LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brittan School District
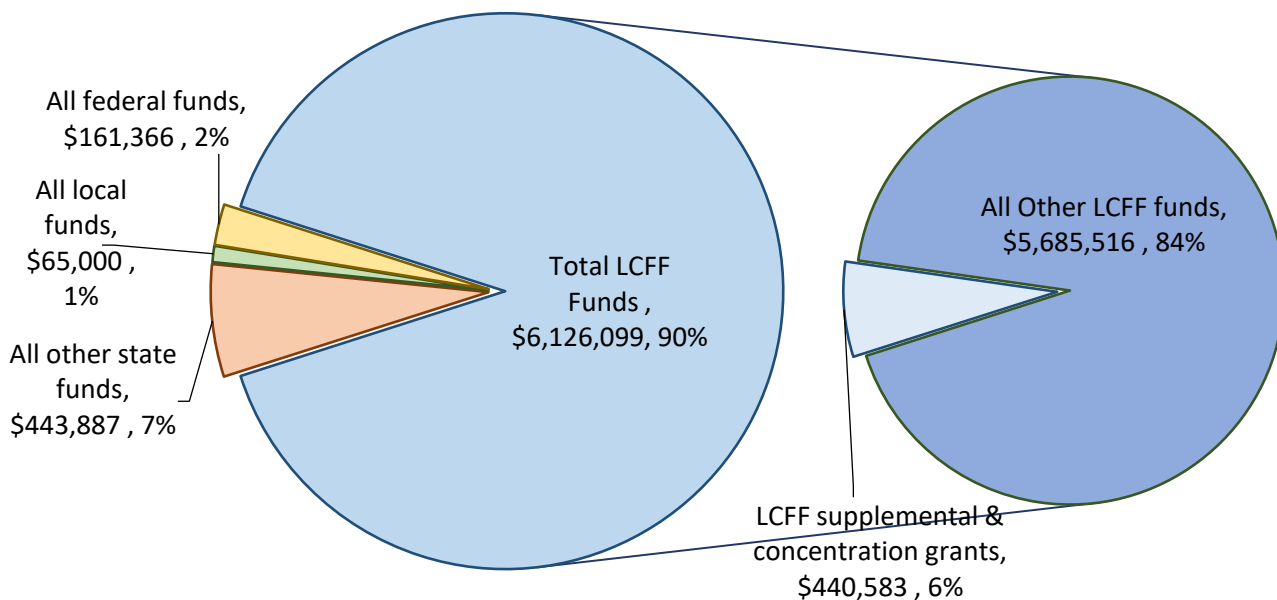
CDS Code: 51 71357 6053235

