of SWD scored at or above the 40th percentile. Metrics 9 and 10 will be used to measure results.

Metrics used to monitor effectiveness include Metric 5 (Dashboard ELA and Mathematics performance), Metric 9 (Participation in Intervention), and Metric 10 (STAR performance in ELA and Mathematics).

The district's needs assessment did not identify chronic absenteeism as a significant need; therefore, LREBG funds are directed toward academic recovery.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Classified and Certificated Staff, Bargaining Unit, Administration	All school staff were given the opportunity to review data and give input on successes and challenges of the 2025/26 LCAP, as well as to provide input on 2026/27 LCAP goals and actions at meetings in February and March 2026. Staff also gave input on the Local Indicator Priority 2 and 3 ratings. Input from surveys and meetings was used to guide goals and actions for the 2026/27 LCAP. In May 2026, the draft LCAP was available to staff for comment prior to final board approval.
Parents	Surveys were sent to all families in January 2026 through email messages and advertised on our website. Parent survey input was used to obtain data for metrics to drive goals and actions for the 2026/27 LCAP. In May 2026, the draft LCAP was available on our website for review prior to final board approval.
Students	Students in grades 3-8 were surveyed in January 2026 via Google forms for their input on conditions of learning, engagement, and academics. We discussed the survey results with our Student Council group and asked for thoughts and feedback. They did not have any input but we had a good discussion on the survey information. Results were used to drive goals and actions for the 2026/27 LCAP. Our Student Council leaders served as our Student Advisory Committee and were consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC)	In March 2026, the PAC reviewed survey and local data and successes and needs prior to discussing the progress of 2025/26 goals and actions as well as adjusting actions for the 2026/27 LCAP. The PAC also gave input on the Local Indicator ratings for Priority 3. In May 2026, the LCAP Advisory Committee reviewed and had an opportunity to make comments on the draft LCAP prior to board approval.
ELAC/DELAC	No ELAC/DELAC, fewer than 21 English learners
SELPA	Meeting in February 2026

Insert or delete rows, as necessary.

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

When developing the LCAP, we considered educational partner input before finalizing this plan. The following summarizes the actions and services that have been influenced by specific educational partner input.

There is a desire among parents and staff to continue our focus on increasing academic achievement for all students. All educational partners cite small class sizes as being necessary for student success. As a result, we will maintain Goal 1, Action 1.2 Fund additional certificated staff to maintain small class sizes.

Specific input from educational partners regarding the need to make Math a focus area led to the expansion of:

- Action 1.3 Professional Development: We added professional development focused on implementation of the Math pilot, including publisher-provided training, academic language in Math and Math instructional strategies to support consistent instructional delivery.

- Goal 1, Action 1.4 Data and Assessment: In order to increase the academic achievement of all students we must identify specific learning gaps through assessment data so targeted interventions can be matched to student needs. Last year we established a local ELA data tracking system using Excel and we will expand that to include Math with frequent progress monitoring points focused on SED and EL students. Teachers value being able to see all of the data in one place to get an overall picture of a student's progress. We will continue to hold data meetings with teachers after each assessment window to discuss data and identify intervention needs
- Goal 1, Action 1.5 Intervention: We will continue to fund classified staff to support our assessment and intervention system, and expand our intervention to include dedicated Math intervention cycles and grouping by diagnostic skill needs.

All educational partners noted the welcoming school environment. Parents expressed that communication between the school and teachers is excellent and the atmosphere is positive. Everyone is pleased with the Chronic Absenteeism Rate and the Suspension Rate and want to see our existing actions continue.

- Goal 2, Action 2.1: Continue to offer parent engagement opportunities by hosting family nights. Maintain communication between school/home. Continue to use a support staff person to act as a liaison for families of English learners.
- Goal 2, Action 2.2: While we have seen improvements in this area, we want to still work to increase student engagement and attendance in a safe environment by educating students and parents about the importance of attendance; celebrating good attendance, and offering attendance make-up opportunities; and providing assemblies, field trips, and various activities for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a high-quality instructional program that supports all students in meeting or exceeding grade-level standards in preparation for success in high school and beyond.	Broad

State Priorities addressed by this goal.

Priorities: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The actions and services linked to this goal were developed to strengthen instructional practices, refine Math intervention, and improve data use in order to strengthen academic outcomes, particularly for unduplicated pupils.

Although we are seeing strong overall growth in ELA, Dashboard data shows that all students remain 11.1 points below standard and SED students are 57.5 points below standard. The 46.4-point gap between our All student and SED student groups demonstrates that while most students are improving, growth has not yet been sufficient to close performance gaps. In Math, performance levels remain below standard across student groups. All students are 46.3 points below standard, and SED students are 61 points below standard. While SED students showed improvement on the Dashboard, SBA results and local assessment data indicate that proficiency rates are not increasing consistently, particularly for SED and EL students.

