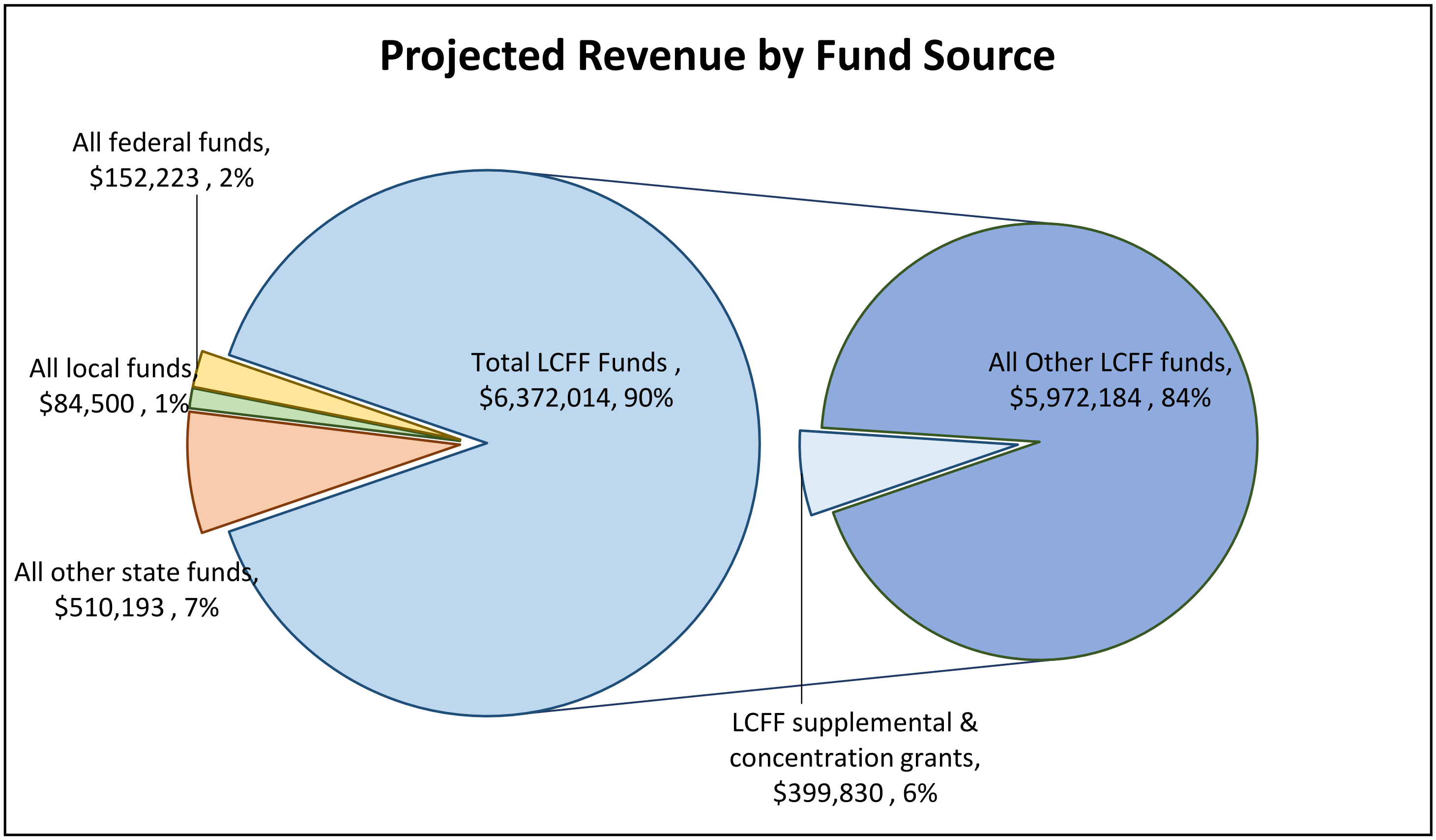
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brittan School District
CDS Code: 51 71357 6053235
School Year: 2026/27
LEA contact information: Heather Azevedo Superintendent heathera@brittan.k12.ca.us (530) 822-5155

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

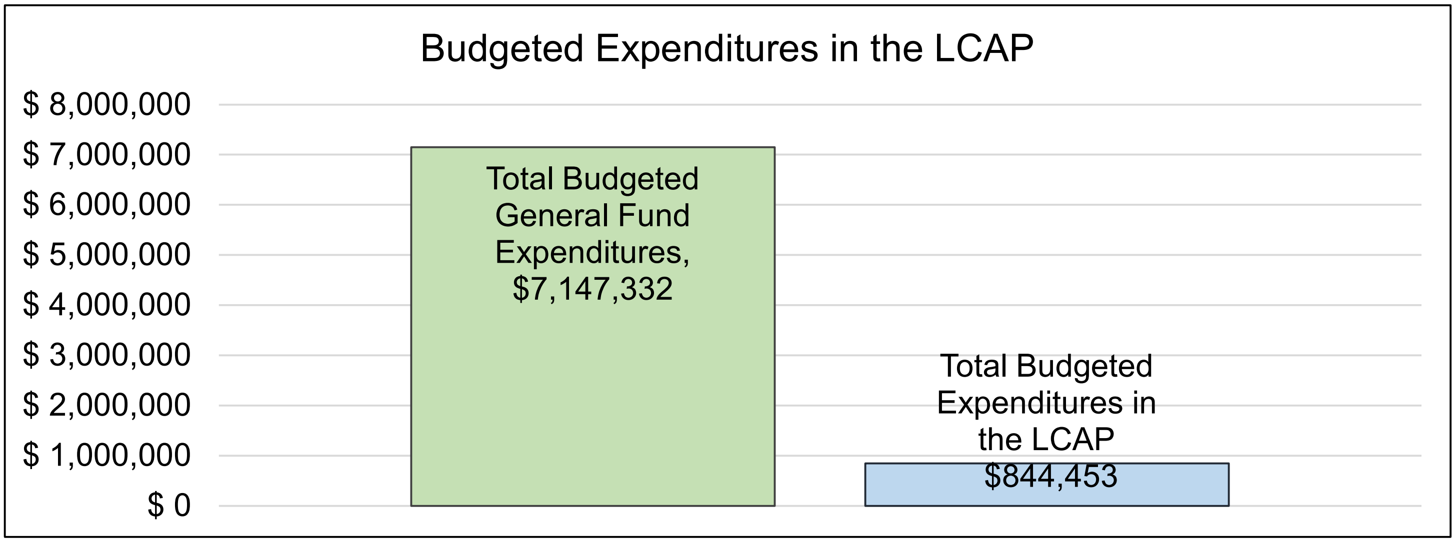


This chart shows the total general purpose revenue Brittan School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Brittan School District is $7,118,930.00, of which $6,372,014.00 is Local Control Funding Formula (LCFF), $510,193.00 is other state funds, $84,500.00 is local funds, and $152,223.00 is federal funds. Of the $6,372,014.00 in LCFF Funds, $399,830.00 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 Brittan 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: Brittan School District plans to spend $7,147,332.00 for the 2026/27 school year. Of that amount, $844,453.00 is tied to actions/services in the LCAP and $6,302,879.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

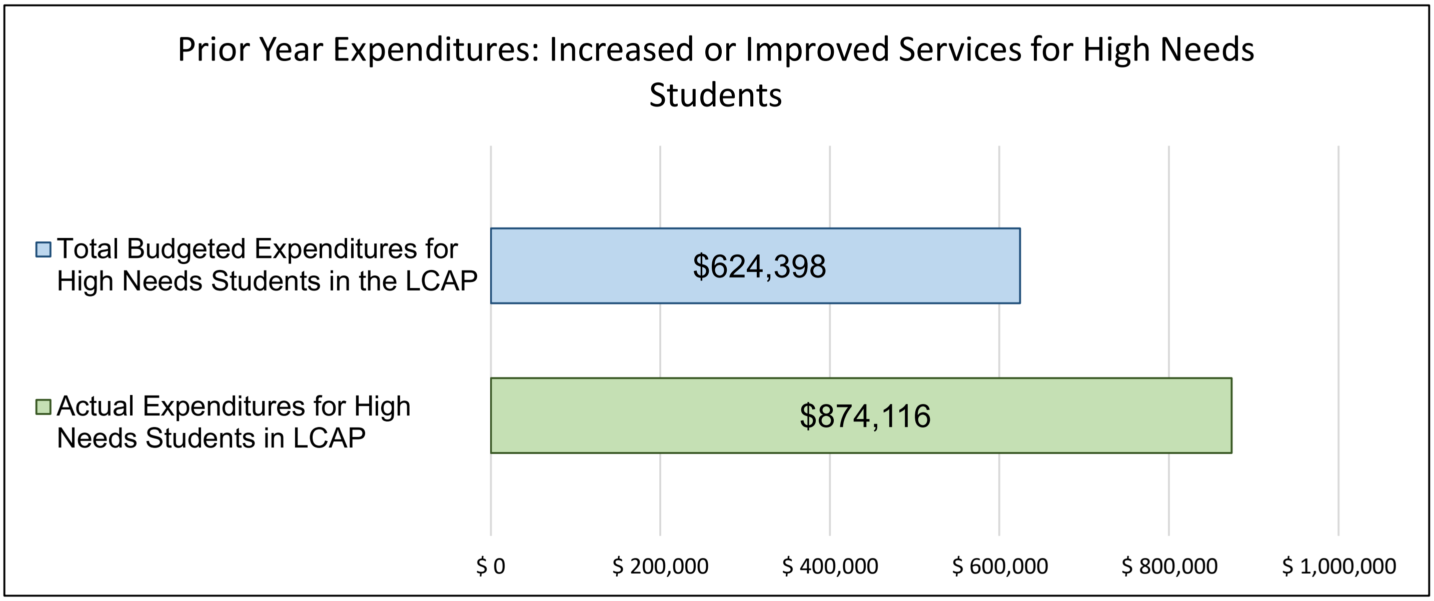
Salaries, administration, transportation, technology, special education, facilities and maintenance, and general operating expenses.