School Year: 2025/26

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 2025/26 School Year

Projected Revenue by Fund Source

All federal funds, $161,366 , 2%

All local funds, $65,000 , 1%

All other state funds, $443,887 , 7%

Total LCFF Funds , $6,126,099, 90%

All Other LCFF funds, $5,685,516 , 84%

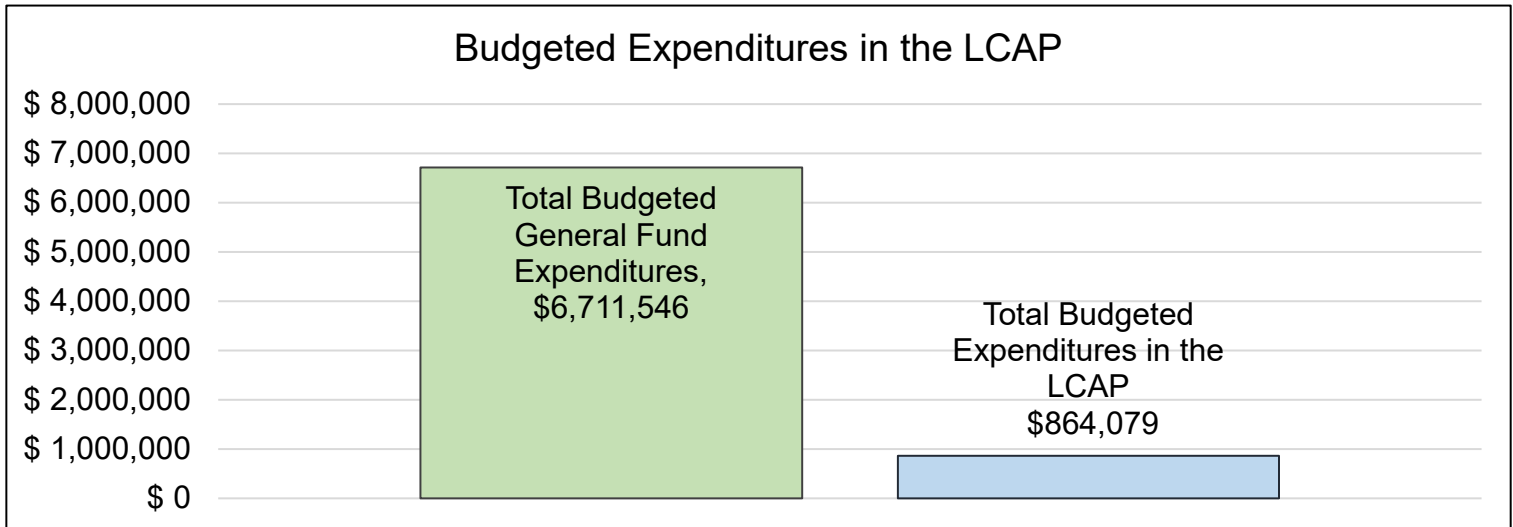LCFF supplemental & concentration grants, $440,583 , 6%

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 $6,796,352.00, of which $6,126,099.00 is Local Control Funding Formula (LCFF), $443,887.00 is other state funds, $65,000.00 is local funds, and $161,366.00 is federal funds. Of the $6,126,099.00 in LCFF Funds, $440,583.00 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.

Budgeted Expenditures in the LCAP

$ 8,000,000	
$ 7,000,000	
$ 6,000,000	Total Budgeted General Fund Expenditures, $6,711,546
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP $864,079
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Brittan School District plans to spend for 2025/26. It shows how much of the total is tied to planned actions and services in the LCAP.
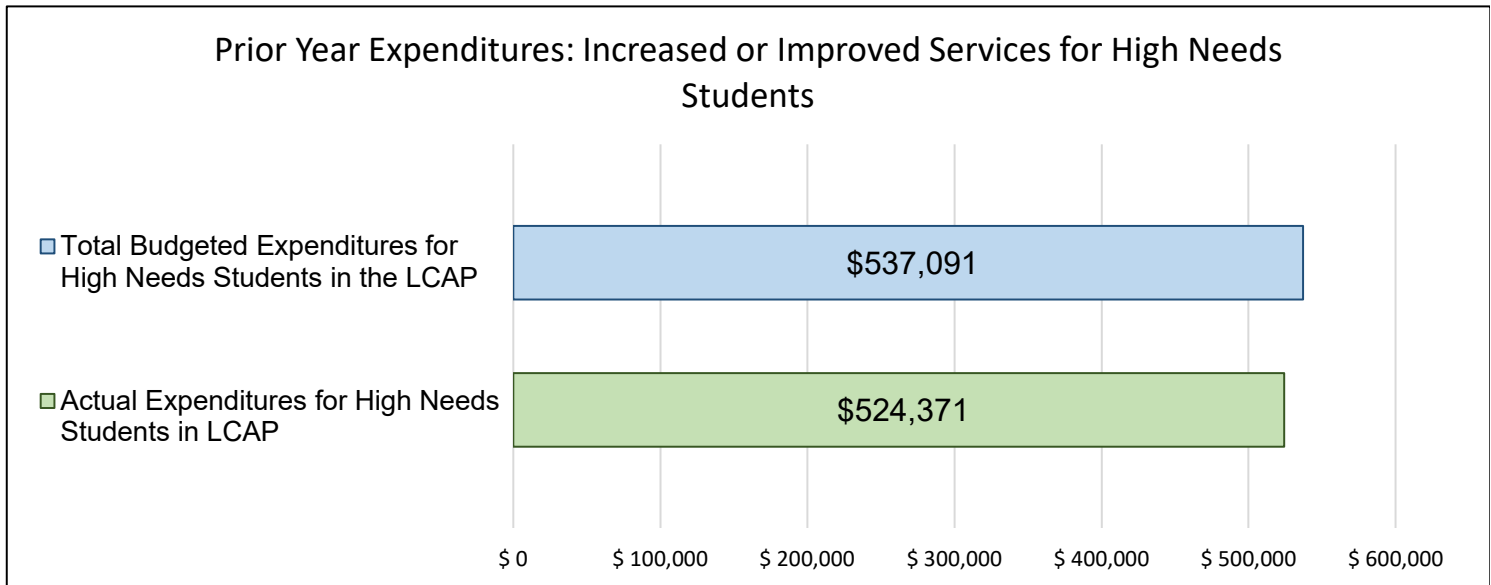
The text description of the above chart is as follows: Brittan School District plans to spend $6,711,546.00 for the 2025/26 school year. Of that amount, $864,079.00 is tied to actions/services in the LCAP and $5,847,467.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025/26, Brittan School District is projecting it will receive $440,583.00 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 $624,398.00 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 2024/25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $537,091