On our local assessment (STAR), student groups continue to demonstrate progress. In ELA, 61.86% of students increased their percentile score from fall 2025 to winter 2026, and in Math, 70.10% increased. The percentage of students scoring at or above the 40th percentile increased in ELA for all student groups (All: 53% to 69.7%; SED: 39.13% to 56.52%; EL: 10% to 20%) and in Math for two of our three student groups (All: 52% to 69.7%; SED: 45.65% to 58.7%; EL: 10% to 10%). Despite this progress, significant learning gaps remain between our All, SED, and EL student groups in both ELA and Math.

The progress reflected in Dashboard and STAR assessment data indicates that current instructional supports are contributing to improved student outcomes. On the 2026 parent survey, 100% of parents think their child is receiving the academic support needed to meet his/her individual needs compared to 95% in 2025 and 79.2% in 2024; 100% of students report they get the support they need from their teachers to be successful at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A Basic Services Percentage of teachers -Appropriately assigned and fully credentialed -Misassignments & Vacancies Source: Local Data	October 2023 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	October 2024 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	October 2025 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	October 2026 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	No Difference
2	Priority 1B Basic Services Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Priority 2A Implementation of State Standards Progress (1-5) in making instructional materials that are aligned to standards and frameworks available in all classrooms Source: Local Indicator Tool	January 2024 5 ELA 4 ELD 5 Mathematics 4 NGSS 5 HSS	January 2025 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	January 2026 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	January 2027 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	 0 ELA +1 ELD 0 Mathematics +1 NGSS 0 HSS
4	Priority 2B Implementation of State Standards Percentage of English learners scoring at or above the 40th percentile on the winter Star assessment in ELA Source: Winter 2024 Local Assessment	Winter 2024 31%	Winter 2025 30%	Winter 2026 20%	Winter 2027 35%	 -11%
5	Priority 4A Pupil Achievement Distance from Standard Met on CAASPP *Points Above/Below Standard* Source: CA School Dashboard	2023 Dashboard <u>ELA</u> 23.1 below All 8.7 below White 31.0 below SED <u>Math</u> 41.2 below All 18.7 below White 52.5 below SED	2024 Dashboard <u>ELA</u> 29.6 below All 1.6 above White 49.1 below SED <u>Math</u> 46.7 below All 28.8 below White 68.0 below SED	2025 Dashboard <u>ELA</u> 11.1 below All 14.6 above White 57.5 below SED <u>Math</u> 46.3 below All 30.3 below White 61 below SED	2026 Dashboard <u>ELA</u> 10 below All ~~0 below~~ White 5 above 20 below SED *Updated 2025* <u>Math</u> 30 below All 5 below White 40 below SED	 <u>ELA</u> +12 All +23.3 White -26.5 SED <u>Math</u> -5.1 All -11.6 White -8.5 SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 4E Pupil Achievement Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard	2023 Dashboard 27.3%	2024 Dashboard 42.9%	2025 Dashboard No data, less than 11 students 2026 ELPAC 30%	2026 Dashboard ~~30~~% ≥43% *Updated 2025*	No data
7	Priority 4F Pupil Achievement Number of English learners who are reclassified Source: Local Data	2023/24 School Year 2	2024/25 School Year 4	2025/26 School Year 0	2026/27 School Year ≥2	-2
8	Priority 7A Course Access Broad Course of Study Progress (1-5) implementing academic standards for all students Source: Local Indicator Tool	January 2024 2 Health Education 5 Physical Education 4 VAPA	January 2025 3 Health Education 5 Physical Education 5 VAPA	January 2026 4 Health Education 5 Physical Education 5 VAPA	January 2027 4 Health Education 5 Physical Education 5 VAPA	+2 Health Education 0 Physical Education +1 VAPA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Priority 7B/C Course Access Percentage of unduplicated students and students with exceptional needs scoring below the 10th percentile (Urgent Intervention) on the fall Renaissance Star ELA or Math assessment receiving tutoring or tiered intervention. Source: Attendance in programs	2023/24 School Year <u>ELA</u> 100% Unduplicated 100% SWD <u>Math</u> 100% Unduplicated 100% SWD	January 2025 <u>ELA</u> 89% Unduplicated 100% SWD <u>Math</u> 100% Unduplicated 100% SWD	January 2026 <u>ELA</u> 100% Unduplicated 100% SWD <u>Math</u> 90% Unduplicated 100% SWD	2026/27 School Year ELA 100% Unduplicated 100% SWD Math 100% Unduplicated 100% SWD	<u>ELA</u> 0% Unduplicated 0% SWD <u>Math</u> 0% Unduplicated 0% SWD
10	Priority 8 Pupil Outcomes Percentage of 1st-8th grade students scoring at or above the 40th percentile on the winter STAR assessment in ELA and Math. Source: Renaissance STAR	Winter 2024 <u>ELA</u> 59% All 56% SED 31% EL <u>Math</u> 72% All 69% SED 31% EL	Winter 2025 <u>ELA</u> 77% All 55% SED 30% EL <u>Math</u> 81% All 76% SED 10% EL	Winter 2026 <u>ELA</u> 69.70% All 56.52% SED 20% EL <u>Math</u> 69.70% All 58.70% SED 10% EL	Winter 2027 <u>ELA</u> ~~65%~~ 80% All 59% SED 35% EL <u>Math</u> ~~75~~% ≥83% All ~~72~~% ≥78% SED 33% EL *Updated 2025*	<u>ELA</u> +10.7% All +0.52% SED -11% EL <u>Math</u> -2.3% All -10.3% SED -21% EL