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

In 2026/27, Brittan School District is projecting it will receive $399,830.00 based on the enrollment of foster youth, English learner, and low-income students. Brittan School District must describe how it intends to increase or improve services for high needs students in the LCAP. Brittan School District plans to spend $571,397.00 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 Brittan 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 Brittan 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, Brittan School District 's LCAP budgeted $624,398.00 for planned actions to increase or improve services for high needs students. Brittan School District actually spent $874,116.00 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
Brittan Elementary School District	Heather Azevedo, Superintendent	heathera@brittan.k12.ca.us (530) 822-5155

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.

Brittan Elementary School District is a single school rural district located in Sutter, nestled at the base of the Sutter Buttes. We provide quality education beginning in Transitional Kindergarten (TK) through grade eight. All students in TK through grade eight are using state-adopted curriculum in all core subjects (English-Language Arts, Math, Science, and History). Our philosophy is built from the understanding that children learn in different ways; therefore, our approach emphasizes teaching through differentiated instruction. Teaching at a high level of standards and skills in many different ways provides both reinforcement and allows the curriculum to correspond with the learning strengths of each child. The District budgets, staffs, makes all program decisions, and continues to offer professional development opportunities to support growth and academic excellence for our staff, students and families.

We continue to offer our families small classroom sizes; the student-teacher ratio does not exceed 20 to 1 in TK through third grade, and an average of no more than 24 to 1 in grade four through grade eight. Exposure to a rich educational program, offered by knowledgeable staff that believes in making a difference in the lives of our students, is what makes Brittan such an incredible school. The entire certificated staff has worked together to design an extensive research-based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and all subjects. In addition to academics, we are fortunate to have the ability to offer our students access to an extensive on-site library, one-to-one ratio with laptops, and active boards in every classroom. We also have a full-time music program, two instructional specialists that offer designated small group intervention in both Reading and Math, and an on-site counselor to provide individual, small group and classroom sessions. Our expanded learning opportunities program continues to grow as well and offers our "Bear Care" students and families a fun, supportive extension to the regular school day, as well as intersessions throughout the school year.

As a closed campus, Brittan maintains a safe and secure environment where students are supported academically, socially, and emotionally. The District recently added a new gymnasium and offers a variety of sports opportunities for students in sixth through eighth grade, helping to promote student engagement and school connectedness. Currently serving approximately 520 students, including 17% who attend through inter-district transfers, Brittan continues to attract families seeking a well-rounded educational experience that prioritizes high expectations, strong relationships, and individualized support. Brittan Elementary School District is truly designed to meet the needs of every student, every day.

Reflections: Annual Performance

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

Brittan Elementary School is committed to supporting students, staff, and families through strong academic instruction, social-emotional learning (SEL), intervention, extended learning opportunities, and enrichment so that all students can develop the skills needed to become successful lifelong learners. Our commitment is reflected in the following performance data.

Pupil Achievement:

2025 California School Dashboard (Dashboard)
2024 to 2025 Comparison

English Language Arts (ELA): We showed an overall decline in ELA performance. The All student group moved from 36.2 points below standard in 2024 to 52.4 points below standard in 2025, reflecting a 16.2 point decline. Most student groups experienced similar declines, including Hispanic (-9.2), White (-17.4), Socioeconomically Disadvantaged (SED) (-17.4), and Students with Disabilities (SWD) (-13), indicating that ELA achievement gaps remain and widened for some groups. Our SED student group moved from the Yellow to the Red performance level and our SWD student group remains at the Red performance level (Metric 5).

Mathematics: We also declined in Math overall. The All student group moved from 46.5 points below standard in 2024 to 53.8 points below standard in 2025, reflecting a 7.2 point decline. Declines were also seen across most student groups, including Hispanic (-12.6), White (-3.9), and SED (-14.3), while SWD showed little change, maintaining at the Red performance level. (Metric 5).

From 2024 to 2025, students demonstrated Minimal Growth in ELA, with 57.2% improving their ELA scale score, while students demonstrated Accelerated Growth in Math, with 68% improving their Math scale score.

2025 California Assessment of Student Performance and Progress (CAASPP) Summative Assessment

ELA: Three of the five student groups increased compared to 2024 (Hispanic +6.4%, SED +0.51%, SWD +1.96%), while All students (-4.82%) and White students (-10.12%) declined (Metric 6).

Math: Math CAASPP results showed mixed outcomes in 2025. Hispanic students (+0.32%) and SWD (+4.24%) improved compared to 2024, while All students (-2.11%), White students (-1.96%), and SED students (-6.23%) declined (Metric 6).

Local Assessment, i-Ready

Results on the Spring 2026 i-Ready local assessment showed mixed performance trends compared to Spring 2025.

ELA: The percentage of All students performing in Tier I (At Grade Level or Above) declined slightly from 34% in Spring 2025 to 33% in Spring 2026. However, improvement was observed among several student groups, including SED students, who increased from 21% to 23%, EL, who increased from 14% to 20%, and SWD, who increased from 11% to 15% (Metric 11).

Math: Math results reflected continued academic challenges overall, with the percentage of All students performing at grade level declining from 32% in Spring 2025 to 30% in Spring 2026. SED students remained stable at 19%, while EL performance declined from 14% to 0%. SWD demonstrated improvement, increasing from 21% in Spring 2025 to 24% in Spring 2026 (Metric 11).

2025/26 Summary

Overall, 2025 results show that we maintained strong basic services, including 100% appropriately assigned teachers (Metric 1) and 100% student access to standards-aligned instructional materials (Metric 2). One hundred percent of students, including unduplicated students and students with exceptional needs in grades 1–8 scoring two or three grade levels below on the fall i-Ready ELA or math assessment, received tutoring or tiered intervention (Metric 10). Math and Reading Specialists provided intervention to struggling students and met with teachers to review state and local assessment results. Teachers used this information to form intervention groups and identify instructional needs. After each assessment window, the ELA and Math Specialists worked with grade-level teams to analyze data and form small groups for the RTI program in both math and reading (Action 1.1 Data and Assessment). During RTI time for each grade level, teachers grouped students for daily Tier I extension or Tier II intervention. During Tier II intervention, teachers taught skills in small groups of students (Action 1.2 Classroom RTI). The ELA and Math Specialists provided Tier III small-group intervention during grade-level RTI time, delivered designated ELD instruction for English learners, shared English learner data with teachers, and supported integrated ELD (Action 1.3 Intervention/ELD Teachers). During each grade level's RTI time, paraeducators worked with small groups of students and supported classrooms while teachers delivered Tier II intervention (Action 1.4 Paraeducator Support). Professional development during the year included training in i-Ready and PBIS (Action 1.5 Professional Development). Students with disabilities in grades 4–6 also received additional small-group instructional time focused on reteaching grade-level curriculum (Action 1.6 Support SWD).