□ Actual Expenditures for High Needs Students in LCAP — $524,371

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000

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 2024/25, Brittan School District 's LCAP budgeted $537,091.00 for planned actions to increase or improve services for high needs students. Brittan School District actually spent $524,371.00 for actions to increase or improve services for high needs students in 2024/25. The difference between the budgeted and actual expenditures of $12,720.00 had the following impact on Brittan School District 's ability to increase or improve services for high needs students:

We spent approximately 97.5% of what was budgeted to increase or improve services for high needs student in 2024/25. The small amount we did not spend, did not impact the actions and services to increase or improve services for high needs students in 2024/25.

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 2025/26

General Information

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

Brittan Elementary School District is a single school district and rural school, located in Sutter, which is 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, on site counselor to provide individual, small group and classroom sessions and a part-time certified nurse assistant. 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.

Brittan is a closed campus making it a safe and secure school. We have a new gymnasium and offer a variety of sports to our students in sixth-eighth grade. Currently, our school serves approximately 526 students, 16% are inter-district who are drawn to Brittan for many reasons. Brittan is a School District 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 dedicated to offering students, staff and families exactly what they need through academics, social-emotional learning (SEL), intervention, extended learning opportunities and enrichment in order to be successful lifelong learners. The commitment has resulted in the following performances:

Pupil Achievement:

- Results on our local assessment, i-Ready show an increase in the percentage of students scoring At or Above Grade Level in English Language Arts (ELA) and Math when comparing fall 2024 to spring 2025.
    - ELA: 30% (fall 2024); 34% (spring 2025)
    - Math: 14% (fall 2024); 32% (spring 2025)

- There was a decline in the percentage of students scoring in the Intensive, or Three or More Grade Levels Below between our fall 2024 testing and spring 2025 testing.
    - ELA: 22% (fall 2024); 16% (spring 2025)
    - Math: 19% (fall 2024); 12% (spring 2025)

The 2024 California School Dashboard (Dashboard) in English Language Arts (ELA) reports all student groups except Students with Disabilities (SWD) increased at least 8 points. Four out of five student groups (All, Hispanic, White, SED) increased from the Orange to the Yellow performance level while our SWD student group stayed in the Red performance level.

  - All: 36.2 below, increased 15.5
  - Hispanic: 49.9 below, increased 9.2
  - White: 35.3 below, increased 18.8
  - SED: 58.7 below, increased 8.4
  - SWD: 112.8 below, declined 4.5

On the 2024 Dashboard in Mathematics, two of our five student groups increased and are closer to meeting the standard. Two out of five student groups (All and White) improved from the Orange to the Yellow performance level, while three of the groups stayed the same.

  - All: 46.5 below, increased 6.9
  - Hispanic: 56.8 below, declined 3
  - White: 45.8 below, increased 10.1
  - SED: 68.8 below, maintained 1.7
  - SWD: 123.2 below, declined 9.4 Our SWD student group is in the Red performance level.