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

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

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

Actions in Goal 1 were successfully carried out during the 2025/26 school year.

Successes:
-We had eight fully credentialed teachers. We worked with teachers to set goals and provided PD to help them reach their goals. We promoted a positive working environment with small class sizes. Classes ranged in size from 12-26 students. (Actions 1.1 Certificated Staff and 1.2 Additional Certificated Staff)

-We provided Professional Development (PD) focused on: Academic Vocabulary Toolkit (AVT); Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS): Math; SBA Blueprints, resources in Tools for Teachers, and interim assessments; the K-2 Reading Difficulty Screener (Multitudes); and some teacher chosen focus based on goals for improving practice. (Action 1.3 Professional Development)

-To support the implementation of an assessment system and the analysis of student data we continued to use FastBridge and the Star ELA and Math assessments and held data meetings with teachers after each universal assessment window to discuss most recent assessment data and identify intervention needs. We administered the K-2nd Grade Reading Difficulties Screener to students in the fall. We have started to use Excel to track data across assessments. (Action 1.4 Data and Assessment)

-To support our targeted intervention programs this year we: funded 2 FTE instructional aides to provide small group instruction, monitor the class while the teacher is delivering SIPPS instruction to small groups, and work with small groups on reading fluency intervention; paid a stipend to a certificated staff member for Intervention Coordinator duties; provided tutoring the last hour of the school day – SIPPS for K-2 students (K, 1, 2 teachers). Intervention included: Fluency Intervention for 1st – 8th grade students 4 days per week; 4th-8th grade SIPPS Tier II intervention 4 days per week; Freckle, an online program that works with our STAR assessment. In January 2026 we used new LREBG funds to hire a part-time intervention staff member to work three times per week with students identified by the classroom teacher as needing intensive intervention. (Action 1.5 Intervention)

There were no substantive differences in planned actions and actual implementation of these actions. However, there were a couple of challenges with some activities within actions due to a shortage of time. In Action 1.3 Professional Development there was limited focus on teacher chosen PD because we focused more on PD for intervention programs and PD on Math piloting.

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

There is a material difference between Budgeted Expenditures and Estimated Actual Expenditures in Goal 1 of $142,409. This increase is primarily due to the addition of costs to employ that were not originally budgeted in Actions 1.1, 1.2, or 1.5; reduced professional

development costs in Action 1.3 as we attended trainings provided by SCSOS; and the addition of an LREBG action to the Mid-Year Update to provide additional intervention to students.

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

After reviewing state and local data and Local Indicators, we determined that the actions under Goal 1 have been partially effective. The instructional program has supported measurable improvement in ELA for the overall student group; however, Math outcomes and subgroup performance data indicate that current actions have not yet resulted in consistent acceleration for SED and EL students.

Actions 1.1 Certificated Staff and 1.2 Additional Certificated Staff ensured 100% appropriately assigned and fully credentialed teachers, meeting the Year 3 target in Year 1 (Metric 1). These actions maintained stable instruction and small class sizes, allowing teachers to provide individualized support and intervention.

Action 1.3 Professional Development supported improved implementation of state standards. On the Local Indicator, the LEA reached Level 5: Full Implementation and Sustainability in all content areas, with improvement noted in English Language Development (ELD) and Next Generation Science Standards (NGSS), and progress in Health Education and Visual and Performing Arts (VAPA). The Year 3 target was met in VAPA but not yet in Health Education (Metrics 3 and 8).