Changes for 2026/27:

While Actions 1.1-1.6 were implemented as planned and supported data use and intervention systems, they did not lead to improved student achievement between 2024 and 2025. Analysis of Dashboard and local assessment data indicates that while intervention systems are in place, Tier I classroom instruction needs strengthening so that more students master grade-level standards during core instruction. Because of declines in both ELA and math, we determined that the current actions need adjustment. In Action 1.1 (Data and Assessment), we will improve Tier I instruction by holding monthly teacher data meetings focused on instruction. During these meetings teachers will review common assessment data, including Interim Assessment Blocks (IABs) from the California State Assessment System administered approximately every six weeks, along with i-Ready and classroom assessments. Teachers will identify priority standards students struggled with, plan reteaching strategies, implement instruction, and reassess. Tier I instruction will improve because teachers will adjust lessons based on student misunderstandings and provide targeted reteaching aligned to grade-level standards. Through Action 1.2 (Classroom RTI) and Action 1.3 (Intervention/ELD Teachers), we will place greater emphasis on standards-aligned instruction and targeted intervention during RTI time to better address gaps identified in CAASPP results, IAB data, and i-Ready assessments. Professional learning will focus more on instructional strategies tied to grade-level standards, strengthening explicit instruction practices, the use of formative assessments to assess learning during lessons rather than only on larger tests, and effective intervention practices (Action 1.5 Professional Development). Finally, we will expand Action 1.6 (Support for Students with Disabilities) so more students with disabilities can receive additional small-group reteaching aligned with grade-level standards through coordinated planning between general education teachers, intervention specialists, and special education staff. These adjustments are intended to strengthen the effectiveness of Tier I instruction and intervention systems and support improved student progress toward grade-level standards.

School Climate and Pupil Engagement:

2025 California School Dashboard (Dashboard)
2024 to 2025 Comparison

Chronic Absenteeism: The 2025 Dashboard reports our chronic absenteeism rate for All students was 18.4%, a 1.6% decline from the prior year. Several student groups also showed improvement, including White (17.9%, declined 2.6%), SED (27.1%, declined 3.1%), and SWD students (26.4%, declined 3%). Rates for Hispanic students (23.4%) and our Two or More Races (TMR) student group (9.5%) remained essentially unchanged (Metric 5). Overall, we continued to reduce chronic absenteeism, though rates remain elevated for SED and SWD students.

Suspension: In 2024, we reported a 0% suspension rate schoolwide. While this was a positive outcome, our small student population means that even a few suspensions can significantly impact Dashboard performance levels. In 2025, suspension rates increased sharply across all student groups. The suspension rate for our All student group rose to 3.9% (+3.9%), resulting in a Red performance level. Similar increases were seen for key student groups, including White (4.7%, +4.7%), SED (4.6%, +4.6%), and SWD (5.3%, +5.3%), with both the White and SED groups also falling into the Red performance level (Metric 7).

Local Data

Surveys

Parent perceptions remain highly positive, though slightly decreased from 2024:
- Communication from the school is good: 98% in 2026; 94.8% in 2025; 97.6% in 2024
- Brittan is a friendly, welcoming environment: 99% in 2026; 94.8% in 2025; 98.4% in 2024
- Brittan promotes parent participation in school events, committees, and organizations: 100% in 2026; 97.4% in 2025; 98.4% in 2024

Students report positive relationships with teachers and support systems, though survey results indicate student connectedness remains an area of concern:
- They like coming to school: 72.7% in 2026, 66% in 2025; 69.8% in 2024
- If they need more help with classwork or homework, they can ask their teacher: 95.2% in 2026, 93.6% in 2025; 93.4% in 2024
- Their teachers care about them and want them to succeed: 96.3% in 2026, 91.9% in 2025; 95.3% in 2024

2025/26 Summary

Overall, 2025 results show that attendance systems and family engagement efforts were effective in improving attendance, supporting student engagement, and maintaining strong relationships with families. Chronic absenteeism declined for most student groups, parent engagement survey results remained very strong, and dropout and expulsion rates remained at 0% (Metrics 5, 6, and 8). Attendance interventions, including attendance monitoring, parent communication, and early outreach to families, contributed to reductions in chronic absenteeism for All students, SED students, and SWD (Action 2.1 Attendance). Student engagement opportunities such as PBIS incentives, assemblies, music, art, field trips, counseling supports, and extracurricular activities helped maintain a positive school culture and promote student participation (Action 2.2 Student Engagement and Support). Family engagement activities and increased opportunities for parent participation supported strong parent perceptions of school involvement and communication (Action 2.3 Family and Community Engagement).

However, suspension rates increased in 2025 across multiple student groups, including All students, SED students, and SWD, resulting in Red performance levels for several groups on the Dashboard (Metric 7). While the increase reflects a small number of student incidents in a relatively small district, the District recognizes the impact of these events on students and school climate. We remain committed to maintaining a safe and supportive learning environment through continued implementation of social-emotional supports, counseling services, restorative practices, and proactive behavioral interventions because these supports provide students with strategies to build self-regulation, strengthen relationships, and address behavioral concerns before they result in disciplinary incidents. In addition, student connectedness survey results remained lower than desired and parent perceptions of school safety declined. These results indicate that while attendance and family engagement systems are producing positive outcomes, additional strengthening of PBIS implementation, proactive behavioral supports, and communication systems is needed to improve school climate and student connectedness.

Changes for 2026/27

For the 2026/27 school year, we will continue implementing Actions 2.1-2.3 while strengthening behavioral supports, communication systems, and student engagement practices. In Action 2.1 (Attendance), we will continue attendance monitoring, family outreach, and bilingual communication supports to address ongoing chronic absenteeism concerns for SED, SWD, and Hispanic students. In Action 2.2 (Student Engagement and Support), we will strengthen PBIS, trauma-informed practices, and SEL supports to improve consistency in behavior supports and reduce suspensions because suspension rates increased significantly across multiple student groups in 2025 and survey results indicated concerns related to school climate and student connectedness. In Action 2.3 (Family and Community Engagement), we will increase promotion of school events and improve communication methods to strengthen family engagement, perceptions of safety, and student connectedness.

Differentiated Assistance

Based on a review of the 2025 California School Dashboard and local data, our LEA was identified for Differentiated Assistance due to the performance of our Socioeconomically Disadvantaged (SED) student group in English Language Arts (ELA) and Suspension Rate (Priority 4: Student Achievement and Priority 6: School Climate). Our analysis included: CAASPP ELA results disaggregated by student group; District benchmark reading data; Suspension data disaggregated by subgroup, infraction type, and school site; Chronic absenteeism trends; Student and family climate survey results; Focus group input from families of SED students, classified staff, teachers, and site administrators. The needs assessment and implementation plan can be found in the Technical Assistance section below.

Learning Recovery Emergency Block Grant (LREBG)

LREBG funds ($19,972) will be used in the 2026/27 school year to support the comprehensive assessment system through the i-Ready platform as part of Action 1.1 (Data and Assessment).

The identified need for this action is based on ongoing gaps in ELA performance, particularly for SED students and English learners, as demonstrated by Dashboard (All: 52.4 below; SED: 76.2 below Red performance level), CAASPP (All: 30.06%; SED 24.14%), and local (All: 33%, SED: 23%) assessment data. These gaps indicate a need for consistent, standards-aligned assessment tools that provide timely and actionable data to inform instruction and intervention.

LREBG funds will be used to support the administration of i-Ready diagnostic and progress monitoring assessments for students in grades 1-8. These assessments provide teachers with student-level data on reading skills, allowing them to identify needs, adjust instruction, and group students for targeted intervention. This supports improved literacy outcomes because instruction is informed by timely data and aligned to identified skill gaps.

The effectiveness of this action will be measured using local i-Ready assessment results (Metric 11).

Reflections: Technical Assistance

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

Based on a review of the 2025 California School Dashboard and local data, our LEA was identified for Differentiated Assistance due to the performance of our Socioeconomically Disadvantaged (SED) student group in English Language Arts (ELA) and Suspension Rate (Priority 4: Student Achievement and Priority 6: School Climate).

Needs Assessment

Our analysis included:

- CAASPP ELA results disaggregated by student group;
- District benchmark reading data;
- Suspension data disaggregated by subgroup and infraction type;
- Chronic absenteeism trends;
- Student and family climate survey results;
- Focus group input from families of SED students, classified staff, teachers, and site administrators.

Reflections: Annual Performance

The needs assessment identified the following:

ELA performance: SED students are performing 23.8 points lower than our All student group on the CAASPP ELA Distance from Standard Measure (Dashboard). While SED students declined at the same rate as our White student group, they remain significantly further from standard.

Suspension Rate: Suspension rates increased from 0% in 2024 to 3.9% in 2025 for the All student group. Similar increases were seen for key student groups, including White (4.7%), SED (4.6%), and Students with Disabilities (5.3%), resulting in Red performance levels for All, White, and SED student groups. Because of Brittan’s relatively small student population, even a small number of suspensions can significantly impact Dashboard performance levels.

Root Cause Analysis

Through review of disaggregated benchmark data, classroom walkthrough evidence, and educational partner input, we identified the following contributing factors impacting ELA outcomes for SED students: inconsistent Tier I instructional rigor and alignment to grade-level standards; limited systematic progress monitoring during intervention blocks; gaps in foundational literacy skills that compound in upper grades; inconsistent use of differentiated scaffolds; and attendance patterns impacting instructional continuity. Teachers reported variability in implementation of evidence-based literacy strategies. Educational partners also identified a need for clearer communication regarding grade-level expectations and available academic supports.