Actions 1.4 Data and Assessment and 1.5 Intervention strengthened our data review that supported targeted intervention and ensured that all students identified for urgent intervention received services (Metric 9). STAR and SBA results show overall improvement in ELA; however, subgroup data indicates that these systems have not yet led to accelerated growth for SED and EL students, particularly in Math.

In ELA, Dashboard results show All students improved from 23.1 points below standard in 2023 to 11.1 points below standard in 2025. White students moved from 8.7 points below standard to 14.6 points above standard. However, SED students declined from 31.0 points below standard to 57.5 points below standard, widening the achievement gap (Metric 5). SBA data reflect overall ELA growth for most groups (2023 to 2025: All +17.88 points; White +23.28; SED -5.2), and Star data (Metric 10) shows increases in the percentage of students scoring at or above the 40th percentile (59% to 69.7% for All students; 56% to 56.52% for SED students). English learners showed significant decline going from 31% to 20% (Metrics 4 and 10). Despite these gains, SED and EL students have not improved at the same rate.

Math results indicate limited improvement relative to baseline. Dashboard results show All students moved from 41.2 points below standard in 2023 to 46.3 points below standard in 2025. White students and SED students also declined relative to baseline (Metric 5). SBA results show modest growth for some groups (2023 to 2025: All +2.83%; White+1.28%; SED -3.42%), while STAR data shows declines from baseline for SED and EL students (Metric 10).

Overall, Goal 1 actions supported overall ELA growth and supported incremental growth in Math. However, persistent gaps and limited improvement in Math indicate the need to refine Math instruction, strengthen subgroup data review, and adjust intervention practices to better support SED and EL students. Adjustments to actions are described in Prompt 4.

LREBG Funded Action 1.5

In the 2025–26 school year, LREBG funds supported targeted small-group intervention beginning in January for students performing below grade level, increasing instructional time aligned to identified needs. Because implementation began mid-year, the Dashboard does not yet reflect the impact of these services. Effectiveness was assessed using STAR interim data. STAR results show measurable growth because students received additional, targeted instruction focused on skill gaps:

- ELA: 55.81% of intervention students increased percentile rank vs. 47.92% of all students
- Math: 51.16% of intervention students increased vs. 52.06% of all students

These results indicate that intervention accelerated short-term growth in ELA, while Math growth was comparable to overall performance, suggesting the current design has not yet produced accelerated outcomes in Math. Because this reflects short-cycle data, it does not yet demonstrate impact on state measures or outcomes for unduplicated student groups. Continued monitoring and disaggregation will be used to determine long-term effectiveness.

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

There are no changes to Metrics.

Changes to Actions

Action 1.3 – Professional Development: Added professional development focused on implementation of the Math pilot, including publisher-provided training, academic language in Math and Math instructional strategies to support consistent instructional delivery. Also added teachers of grades 6-8 will work with SCSOS for science support Removed professional development for the TK–2 Reading Difficulty Screener because staff training has already been completed.

Action 1.4 – Data and Assessment: Added more frequent data analysis cycles with an increased focus on socioeconomically disadvantaged and English learner students to better monitor progress and adjust instruction. Removed the investigation and pilot of ELA skills assessments because the pilot has been completed.

Action 1.5 – Intervention: Added dedicated Math intervention cycles that group students based on diagnostic skill needs and include progress monitoring every six to eight weeks.

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	Certificated Staff	Recruit, hire, and retain highly qualified teachers.	$605,600	No
1.2	Additional Certificated Staff	Fund certificated staff to reduce the number of combination classes and have smaller class sizes to better serve our SED student group, English Learners, and Foster Youth.	$170,514	Yes
1.3	Professional Development	Provide all staff with professional development that supports the implementation of CA state standards and curriculum, is responsive to identified needs and is aligned with the district's PD plan. Maintain Monday Collaboration Early Dismissal Days to support grade level span meetings, staff meetings, PD, intervention grouping/plans, data collecting and analysis. PD will include: ○ Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), as needed ○ Academic Vocabulary Toolkit (AVT), *if offered* ○ Writing ○ Math ▪ Publisher PD to implement Math pilot with consistency and correctly (August/December) ▪ Academic Language in Math ▪ Instructional strategies ○ Teachers of grades 6-8 will work with SCSOS for science support ○ Teacher chosen focus based on goals for improving practice We will continue to work with teachers on the Blueprints from the Smarter Balanced Assessment (SBA); the best ways to teach students to use the technology for the SBA; the resources available to teachers through the Smarter Balanced site; and the administration of Interim Comprehensive Assessments (ICA), Interim Assessment Blocks (IAB), and practice SBA assessments.	$1,491	No

Action #	Title	Description	Total Funds	Contributing
1.4	Data and Assessment	Maintain the comprehensive assessment system that includes more frequent data analysis especially focused on SED and EL students. Assessments include: ○ STAR Reading and Math assessments ○ FastBridge ○ K-2nd Grade Reading Difficulties Screener (Multitudes) We will: ○ Continue to work with a Data Support person to set up an Excel document to begin to track data across assessments in ELA and add Math data ○ Hold data meetings with teachers, after each universal assessment window, to discuss most recent assessment data and identify intervention needs ○ Teachers will conduct progress monitoring for Math every six to eight weeks	$8,972	No
1.5	Intervention	Provide targeted intervention to support academic success and bridge achievement gaps for all students but especially for unduplicated pupils. ○ Fund 2 FTE instructional aides to provide small group instruction, monitor the class while the teacher is delivering SIPPS instruction to small groups, and work with small groups on reading fluency intervention ○ Pay a stipend to a certificated staff member for Intervention Coordinator duties ○ K, 1, 2 teachers tutor last hour of the school day – SIPPS for K-2 students ○ Intervention includes: ○ Fluency Intervention for 1st – 8th grade students 4 days per week ○ 4th-8th grade SIPPS Tier II intervention 4 days per week ○ Freckle, an online program that works with our STAR assessment ○ Implement dedicated Math intervention cycles; group students by diagnostic skill needs; monitor every six to eight weeks. LREBG action: *See Annual Progress*	$49,877 *(LREBG funds $6,931)*	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Create a safe and healthy environment in which staff, students, and families will be engaged, connected, and active participants in the school community.	Broad

State Priorities addressed by this goal.

Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to maintain and strengthen the positive school climate and engagement outcomes reflected in state and local data. The 2025 Dashboard shows the Chronic Absenteeism Rate declined for three of our four student groups. The Hispanic and SED student groups increased one performance level (from Green to Blue), the All student group declined 1.5% and remained in the Blue performance level while the White student group increased 1.1% and moved from the Blue to the Green performance level. Local attendance data (Metric 4) shows a slight decline over time, from 98.13% (April 2024) to 97.94% (April 2025) and 97.23% (April 2026), representing a 0.9 percentage point decrease from the baseline. Attendance remains near the ≥98% target and continues to exceed typical state averages. Our Suspension Rate remained 0% for all student groups and all student groups stayed in the Blue performance level. Local data confirms this trend, with the Suspension Rate remaining at 0% as of April 2026.

On the 2026 Parent Surveys the percentage of parents who Agree increased or stayed 100% in all four of the five questions related to parent involvement and communication. On the 2026 Student Surveys we maintained 100% of students saying there are activities at school they enjoy participating in. Students bullying other students remains at 0% Usually and more students say they Usually feel the school is safe.