Analysis of suspension data, disaggregated by student group, incident type, and contributing factors, along with classroom observations and educational partner input, identified several contributing factors to the increase in suspension rates across all student groups. Inconsistent implementation of schoolwide behavior expectations and discipline practices was identified as a contributing factor, because staff responses to student behavior varied across classrooms and settings. Limited systematic use of behavioral data to monitor trends and adjust supports was also identified, because data was not consistently reviewed to inform timely, preventative interventions, resulting in missed opportunities to address emerging patterns before escalation. The primary contributing factor to the increase in suspension rates is the occurrence of a small number of high-severity incidents, including behaviors such as vandalism and breaking into school facilities, because these incidents require administrative responses aligned to student safety policies and result in suspension. Due to the LEA's small student population, each incident has a significant impact on overall suspension rates and Dashboard performance levels.

Actions Underway

To address these identified needs, we are implementing the following actions:

- Strengthening Tier I ELA instruction through PLCs, because inconsistent rigor has limited SED students' access to grade-level content. This increases services by ensuring consistent, standards-aligned instruction, resulting in improved reading outcomes.
- Implementing structured intervention with progress monitoring, because delayed identification of skill gaps has limited timely support. This improves services through data-driven intervention, accelerating literacy development.
- Expanding after-school and extended learning for SED students, because foundational skill gaps and attendance patterns reduce instructional access. This increases services by providing additional targeted learning time.
- Providing instructional coaching and professional development on differentiation and evidence-based literacy strategies, because variability in instruction limits access to grade-level content. This improves instructional consistency and responsiveness to SED student needs.
- Using structured data review cycles, because inconsistent data use has limited timely instructional adjustments. This increases services by enabling responsive instruction.
- Implementing proactive behavioral supports, including trauma-informed practices, because inconsistent responses to behavior contribute to exclusionary discipline. These practices build staff capacity to recognize and respond to student needs, create predictable learning environments, and emphasize relationship-centered approaches, resulting in reduced suspension rates.

Collectively, these actions increase and improve services for SED students by strengthening core instruction, expanding targeted intervention, and improving behavioral supports, which will result in improved ELA outcomes and reduced suspension rates as measured by Dashboard indicators and local assessments.

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
Certificated & Classified Staff & Certificated Bargaining Unit	Survey: January 2026 Meetings: May 2026 met with the Guiding Coalition (one teacher from each grade level) reviewed progress on actions in the 2025/26 LCAP; discussed current needs and effectiveness of actions; and got input on potential changes to actions.
Principals & Administrators	Leadership met weekly to review goals and actions; Superintendent works with Parent Advisory and Guided Coalition on LCAP updates, goals, and actions.
Parents	Survey: January 2026 Meetings: Brittan Parent Activity Club - September 2025 and February 2026 got input on the Local Indicators, discussed needs based on survey responses. In June, prior to our first board meeting for the LCAP public hearing, parents were notified that the LCAP was available for review and comments.
Students	Our Associated Student Body (ASB) officers served as our Student Advisory Committee and were consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC)	Meetings: September 2025; November 2025, December 2025; January 2026; April 2026, and May 2026 - reviewed progress on actions in the 2025/26 LCAP; discussed current needs and effectiveness of actions; and got input on adjustments to goals and actions. Got input on Local Indicators. Gave input on LCAP draft in May 2026.
ELAC/DELAC	N/A
SELPA	February 2026

Insert or delete rows, as necessary.

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

Input from educational partners played an integral role in the development of the 2026/27 LCAP and directly influenced revisions to goals, actions, and services. Educational partners consistently identified the need to strengthen academic rigor while continuing to provide targeted support and intervention for students who are struggling to meet grade-level standards. Review of Dashboard, CAASPP, and local i-Ready data showed declines in ELA and Math performance from 2024 to 2025 and persistent achievement gaps for SED students and SWD. Educational partners expressed support for maintaining intervention systems while strengthening Tier I classroom instruction and increasing consistency in instructional practices.

As a result, Goal 1 actions were revised to place a greater emphasis on standards-aligned Tier I instruction, ongoing data analysis, and targeted reteaching cycles. In Goal 1, we will continue to maintain ELA and Math Specialists who will work with teachers to analyze CAASPP, Interim Assessment Block (IAB), i-Ready, and classroom assessment data to identify student needs and plan targeted intervention and reteaching (Actions 1.1 and 1.3). Teachers will continue to provide daily Tier I extension and Tier II intervention during RTI time with support from paraeducators (Actions 1.2 and 1.4). Educational partners also emphasized the importance of improving support for English learners and students with disabilities. Therefore, ELA and Math Specialists will continue providing designated ELD instruction, support for Integrated ELD, and targeted intervention aligned to grade-level standards (Action 1.3). Additional small-group reteaching and intervention opportunities for SWD will continue through coordinated planning between general education teachers, intervention staff, and special education staff, with expanded collaboration to better align supports to student needs (Action 1.6). Professional development will also shift toward strengthening instructional consistency through standards alignment, formative assessment practices, close reading strategies, writing instruction, and effective intervention practices (Action 1.5).

Attendance and student engagement were also identified as ongoing priorities because chronic absenteeism continues to impact some student groups, particularly SED students and SWD. To address these concerns, we will continue implementing attendance monitoring systems that include attendance letters, parent communication, and early intervention when students approach the chronic absenteeism threshold. Educational partners also emphasized the importance of improving communication and outreach to Hispanic families. As a result, a bilingual staff member will continue contacting families to reinforce the importance of attendance and provide information regarding attendance recovery and Independent Study options (Goal 2, Action 2.1).

Educational partners consistently identified maintaining a safe, welcoming, and engaging school environment as a priority. Parent survey results continue to show strong levels of connectedness and participation, though some declines were noted in perceptions of school safety and student connectedness. In response, we will continue implementing student engagement activities, PBIS supports, SEL practices, family events, and expanded communication efforts designed to strengthen school connectedness and increase family participation (Goal 2, Actions 2.2 and 2.3).

Feedback from educational partners directly informed adjustments to intervention services, expanded learning opportunities, student wellness supports, and academic achievement goals included throughout this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Brittan Elementary School District will provide a high quality education, including enrichment and intervention, to all students to ensure they are prepared to succeed in High School, College, and/or Career.	Broad

State Priorities addressed by this goal.

Priorities: 1A, 1B, 2A, 2B, 4A, 4E, 4F, 7A, 7B/C, 8

An explanation of why the LEA has developed this goal.

This goal was developed to improve the academic achievement of all students based on state and local data demonstrating persistent achievement gaps and inconsistent academic progress. The 2025 Dashboard in ELA reports declines across all student groups, with several student groups declining more than 9 points. Our All, White, and Hispanic student groups declined from the Yellow performance level to Orange, while our SED student group dropped to the Red performance level and our SWD student group remained at the Red performance level, contributing to our qualification for Differentiated Assistance (DA). A significant performance gap also continues to exist between our All student group and SED student group.

On the 2025 Dashboard in Mathematics, four of five student groups declined (Metric 5). Our All and White student groups declined from Yellow to Orange, while our SWD student group remained at the Red performance level, further contributing to DA eligibility.

CAASPP results show that while some student groups improved compared to baseline, overall gains in ELA and Math have not been large enough to positively impact Dashboard performance levels (Metric 6). Local i-Ready results also reflect mixed outcomes. While some student groups demonstrated improvement between Spring 2024 and Spring 2026, the percentage of All students performing At Grade Level or Above declined in both ELA and Math, indicating continued need for strengthening Tier I instruction, intervention, and targeted supports for student groups demonstrating the greatest need. (Metric 11)