Although these indicators are strong, maintaining low absenteeism and high engagement requires continued attention to family communication, student connection, and social-emotional support. This goal ensures that structures remain in place to sustain attendance, engagement, and well-being for all students, including unduplicated pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C Basic Services Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	August 2023 Exemplary	August 2024 Exemplary	August 2025 Exemplary	August 2026 Exemplary	No Difference
2	Priority 3A Parent Involvement Percentage of parents who agree that the school seeks their input in decision making. Source: Parent Survey	January 2024 95.8% All 100% SED	January 2025 100% All 100% SED	January 2026 100% All 100% SED	January 2027 ≥ 96% All 100% SED	+4.2% All 0% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Priority 3B/C Parent Involvement Percentage of parents who attend in Parent/Teacher Conferences (Trimester 1) Source: Attendance Logs	November 2023 94% All 93% EL 90% SED 100% SWD	November 2024 95% All 92% EL 96% SED 100% SWD	November 2025 97% All 100% EL 97% SED 100% SWD	November 2026 96% All 96% EL ~~93%~~ ≥96% SED 100% SWD *Updated 2025*	 +3% All +7% EL +7% SED 0% SWD
4	Priority 5A Pupil Engagement Attendance Rate Source: P2 Attendance Report	April 2024 98.13%	April 2025 97.94%	April 2026 97.23%	April 2027 ≥98	 -0.9%
5	Priority 5B Pupil Engagement Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard 5.6% All 12.8% Hispanic 3.1% White 9.5% SED	2024 Dashboard 2.2% All 5.0% Hispanic 0.0% White 3.3% SED	2025 Dashboard 0.6% All 0.0% Hispanic 1.1% White 0.0% SED	2026 Dashboard 1.8% All ~~5%~~ ≤4.5% Hispanic ~~1%~~ ≤.5 White ~~3.5%~~ ≤3% SED *Updated 2025*	 -5% All -12.8% Hispanic -2% White -9.5% SED
6	Priority 5C Pupil Engagement Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: Students Information System (SIS)	April 2024 0% All	April 2025 0% All	April 2026 0% All	April 2027 0% All	 No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	Priority 6A/B School Climate Percentage of students suspended 1 or more times during the school year Percentage of students expelled at any time during the school year Source: CA School Dashboard and/or SIS	2023 Dashboard <u>Suspension</u> 1.6% All 0.0% Hispanic 3% White 1.5% SED April 2024 Local Data <u>Expulsion</u> 0% All	2024 Dashboard <u>Suspension</u> 0.0% All 0.0% Hispanic 0.0% White 0.0% SED April 2025 Local Data <u>Expulsion</u> 0% All	2025 Dashboard <u>Suspension</u> 0.0% All 0.0% Hispanic 0.0% White 0.0% SED April 2026 Local Data <u>Expulsion</u> 0% All	2026 Dashboard <u>Suspension</u> <1% All 0.0% Hispanic <1.5% White <1% SED April 2024 Local Data <u>Expulsion</u> 0% All	<u>Suspension</u> -1.6% All 0.0% Hispanic -3.0% White -1.5% SED <u>Expulsion</u> 0% All
8	Priority 6C School Climate Percentage of parents, students, and staff who feel the school is safe. Source: Surveys	January 2024 Students 77.6%-Usually 22.4%-Sometimes Parents 95.8% Staff 100%	January 2025 Students 96.8%-Usually 3.2%-Sometimes Parents 100% Staff 100%	January 2026 Students 96.8%-Usually 3.2%-Sometimes Parents 100% Staff 100%	January 2027 Students ~~80~~% ≥97% -Usually ~~20~~% ≤3% - Sometimes Parents 97% Staff 100% *Updated 2025*	Students +19.2%-Usually -19.2%-Sometimes Parents +4.2% Staff 0%
9	Priority 6C School Climate Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Surveys	January 2024 Students 56.7% - Usually 37.3% - Sometimes Parents 95.9% Staff 100%	January 2025 Students 83.9% - Usually 12.9% - Sometimes Parents 100% Staff 100%	January 2026 Students 83.9% - Usually 12.9% - Sometimes Parents 100% Staff 100%	January 2027 Students ~~60~~% ≥85%- Usually ~~39~~% ≤10%- Sometimes Parents 97% Staff 100% *Updated 2025*	Students +27.2%-Usually -24.4%-Sometimes Parents +4.1% Staff 0%

Goal Analysis for 2025/26

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

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

Goal 2 was carried out successfully with few challenges.

Successes

-We continued to improve communication to parents by using the Browns School App (push notifications, gives updates, parents can access calendar, lunch menu, and can contact staff) and ClassDojo and provides Spanish translations to information. We offered several engagement opportunities such as the Labor Day Parade; Back to School Night; Community Halloween Carnival; parent conferences; Literacy Night; a holiday program, Breakfast with Santa, STEM Family Night, and Open House. Family Nights have been very well attended, and our Parent's Club has been very supportive in family engagement events. (Action 2.1 Family Engagement and Communication).
-At Back to School Night and in monthly newsletters we reminded families about the importance of regular school attendance and information on make-up days. We celebrated good attendance through a drawing each month and increased our attendance make-up opportunities for students to twice per month. To promote student engagement we provided field trips, after school sports, and various activities including Red Ribbon Week and assemblies. The Governing Board approved the school safety plan in August 2025, and we adequately funded staff to clean and maintain facilities (Action 2.2 Student Engagement and Attendance).
-A part-time school counselor (two half-days per week) supported approximately 7 (5%) students and some peer groups (Action 2.3 Support the Well-Being of Students).

There were no substantive differences in planned actions and actual implementation of actions in Goal 2. Challenges include increasing parent participation in school organizations including Parent's Club. We had more parent volunteers in classrooms this year, but it is still a struggle for parents due to work commitments.

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

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2.

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

The actions implemented under Goal 2 have been effective in making progress toward strengthening family engagement, improving student attendance, and supporting student well-being, as demonstrated by sustained or improved performance across local measures, survey results, and California School Dashboard indicators.

Action 2.1 (Family Engagement/Communication) focused on expanding communication and providing structured opportunities for parent participation. This action was effective in increasing family engagement and strengthening school-to-home communication as evidenced by metric outcomes and survey results.

-Parent survey results show that the percentage of parents who agree that the school seeks their input in decision-making increased from 95.8% at baseline to 100% for all student groups, exceeding the Year 3 target (Metric 2).

-Parents say there is good communication between school/home (100% 2026; 95.3% 2025) and 100% say communication from the school is easy for them to understand (2026 Parent Survey).

-Participation in Parent/Teacher Conferences increased across all student groups compared to baseline. Attendance improved by 3 percentage points for All Students, 7 percentage points for English Learners, and 7 percentage points for socioeconomically disadvantaged students, indicating that communication and outreach efforts increased family participation (Metric 3).

Action 2.2 (Student Attendance and Engagement) combined family education on attendance expectations with incentives, engagement opportunities, and a safe, well-maintained school environment and was effective in promoting regular attendance and student engagement.

-Although the overall attendance rate declined slightly from 98.13% at baseline to 97.23% in Year 2, attendance remains near the target and above typical state averages, indicating continued strong daily attendance (Metric 4).

-Chronic absenteeism declined significantly across all student groups as reported on the 2025 Dashboard. The rate for All Students decreased from 5.6% (baseline) to 0.6% (2025), with similar declines for Hispanic and SED students, demonstrating that attendance-focused strategies reduced the number of students missing significant instructional time (Metric 5).

-For the third year in a row, 100% of students say there are activities at school they enjoy participating in and for the second year in a row, no students say bullying is usually a problem (2026 Student Survey).

Action 2.3 (Support the Well-Being of Students) maintained counseling support and was effective in improving school climate and student well-being.

-As reported on the 2025 Dashboard suspension rates declined from 1.6% at baseline to 0% for all student groups and have remained at 0%, indicating improved student behavior and effective support systems (Metric 7).

-Student, parent, and staff survey results (2026) show increased perceptions of safety, with student reports of feeling safe “usually” increasing by 19.2 percentage points, and parent and staff agreement reaching 100% (Metric 8).

-Student connectedness improved substantially, with the percentage of students reporting they usually feel connected to school increasing from 56.7%(baseline) to 83.9% (2026), demonstrating improved relationships and sense of belonging (Metric 9).

Collectively, Actions 2.1, 2.2, and 2.3 have been effective in making progress toward Goal 2. Improvements in family engagement, reductions in chronic absenteeism, sustained zero suspension and dropout rates, and increased perceptions of safety and connectedness demonstrate that the actions are aligned to the identified needs and are producing positive results. Minor declines in overall attendance will continue to be monitored to ensure sustained 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.

There are no planned changes to Goal 2.

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	Family Engagement / Communication	Promote parent engagement by offering opportunities for parents to participate in engaging school activities and maximizing district communication tools to promote school to home connectedness. Reach out to all parents to make sure they are signed up for Class Dojo and the school app.	$1,876	No
2.2	Student Attendance and Engagement	Promote attendance by creating an engaging, safe school climate and facilities that are clean and well maintained. Facilities • Staff to maintain facilities that are clean and well maintained Attendance • Educate families on the importance of regular school attendance • Celebrate good attendance through monthly incentives • Offer attendance make-up opportunities for students Promote Engagement – *Our Parent's Club funds our field trips and assemblies* • Field trips • Sports for grades 6-8 • Student Council Assemblies	$84,137	No
2.3	Support the Well-Being of Students	Support the well-being of all students and families by hiring a part-time school counselor.	$17,327	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$131,687	$0.00

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
8.30%	0%	$0.00	8.30%

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 #(s)	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
Goal 1, Action 1.2	The 2025 Dashboard reports that while the All student group improved 18.5 points in ELA and is now 11.1 points below standard, the SED student group declined 8.4 points and is now 57.5 points below standard. In Math, the All student group remained stable at 46.3 points below standard, while the SED student group remains significantly below standard at 61 points below standard (Metric 5). These data indicate a persistent and widening achievement gap between All students and SED students. Local assessment data (STAR) shows growth across groups. In ELA, 61.86% of students increased their percentile score from fall 2025 to winter 2026 and in Math, 70.10% increased. The percentage of students scoring at or above the 40th percentile in ELA increased from fall 2025 to winter 2026 for all of our student groups (All: 53% to 69.7%; SED: 39.13% to 56.52%; EL: 10% to 20%) and in Math for two of our three student groups (All 52% to 69.7%; SED: 45.65% to 58.7%; EL 10% to 10%). Despite this progress, there is a significant learning gap between our All, SED, and EL student groups in ELA and Math. The data indicate that unduplicated pupils require increased instructional intensity, individualized feedback, and targeted small-group support to accelerate learning and close achievement gaps. Educational partner input reinforces this identified need. Educational partners consistently cited small class sizes as essential for student success, and 100% of parents indicated that small class sizes are important. According to 2026 Student Surveys students continue to say they get the support they need from their teachers/staff to be successful at school: 100%; 100% in 2025; 98.5% in 2024 suggesting that maintaining staffing levels contributes to perceived academic support and access to individualized assistance. See also: *Annual Performance* and *Goal 1 Metrics*	We will continue to fund additional certificated staff to maintain smaller class sizes in all grades to better serve our SED student group and English learners who demonstrate persistent achievement gaps in ELA and Math. This action is being provided on an LEA-wide basis to ensure that unduplicated students at every grade level have access to increased instructional support. Dashboard and STAR data show that SED and EL students require accelerated growth to close performance gaps. Maintaining smaller class sizes increases services for these students by reducing the student-to-teacher ratio. This allows for more frequent and meaningful individualized instructional interactions, targeted small-group reteaching, timely feedback during guided practice, and adjustments in pacing to ensure mastery before moving on to new content. SED students may have limited access to academic support outside of school, and EL students require structured language development embedded within core instruction. Smaller class sizes allow teachers to provide the increased instructional intensity and differentiated support needed to address these barriers and accelerate learning. Smaller class sizes support all students, but they are especially important for our SED and EL students as we work to close persistent achievement gaps. We are continuing this action based on overall ELA growth and consistent educational partner feedback that small class sizes contribute to individualized academic support. Although achievement gaps persist for SED and EL students, maintaining reduced class sizes provides the instructional conditions necessary to accelerate growth and close those gaps over the three-year LCAP cycle.	We will monitor the effectiveness or our actions using: -Dashboard (Metric 5) -STAR (Metric 10)