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: Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	March 2024 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	March 2025 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	January 2026 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	March 2027 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	No difference
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials Source: Local Data	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	0%
3	Priority 2A: Progress (1-5) in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks Source: Local Indicator Tool - Priority 2	February 2024 5 ELA 5 ELD 5 Mathematics 4 NGSS 5 HSS	February 2025 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	February 2026 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	February 2027 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	0 ELA 0 ELD 0 Mathematics +1 NGSS 0 HSS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 2B: Percentage of English learners scoring Tier I (At Grade Level or Above) on spring ELA local assessment (i-Ready) Source: i-Ready	Spring 2024 0%	Spring 2025 14%	Spring 2026 20%	Spring 2027 25%	+20%
5	Priority 4A: Distance from Standard Met on CAASPP (points below or above standard) Source: CA School Dashboard	2023 Dashboard ELA 51.7 below All 59.1 below Hispanic 54.1 below White 67.2 below SED 108.3 below SWD Math 53.4 below All 53.9 below Hispanic 55.9 below White 70.5 below SED 113.8 below SWD	2024 Dashboard ELA 36.2 below All 49.9 below Hispanic 35.3 below White 58.7 below SED 112.8 below SWD Math 46.5 below All 56.8 below Hispanic 45.8 below White 68.8 below SED 123.2 below SWD Science 18.4 below All 17.6 below White 20.3 below SED	2025 Dashboard ELA 52.4 below All 59.1 below Hispanic 52.7 below White 76.2 below SED 125.8 below SWD Math 53.8 below All 69.4 below Hispanic 49.7 below White 83.1 below SED 121.6 below SWD Science 43.2* All 44.7* White 40.5* SED *Science Points	2026 Dashboard ELA 21.7 below All 29.1 below Hispanic 24.1 below White 37.2 below SED 75 below SWD Math 28.4 below All 28.9 below Hispanic 40.9 below White 45.5 below SED 98.8 below SWD Science 10 below All 7.6 below White 10.3 below SED	ELA -0.7 All 0 Hispanic +1.4 White -9 SED -17.5 SWD Math -0.4 All -15.5 Hispanic +6.2 White -12.6 SED -7.8 SWD Science N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 4A: Percentage of students meeting and exceeding on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP ELA 27.55% All 26.09% Hispanic 26.73% White 22.67% SED 12.5% SWD Math 25.17% All 21.73% Hispanic 26.24% White 16.86% SED 17.5% SWD Science 16.66% All 26.32% Hispanic 15.62% White 10.2% SED	2024 CAASPP ELA 34.88% All 24.09% Hispanic 38.63% White 23.63% SED 16.22% SWD Math 31.56% All 26.51% Hispanic 32.80% White 25.19% SED 16.21% SWD Science 16.67% All 10.71% Hispanic 17.54% White 12.82% SED	2025 CAASPP ELA 30.06% All 30.49% Hispanic 28.51% White 24.14% SED 18.18% SWD Math 29.45% All 26.83% Hispanic 30.84% White 18.96% SED 20.45% SWD Science 11.54% All 17.15% Hispanic 9.87% White 4.16% SED	2026 CAASPP ELA 40% All 38% Hispanic 38% White 30% SED 20% SWD Math 35% All 33% Hispanic 35% White 25% SED 25% SWD Science 30% All 35% Hispanic 30% White 10% SED	ELA +2.51% All +4.40% Hispanic +1.78% White +1.47% SED +5.68% SWD Math +4.28% All +5.10% Hispanic +4.60% White +2.10% SED +2.95% SWD Science -5.12% All -9.17% Hispanic 5.75% White -6.04% SED
7	4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard	2023 Dashboard 61.5%	2024 Dashboard 53.8%	2025 Dashboard Fewer than 11 students, data not displayed for privacy	2026 Dashboard ≥68%	N/A
8	Priority 4F: Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 18%	2024/25 School Year 0%	2025/26 School Year 14%	2026/27 School Year 20%	-4%
9	Priority 7A: Progress (1-5) implementing academic standards for all students Source: Local Indicator Survey	January 2024 3 Health Education 4 Physical Education 5 VAPA 1 CTE 3 World Language	January 2025 3 Health Education 3 Physical Education 3 VAPA 3 CTE 2 World Language	January 2026 3 Health Education 3 Physical Education 3 VAPA 3 CTE 2 World Language	January 2027 5 Health Education 5 Physical Education 5 VAPA 3 CTE 4 World Language	0 Health Education -1 Physical Education -2 VAPA +2 CTE -1 World Language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Priorities 7B/C: Percentage of unduplicated students and students with exceptional needs in grades 1-8 scoring *Two or Three Grade Levels Below* on the fall i-Ready ELA and/or Math assessment, receiving tutoring or tiered intervention. Source: Attendance in programs	Fall 2023 100% All 100% SED 100% EL 100% SWD	Fall 2024 100% All 100% SED 100% EL 100% SWD	Fall 2025 100% All 100% SED 100% EL 100% SWD	Fall 2026 100% All 100% SED 100% EL 100% SWD	No Difference
11	Priority 8: Percentage of 1st-8th grade students scoring in Tier I (At Grade Level or Above) on the spring local assessment (i-Ready) in ELA and Math. Source: Local Assessment i-Ready	Spring 2024 ELA 40% All 19% SED 0% EL 15% SWD Math 52% All 19% SED 0% EL 19% SWD	Spring 2025 ELA 34% All 21% SED 14% EL 11% SWD Math 32% All 19% SED 14% EL 21% SWD	Spring 2026 ELA 33% All 23% SED 20% EL 15% SWD Math 30% All 19% SED 0% EL 24% SWD	Spring 2027 ELA 60% All 30% SED 20% EL 25% SWD Math 60% All 30% SED 30% EL 30% SWD	ELA -7% All +4% SED +20% EL 0% SWD Math -22% All 0% SED 0% EL +5% SWD

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.

We successfully implemented the planned actions in Goal 1 during the 2025/26 school year. At the beginning of the year we reviewed CAASPP scores and compared them with i-Ready scores from the previous year and used this information to form intervention groups and identify intervention needs. i-Ready progress monitoring assessments were given throughout the year. The ELA Specialist and Math Specialist worked with teachers after each assessment window to analyze data within grade level groups and build small groups for the RTI program in both Math and Reading (Action 1.1 Data and Assessment). During RTI time for each grade level, teachers from that grade level grouped their Tier I and Tier II students for daily Tier I extension or Tier II intervention. During Tier II intervention teachers taught skills to small groups of students (Action 1.2 Classroom RTI). The ELA and Math Specialists pulled students for Tier III small group intervention during grade level RTI time; delivered ELD instruction to all English learners; and provided EL data to teachers and supported Integrated ELD (Action 1.3 Intervention/ELD Teachers). Paraeducators worked with small groups of students on skills and supported students in the classroom while the teacher delivered Tier II intervention (Action 1.4 Paraeducator Support). This year PD activities included: i-Ready; IABs, Math framework; writing workshops, paraeducator training; and Safety Update Trainings (Action 1.5 Professional Development). Students With Disabilities in grades 4-6 participated in additional small group time for reteaching directed at grade level curriculum. We are working to expand this to all SWD who need reteaching and intervention (Action 1.6 Support SWD).

One difference between planned actions and actual actions was that due to staffing, we were only able to provide SWD in grade 4-6 additional Tier II small group time for the first part of the year. One challenge we continue to deal with is getting student group information from our i-Ready local assessment.

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.

In Goal 1, we spent about 37% more than budgeted. This was mainly due to higher salary and health and welfare costs in Actions 1.2 and 1.3, including increases that came after the budget was originally set.

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

When analyzing the effectiveness of the actions in Goal 1, educational partners reviewed the 2025 Dashboard, 2025 CAASPP, local i-Ready data, metrics, and Local Indicators.

We determined that Actions 1.1 Data and Assessment, 1.2 Classroom RTI, 1.3 Intervention/ELD, and 1.4 Paraeducator Support have been partially effective in making progress toward the goal based on these outcomes:

- Dashboard results for Metric 5 show improvement in 2024 followed by declines in 2025 across both ELA and Math. In ELA, the distance from standard for all students improved from 51.7 points below standard in 2023 to 36.2 points below in 2024 but declined to 52.4 points below in 2025. Similar patterns occurred across most student groups. SED students and SWD remain the furthest from standard and continue to demonstrate the greatest need for support. In Math, results also improved from 2023 to 2024 before declining in 2025. The most significant declines occurred among Hispanic students and SED students. However, the Growth Model reports that 57.2% of students improved their score from 2024 in ELA (Minimal Growth) while 68% improved their score from 2024 in Math (Accelerated Growth).

-CAASPP results from 2023–2025 show inconsistent progress in ELA and Math and a decline in Science in 2025. ELA performance for all students increased from 27.55% in 2023 to 34.88% in 2024 before declining to 30.06% in 2025. Despite this decline, some groups improved over time, including Hispanic students (26.09% to 30.49%) and SWD (12.5% to 18.18%). Math performance also increased from 25.17% in 2023 to 31.56% in 2024 before declining slightly to 29.45% in 2025. The most notable concern is the decline among SED students from 25.19% in 2024 to 18.96% in 2025. Science performance remained flat from 2023 to 2024 (16.66% to 16.67%) but declined to 11.54% in 2025 across multiple student groups, indicating a need to strengthen science instruction and student readiness. (Metric 6)

-Local i-Ready assessment results from Spring 2024 to Spring 2026 show mixed outcomes in ELA and Math. In ELA, the percentage of all students performing in Tier I (At Grade Level or Above) declined from 40% in 2024 to 33% in 2026. However, improvement was seen among SED students (19% to 23%) and EL students (0% to 20%), while SWD returned to baseline performance levels at 15%. In Math, the percentage of all students performing at grade level declined from 52% in 2024 to 30% in 2026. SED students remained stable at 19%, EL performance remained inconsistent, and SWD improved from 19% to 24%. Overall, the data indicates continued needs in foundational literacy skills, mathematical reasoning, and targeted intervention supports, particularly for student groups performing below grade level. (Metric 11)

-One hundred percent of all students, including unduplicated students and students with exceptional needs in grades 1-8 scoring Two or Three Grade Levels Below on the fall i-Ready ELA and/or Math assessment, received tutoring or tiered intervention. (Metric 10)

Actions to support our English learners (Action 1.3 Intervention/ELD Teachers) were somewhat effective as indicated by both state and local data.