Insert or delete rows, as necessary.

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
	N/A		

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

Browns Elementary School District does not receive concentration grant add-on funding.

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

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026/27	$ 1,586,669	$ 131,687	8.300%	0.000%	8.300%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 888,740	$ 20,188	$ -	$ 30,866	$ 939,794.00	$ 905,876	$ 33,918

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	Certificated Staff	All	No	LEA-wide		All	Ongoing	$ 605,600	$ -	$ 605,600	$ -	$ -	$ -	$ 605,600	0.000%
1	1.2	Additional Certificated Staff	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 170,514	$ -	$ 170,514	$ -	$ -	$ -	$ 170,514	0.000%
1	1.3	Professional Development	All	No	LEA-wide		All	Ongoing	$ 1,191	$ 300	$ 1,491	$ -	$ -	$ -	$ 1,491	0.000%
1	1.4	Data and Assessment	All	No	LEA-wide		All	Ongoing	$ -	$ 8,972	$ 4,271	$ -	$ -	$ 4,701	$ 8,972	0.000%
1	1.5	Intervention	All	No	LEA-wide		All	Ongoing	$ 46,643	$ 3,234	$ 4,259	$ 20,188	$ -	$ 25,430	$ 49,877	0.000%
2	2.1	Family Engagment/Commuincation	All	No	LEA-wide		All	Ongoing	$ 1,141	$ 735	$ 1,141	$ -	$ -	$ 735	$ 1,876	0.000%
2	2.2	Student Attendance and Engagement	All	No	LEA-wide		All	Ongoing	$ 80,787	$ 3,350	$ 84,137	$ -	$ -	$ -	$ 84,137	0.000%
2	2.3	Support the Well-Being of Students	All	No	LEA-wide		All	Ongoing	$ -	$ 17,327	$ 17,327	$ -	$ -	$ -	$ 17,327	0.000%

2026/27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,586,669	$ 131,687	8.300%	0.000%	8.300%	$ 170,514	0.000%	10.747%	**Total:**	$ 170,514
								LEA-wide Total:	$ 170,514
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1.2	Additional Certificated Staff	Yes	LEA-wide	English Learners and Low-Income	All	$ 170,514	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 857,494.00	$ 1,002,550.00

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	Certificated Staff	No	$ 542,145	$ 668,839
1	1.2	Additional Certificated Staff	Yes	$ 144,999	$ 164,644
1	1.3	Professional Development	No	$ 16,000	$ 6,900
1	1.4	Data and Assessment	No	$ 12,213	$ 12,205
1	1.5	Intervention	No	$ 36,455	$ 41,633
2	2.1	Family Engagment/Commuincation	No	$ 6,345	$ 7,278
2	2.2	Student Attendance and Engagement	No	$ 83,724	$ 83,724
2	2.3	Support the Well-Being of Students	No	$ 15,613	$ 17,327

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 129,060	$ 144,999	$ 164,644	$ (19,645)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.2	Additional Certificated Staff	Yes	$ 144,999	$ 164,644.00	0.000%	0.000%

2025/26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,622,016	$ 129,060	0.000%	7.957%	$ 164,644	0.000%	10.151%	$0.00 - No Carryover	0.00% - No Carryover

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

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:

Local Control and Accountability Plan Instructions

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).