-English Learner progress toward English proficiency, as measured by ELPAC, declined from 61.5% in 2023 to 53.8% in 2024. In 2025, data was not reported on the Dashboard due to the small number of English Learners in the LEA, limiting the ability to identify a current trend. (Metric 7)

-Similarly, the English Learner reclassification rate decreased from 18% in 2023/24 to 0% in 2024/25, with an increase to 14% in 2025/26. This variability indicates inconsistent outcomes in English Learner language development over time. (Metric 8)

-The percentage of English learners scoring Tier I (At Grade Level or Above) on the spring ELA i-Ready assessment increased from 0% in Spring 2024 to 20% in Spring 2026. (Metric 4)

Action 1.6 (Support for Students with Disabilities) was partially effective in improving outcomes for SWD.

-Although SWD declined in ELA and Math on the Dashboard (Metric 5) since Baseline, the percentage of SWD scoring Met/Exceeded on the CAASPP increased in both ELA (12.5% to 18.18%) and Math (17.5% to 20.45%) between 2023 and 2025. (Metric 6)

-SWD demonstrated mixed progress on the local i-Ready assessment from Spring 2024 to Spring 2026. In ELA, SWD remained stable at 15% performing in Tier I (At Grade Level or Above), while Math performance improved from 19% to 24%. (Metric 11)

Action 1.5 Professional Development was somewhat effective based on the 2026 Local Indicator Priority 2 results.

-We maintained a rating of 5 (Full Implementation and Sustainability) for ELA, ELD, Math, and HSS and increased to 5 in NGSS for progress in implementing policies or programs that support staff in identifying areas for improving instruction aligned to standards and frameworks (Metric 3). However, our progress has not been as consistent across Priority 2 indicators related to implementing academic standards for all students. Since Baseline, ratings declined in Physical Education, VAPA, and World Language, while CTE increased (Metric 9).

Overall, these results show that while some progress occurred earlier in the cycle, gains were not consistently sustained in 2025 and achievement gaps between student groups persist. Therefore, we will adjust the actions in Goal 1 to place greater emphasis on strengthening Tier I instruction, improving the use of assessment data to guide reteaching of grade-level standards, increasing consistency in instructional practices, and expanding targeted supports for student groups demonstrating the greatest need. Changes to actions can be found in prompt 4.

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.

Changes were made to most actions in Goal 1 because analysis of Dashboard and local assessment data indicated that, while systems for data use and intervention were in place, student achievement in ELA and Math did not improve between 2024 and 2025. This indicated a need to strengthen Tier I instruction and ensure intervention is more tightly aligned to identified standards gaps.

Action 1.1 (Data and Assessment)
-Added IAB assessments every 6 weeks to increase frequency of progress checks.
-Introduced monthly teacher data meetings focused on instruction and reteaching cycles.
-Strengthened PLC focus on Tier I ELA (standards alignment, close reading, complex text).
-Shift from periodic analysis to ongoing instructional cycle (analyze → plan → reteach → reassess).

Action 1.2 (Classroom RTI) and Action 1.3 (Intervention/ELD Teachers)
-Maintained structure of Tier I/Tier II grouping.
-Added explicit emphasis on standards-aligned instruction and targeted intervention based on CAASPP, IAB, and i-Ready data.
-Clarifies tighter alignment between data, RTI instruction, and intervention focus.

Action 1.5 (Professional Development)
-Shift from event-based PD (SCSOS trainings, vendor sessions) to systematic, site-based instructional focus:
 -Schoolwide writing system (common organizers, rubrics, expectations)
 -Identification of high-impact instructional strategies aligned to standards
 -Stronger PLC and Tier I ELA instructional focus
 -Emphasis on formative assessment and intervention practices

Action 1.6 (Support SWD)
-Expanded language from “use” to “expand use” of support staff for Tier II intervention.
-Maintains collaboration structures (teacher + specialist meetings, SPED/gen ed coordination).
-Indicates increased intensity and scale of support for SWD within MTSS.

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	Data and Assessment	● At the beginning of the school year, working in grade levels and professional learning communities (PLC), we will review CAASPP data and local benchmark assessment data to establish next steps. ● We will work with i-Ready to set our local assessment up so that student group data can be pulled from the system. ● 1st - 8th grade teachers will administer i-Ready diagnostic assessments three times during the school year. ● 3rd - 8th graders will take CAASPP interim assessments throughout the year in ELA and Math; approximately every six weeks ● The ELA Specialist and Math Specialist will work with teachers after each assessment window to analyze data within grade level groups and build small groups for the Response to Intervention (RTI) program in both Math and Reading. ● Hold monthly teacher data meetings focused on instruction. Teachers will review common assessment data, including IABs, i-Ready and classroom assessments. Teachers will identify priority standards students struggled with, plan reteaching strategies, implement instruction, and reassess. PLCs will focus on strengthening Tier I ELA instruction through standards alignment, close reading strategies, and use of complex text. ● Progress monitoring assessments specific to each small group will be given throughout the trimester to determine progress and needs. LREGB funded action – See Annual Progress	$19,972.00 (LREBG)	No
1.2	Classroom RTI	During RTI time for each grade level, teachers from that grade level will group their Tier I and Tier II students for daily Tier I extension or Tier II intervention. Teachers will use the results of interim assessments to plan instruction and intervention. We will place greater emphasis on standards-aligned instruction and targeted intervention during RTI time to better address gaps identified in CAASPP results, IAB data, and i-Ready assessments.	$237,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Intervention/ ELD Teachers	In addition to the actions in 1.1, The ELA specialist and Math specialist will: ● Pull students for Tier III small group intervention during grade level RTI time. We will place greater emphasis on standards-aligned instruction and targeted intervention during RTI time to better address gaps identified in CAASPP results, data from Focus IABs and Write Briefs, and i-Ready assessments. ● Deliver English Language Development (ELD) instruction to all English learners . ● Provide EL data for teachers ● ELD teachers will work with teachers on strategies and instructional practices for Integrated ELD. Integrated ELD support will be increased throughout the year. ● Administer Initial and Summative English Language Proficiency Assessments for California (ELPAC)	$241,874.00	Yes
1.4	Paraeducator Support	During each grade level's RTI time paraeducators will offer Tier I or Tier II intervention on targeted skills as directed by the classroom teacher.	$98,399.00	Yes
1.5	Professional Development	Professional Development activities include: ● Support for school-wide implementation of writing instruction based on LaNesha Tabb, *Reimagine Writing* program ○ Identify and use common outlines and graphic organizers ○ Develop scoring rubrics and school-wide writing assessment expectations ● Support for school-wide implementation of science instruction based on Sutter County Superintendent of Schools, *Amplify* program ● Identification of high powered instructional strategies tied to grade-level standards (ELA and Math) with the goal of consistency throughout the grade levels ● Curriculum training for new math curriculum ● Support PLC implementation of Tier I ELA/Math instruction, including standards alignment, close reading strategies, and use of complex text." ● Administration and ELA/Math Specialists will attend 2026 California Assessment Conference to assist with Tier I instruction ● Establishment of Benchmarks for priority standards in ELA and Math ● The use of formative assessments to assess learning during lessons rather than only on larger tests, and effective intervention practices	$24,100.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Support SWD	We will use existing support staff to provide additional Tier II small group time for reteaching and intervention directed at grade-level standards and curriculum. Classroom teachers will meet throughout the trimester with the Intervention Specialists to identify SWD in need of additional support. We will hold monthly meetings with our SPED and general education team to identify skill deficits that need to be addressed through special education services and/or tiered intervention and to discuss projects, large assessments and curriculum development to support SWD within the general education setting.	$0.00	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Brittan Elementary School District will continue to promote student engagement while maintaining a safe, healthy, and welcoming learning environment for all students and their families.	Broad

State Priorities addressed by this goal.

Priorities: 1C, 3A, 3B/C, 5A, 5B, 5C, 6A, 6B, 6C

An explanation of why the LEA has developed this goal.

Student engagement, setting high expectations and creating a safe welcoming environment is necessary for student success. As stated in our Mission statement, “Through quality instruction and shared responsibility, all students will have the opportunity to achieve success and become responsible, participating citizens.” Engagement and a culture conducive to learning are necessary components to quality instruction and the opportunity to achieve success for all students. Our educational partners also agree that promoting student engagement and maintaining a positive school culture is a top priority for Brittan School and is the reason this goal was developed.

The 2025 Dashboard reports that our Chronic Absenteeism has declined for all student groups, except Hispanic since the Baseline year 2023. Even with this improvement, rates still range from 9.5% to 27.1% and there continues to be a significant gap between rates for our All student group and SED and SWD student groups.

Our 2025 Dashboard Suspension Rate has increased since Baseline for all student groups except Hispanic and now our All, White, and SED student groups are in the Very High (Red) performance level while our Hispanic, TMR, and SWD student groups are in the High (Orange) performance level.

We offered numerous family events throughout the school year. While there was a decline in overall survey participation, educational partner feedback regarding School Climate has been positive, there were some declines in survey outcomes. Communication is crucial when developing a strong and healthy relationship and we will continue to work on improving our methods of communication to all families in Action 2.3 Family and Community Engagement.

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: Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	October 2023 Good	October 2024 Good	October 2025 Good	October 2026 Exemplary	No Difference
2	Priority 3A: Percentage of parents/guardians who say they are encouraged to participate in decision making committees. Source: Local Parent Survey	January 2024 98.4%	January 2025 97.4%	January 2026 99%	January 2027 Maintain >98%	+0.6%
3	Priority 3B/C: Percentage of parents who agree that the school advertises and seeks parent participation in school events and programs. Source: Local Parent Survey	January 2024 96.8% All *We need to develop a survey process that allows us to look at this data by subgroup.*	January 2025 97.4%	January 2026 98.7%	January 2027 Maintain >97%	+1.9%
4	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 93.98%	April 2025 94.87%	April 2026 94.23%	April 2027 ≥95%	+0.25%
5	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard 24.9% All 21.7% Hispanic 26.8% White 20.6% TMR 30.8% SED 38.7% SWD	2024 Dashboard 20.0% All 23.3% Hispanic 20.5% White 9.5% TMR 30.3% SED 29.4% SWD	2025 Dashboard 18.4% All 23.4% Hispanic 17.9% White 9.5% TMR 27.1% SED 26.4% SWD	2026 Dashboard ≤20% All ≤20% Hispanic ≤20% White ~~≤20%~~ TMR ≤10% ≤20% SED ≤25% SWD *Updated 2025*	-6.5% All 1.7% Hispanic -8.9% White -11.1% TMR -3.7% SED -12.3% SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 5C: Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: CALPADS	EOY 2023 0%	EOY 2024 0%	EOY 2025 0%	EOY 2026 0%	No Difference
7	Priority 6A: Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard 1.4% All 2.6% Hispanic 0.9% White 2.9% TMR 2.6% SED 3.2% SWD	2024 Dashboard 0.0% All 0.0% Hispanic 0.0% White 0.0% TMR 0.0% SED 0.0% SWD	2025 Dashboard 3.9% All 2.0% Hispanic 4.7% White 4.8% TMR 4.6% SED 5.3% SWD	2026 Dashboard ≤1% All ≤2% Hispanic ≤1% White ≤2% TMR ≤2% SED ≤3% SWD	2.5% All -0.6% Hispanic 3.8% White 1.9% TMR 2.0% SED 2.1% SWD
8	Priority 6B: Percentage of students expelled at any time during the school year Source: CALPADS	EOY 2023 0%	EOY 2024 0%	EOY 2025 0%	EOY 2026 0%	No Difference
9	Priority 6C: Percentage of parents, students, and staff who feel the school is safe. Source: Local Survey	January 2024 Safety 94.4% Students 99.2% Parents 95.1% Staff	January 2025 Safety 94% Students 94% Parents 94% Staff	January 2026 Safety 94% Students 88.3% Parents 97.6% Staff	January 2027 Safety ≥95% Students ≥99% Parents ≥95% Staff	-0.4% Students -10.9% Parents +2.5% Staff
10	Priority 6C: Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 95.3% Students 96% Parents 95.1% Staff	January 2025 70% Students 94.8% Parents 93.1% Staff	January 2026 70% Students 94.8% Parents 97.6% Staff	January 2027 ≥96% Students ≥98% Parents ≥96% Staff	-25.3% Students -1.2% Parents -2% Staff

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.

We successfully implemented the actions in Goal 2. Attendance letters were sent when absences meet the set trigger points in our Student Information System (SIS). At the end of each trimester, we sent letters to the parents if their child's attendance got close to being chronically absent. We monitored the attendance of interdistrict students and reached out to parents to remind them of the contract terms (Action 2.1 Attendance). Creating a safe welcoming environment is a priority and we have successfully offered numerous incentive programs. Starting with our October board meeting and continuing monthly, we celebrated our Student of the Month recognition. We held class parties when a class earned their Accelerated Reader (AR) goal. Each trimester we held an Attendance Party (a special dessert served to them by the principal) for students who got perfect attendance. Throughout each trimester students earned Brittan Bucks and at the end of the trimester they used them to purchase fun items at the Brittan Buck Store and Auction. We offered engaging activities such as music; art; assemblies; ASB; CA Junior Scholarship Federations; after-school sports; and field trips. We funded one school counselor. Changes were made on campus to try and boost the sense of safety felt by all (Action 2.2 Student Engagement and Support). We offered numerous family events such as the Brittan Carnival; Christmas Concert; Meet and Greet; Back-to-School Night; Family Literacy Night; BPAC Movie Night; Open House; Glow Dance for TK-3rd grade families; Volunteer Lunches; and a Bike Bus. Educational Partner Engagement Opportunities include membership on our Parent Advisory Committee and participation in the Brittan Parent Activity Club (BPAC) (Action 2.3 Family and Community Engagement.).

There were no substantive differences between planned actions and actual implementation of the actions. One challenge continues to be parent follow through as it relates to attendance.

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.

In Goal 2, we spent about $7,800 more than budgeted. This was mainly due to higher salary and health and welfare costs in Action 2.1 (Attendance). This was partially offset by lower spending in Actions 2.2 and 2.3.

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

Goal 2 actions have been effective overall, as demonstrated by improved attendance, significant reductions in chronic absenteeism, consistently high parent engagement, and stable dropout/expulsion outcomes. However, effectiveness is uneven, as suspension rates increased and student connectedness and parent perceptions of safety declined, indicating a need to strengthen implementation of PBIS/SEL systems.

Action 2.1 (Attendance) articulated an attendance system that was effective in making progress toward the goal as evidenced by local and state attendance data.

-The overall attendance rate increased from 93.98% in 2024 to 94.87% in 2025, before declining slightly to 94.23% in April 2026. Despite the minor decrease, attendance remains above the baseline and continues to show progress toward the ≥95% target (Metric 4).

- As reported on the 2025 Dashboard chronic absenteeism decreased for All students from 24.9% (2023) to 20.0% (2024) to 18.4% (2025), demonstrating strong progress. Chronic absenteeism also improved for SWD (38.7% to 26.4%) and SED (30.8% to 27.1%), indicating the attendance interventions are working for key student groups (Metric 5)

Actions 2.2 Student Engagement and Support and 2.3 Family and Community Engagement encompassed student and family engagement; setting high expectations; and creating a safe welcoming environment for student success. The action was effective in some areas and not effective in others as demonstrated by the 2025 Dashboard, metrics, and survey responses.

- Parent survey results remained very strong and improved overall:

  - Percentage of parents/guardians who say they are encouraged to participate in decision making committees increased to 99% (2026) from 98.4% (2024). (Metric 2)

  - Percentage of parents who agree that the school advertises and seeks parent participation in school events and programs improved to 98.7% (2026) from 96.8% (2024).

- Facilities remained rated Good across multiple years, showing consistent implementation of safe/maintained environments. (Metric 1)

While progress occurred in several areas, the following data indicates continued areas of need:

- Suspension rates increased from 0.0% (2024 Dashboard) to 3.9% (2025 Dashboard), moving away from the ≤1% target and suggesting inconsistent outcomes in behavior supports. This increase is also reflected across student groups, including SWD (5.3%) and SED (4.6%), indicating the need for strengthening Tier 1 and Tier 2 supports.

- Student safety remained flat (94%), and parent safety perceptions dropped significantly from 99.2% (2024) to 88.3% (2026). Student connectedness declined sharply from 95.3% (2024) to 70% (2025 and 2026), indicating the engagement supports have not yet translated into improved student belonging.

Most Goal 2 actions will continue with no major changes for the 2026/27 school year because attendance systems, family engagement activities, and student engagement programs continue to support positive outcomes in several areas. However, based on increases in suspension rates and concerns related to student connectedness and perceptions of safety, Action 2.2 (Student Engagement and Support) was strengthened through the addition of trauma-informed practices and increased emphasis on PBIS implementation and behavioral supports. Changes to this action for the 2026/27 school year can be found in Prompt 4.

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

In Action 2.2 (Student Engagement and Support), we strengthened PBIS, trauma-informed practices, and SEL supports to improve consistency in behavior supports and reduce suspensions because suspension rates increased significantly across multiple student groups in 2025 and survey results indicated concerns related to school climate and student connectedness.

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	Attendance	● Staff will make phone calls to parents when absences have not been verified (weekly). Each week an absence list will be given to administration so administrators can make home visits as needed or contact local probation if warranted. ● Attendance letters will be sent when absences meet the set trigger points in our Student Information System (SIS) ● At the end of each trimester, we will send letters to the parents if their child's attendance is getting close to being chronically absent ● Attendance Parties: students who get perfect attendance for the trimester get a special dessert served to them by the principal ● We will engage a bilingual staff member to contact families, emphasize the importance of consistent school attendance ● We are monitoring the attendance of interdistrict students and reaching out to parents to remind them of the contract terms	$69,185.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Student Engagement and Support	Student engagement, setting high expectations, and creating a safe welcoming environment is necessary for student success. These supports are intended to strengthen school connectedness, improve consistency in behavioral supports, and reduce suspension rates by helping students develop self-regulation, positive peer relationships, and engagement in school. ● Student of the Month: students who exhibits the monthly character trait and monthly academic excellence ● Accelerated Reader (AR): once a class gets to a goal, the class gets a party ● Positive Behavior Intervention System (PBIS): classes set up their PBIS reward system that may include classroom points to earn things, free Fridays, earning extra free time, etc. ● Brittan Buck Store and Auction: throughout the trimester students earn Brittan Bucks and at the end of the trimester they can use them to purchase fun items at the Brittan Buck Store and Auction ● Trauma-Informed Practices: Throughout the year, all staff will be trained in recognizing and responding to the impact of traumatic stress on students as a way to help all students, but especially SED, regulate emotions, build resilience, and improve academic engagement. ● Student engagement includes Music, Art, Field Trips, Assemblies, Associated Student Body activities, California Junior Scholarship Federation, and after-school sports. ● To support the Social-emotional Learning (SEL) needs of our students we will work with staff from SEL and staff will participate in year two of PBIS training. We will also fund a school counselor.	$152,803.00	No
2.3	Family and Community Engagement	Brittan School District will continue to offer events that engage our families and communities: Back to School Night Dinner; Science Night; History Day; Christmas, Patriotic, and Spring Concerts; Family Literacy Night; Open House BBQ; BPAC Color Run; a Glow Dance for TK-3rd families; Volunteer lunches; a Bike Bus; and after school Ice Cream Sales will all continue to be offered and encouraged as a part of our family and community engagement plan. We will work on increased advertising of our events and better communication methods. Educational Partner Engagement Opportunities include membership on our Parent Advisory Committee and participation in the Brittan Parent Activity Club (BPAC). We will enhance the promotion of our events and opportunities for parental feedback, as well as improve our communication strategies.	$1,000.00	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
$399,830	$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
6.76%	0%	$0.00	6.76%

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, Actions 1.2, 1.3, and 1.4.	While we saw some improvement in local assessment data, the 2025 Dashboard shows that overall performance in ELA and Math declined and achievement gaps persist between our All student group and our Socioeconomically Disadvantaged (SED) student group and English learners. **2025 Dashboard (Metric 5)** ELA All: 52.4 below SED: 76.2 below, Red performance level Math All: 53.8 below SED: 83.1 below **2025 CAASPP (Metric 6)** ELA – All: 30.06%; SED: 24.14% Math – All: 29.45%; SED: 18.96% **i-Ready Local Assessment (Metric 11)** There continues to be a gap in the percentage of students scoring at or above grade level: ELA: All: 34%; SED: 21%; EL: 14% Math: All: 32%; SED: 19%; EL: 14% Educational partners continue to express the need for increased rigor in Tier I instruction while also ensuring students receive the support needed to meet grade-level standards. About 93% of parents report their child receives extra help when needed, indicating that intervention systems are in place but need to be strengthened to improve outcomes.	To improve pupil achievement and address performance gaps in ELA and Math, we will continue implementing a structured system of data analysis, intervention, and targeted instructional support through Actions 1.2, 1.3, and 1.4. Based on analysis of 2025 performance data, these actions have been refined to strengthen Tier I instruction and improve the effectiveness of intervention systems. ELA and Math Specialists will work with teachers to analyze CAASPP, Interim Assessment Blocks (IABs), and local i-Ready data to identify student needs, group students for intervention, and plan targeted instruction. During daily RTI time, teachers will provide Tier I extension and Tier II intervention aligned to grade-level standards, while specialists will provide Tier III intervention and designated ELD instruction for English learners. Paraeducators will support small-group instruction and targeted skill reinforcement. These actions increase and improve services for SED students and English learners because they provide additional instructional time, smaller group instruction, and targeted support based on identified learning gaps. Ongoing data analysis allows staff to identify needs earlier, adjust instruction more quickly, and provide focused intervention before students fall further behind academically. These actions are provided on an LEA-wide basis because all students benefit from a consistent system of high-quality instruction and intervention; however, they are principally directed toward SED students and English learners because these student groups are performing further below standard and require more intensive support. SED students and English learners will receive more frequent progress monitoring, targeted small-group instruction, and additional instructional time focused on closing skill gaps. These actions are expected to improve outcomes because strengthening Tier I instruction, combined with timely intervention, addresses unfinished learning, increases access to grade-level content, and provides students with additional opportunities to practice and master priority standards.	Metric 5: Distance from Standard on CAASPP (Dashboard) Metric 6: Percentage of students meeting/exceeding standards on CAASPP Metric 11: Percentage of students scoring at or above grade level on i-Ready in ELA and Math

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.

Brittan does not qualify for 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	$ 5,914,236	$ 399,830	6.760%	0.000%	6.760%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 778,345	$ 44,068	$ -	$ 22,040	$ 844,453.00	$ 663,627	$ 180,826

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	Data and Assessment	All	No	LEA-wide		All	Ongoing	$ -	$ 19,972	$ -	$ 19,972	$ -	$ -	$ 19,972	0.000%
1	1.2	Classroom RTI	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 231,124	$ 5,996	$ 231,124	$ 5,996	$ -	$ -	$ 237,120	0.000%
1	1.3	Intervention/ELD Teachers	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 241,874	$ -	$ 241,874	$ -	$ -	$ -	$ 241,874	0.000%
1	1.4	Paraeducator Support	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 98,399	$ -	$ 98,399	$ -	$ -	$ -	$ 98,399	0.000%
1	1.5	Professional Development	All	No	LEA-wide		All	Ongoing	$ -	$ 24,100	$ 6,000	$ 18,100	$ -	$ -	$ 24,100	0.000%
1	1.6	Support SWD	Student With Disabilities	No	LEA-wide		All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.1	Attendance	All	No	LEA-wide		All	Ongoing	$ 65,785	$ 3,400	$ 65,785	$ -	$ -	$ 3,400	$ 69,185	0.000%
2	2.2	Student Engagement and Support	All	No	LEA-wide		All	Ongoing	$ 26,445	$ 126,358	$ 134,163	$ -	$ -	$ 18,640	$ 152,803	0.000%
2	2.3	Family and Community Engagement	All	No	LEA-wide		All	Ongoing		$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	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
$ 5,914,236	$ 399,830	6.760%	0.000%	6.760%	$ 571,397	0.000%	9.661%	**Total:**	$ 571,397
								LEA-wide Total:	$ 571,397
								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	Classroom RTI	Yes	LEA-wide	English Learners and Low-Income	All	$ 231,124	0.000%
1	1.3	Intervention/ELD Teachers	Yes	LEA-wide	English Learners and Low-Income	All	$ 241,874	0.000%
1	1.4	Paraeducator Support	Yes	LEA-wide	English Learners and Low-Income	All	$ 98,399	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 864,079.00	$ 1,115,245.00

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	Data and Assessment	No	$ 20,650	$ 19,333
1	1.2	Classroom RTI	Yes	$ 318,393	$ 516,017
1	1.3	Intervention/ELD Teachers	Yes	$ 203,961	$ 249,959
1	1.4	Paraeducator Support	Yes	$ 109,144	$ 114,775
1	1.5	Professional Development	No	$ 6,571	$ 2,009
1	1.6	Support SWD	No	$ -	$ -
2	2.1	Attendance	No	$ 59,794	$ 72,328
2	2.2	Student Engagement and Support	No	$ 144,466	$ 140,024
2	2.3	Family and Community Engagement	No	$ 1,100	$ 800

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)
$ 413,110	$ 624,398	$ 874,116	$ (249,718)	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	Classroom RTI	Yes	$ 311,293	$ 509,382.00	0.000%	0.000%
1	1.3	Intervention/ELD Teachers	Yes	$ 203,961	$ 249,959.00	0.000%	0.000%
1	1.4	Paraeducator Support	Yes	$ 109,144	$ 114,775.00	0.000%	0.000%

2025/26

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,715,527	$ 413,110	0.000%	7.228%	$ 874,116	0.000%	15.294%	$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:

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.

<u>Limited Actions</u>

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).