When looking at the percentage of students meeting and exceeding on the 2024 California Assessment of Student Performance and Progress (CAASPP) Summative Assessment we see that all student groups except Hispanic increased in ELA (All: +7.33%; Hispanic: -2%; White: +11.9%; SED: +0.96%; SWD +3.72%). All student groups except SWD increased in Math (All: +6.39%; Hispanic +4.78%; White +6.56%; SED +8.33%; SWD: -1.29%), and all student groups except Hispanic increased in Science (All: +0.01%; Hispanic -15.61%; White +1.92%; SED: +2.62%). (Metric 6)

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 and/or Math assessment, received tutoring or tiered intervention. Math and Reading Specialists provided intervention to struggling students and met with teachers to discuss state and local assessment results and teachers used this

Local Control and Accountability Plan

information to form intervention groups and identify intervention needs. The ELA and Math Specialists worked with teachers after each assessment window to analyze data within grade level groups 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 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 retaught skills to small groups of students (Action 1.2 Classroom RTI). The ELA and Math Specialists worked with 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) During each grade level's RTI time, 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's PD activities included: i-Ready and PBIS; (Action 1.5 Professional Development) Students With Disabilities in grades 4-6 got additional small group time for reteaching directed at grade level curriculum (Action 1.6 Support SWD).

Preliminary outcomes from local assessments indicate progress toward increasing academic achievement. While gains have not yet materialized on the California School Dashboard, i-Ready diagnostic data shows a reduction in the percentage of students requiring Tier III interventions from fall to spring, signaling early positive impact. To sustain and build on this momentum, Goal 1 actions will continue to include ELA and Math Specialists who will support teachers in data analysis, instructional planning, intervention delivery, and integrated/designated English Language Development (ELD) for English learners (Actions 1.1 & 1.3). Additionally, students in grades 3–8 will participate in CAASPP Interim Assessments twice annually in ELA and Math. These interim assessments will inform instruction and guide targeted intervention efforts throughout the year (Actions 1.1 & 1.3). Our specialists will provide daily English Language Development instruction to our English learners and support teachers with integrated ELD. New in 2025/26, each month ELD teachers will hold training for teachers on strategies and instructional practices for Integrated ELD. Integrated ELD support will be increased throughout the day. (Action 1.3). Daily schedules will continue to include dedicated time for tiered intervention and extension with paraeducator support (Actions 1.2 & 1.4). In response to identified needs, this year's professional development will focus on writing instruction and mathematics (Action 1.5). To address the ongoing academic gaps among Students with Disabilities (SWD), particularly since our SWD are still in the Red performance levels in ELA and Math, we will hold monthly meetings with our special education 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. (Action 1.6).

School Climate and Pupil Engagement:

The 2024 Dashboard reports that five out of six student groups showed improvement in Chronic Absenteeism. The All, White, and SED student groups advanced from Orange to Yellow; Two or More Races (TMR) moved from Orange to Green. SWD remained in the Orange level. The Hispanic student group experienced an increase in absenteeism and is now in the Red performance level. Our local attendance rate as of April 2025 is 94.87%, an almost 1% increase from the 2023/24 school year.

  - All: 20%, declined 4.9%
  - Hispanic: 23.3%, increased 1.5%.
  - TMR: 9.5%, declined 11.1%
  - White: 20.5%, declined 6.3%
  - SED: 30.3%, declined 0.6%
  - SWD: 29.4%, declined 9.3%

According to the 2024 Dashboard, all student groups achieved the Blue performance level, reflecting a 0% suspension rate across the board. Notable declines were observed among SWD (−3.2%) and Hispanic students (−2.6%).

- All: 0%, declined 1.4%
- Hispanic: 0%, declined 2.6%
- TMR: 0%, declined 2.9%
- White: 0%, declined 0.9%
- SED: 0%, declined 2.6%
- SWD: 0%, declined 3.2%

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

Students report generally positive experiences, with slight declines compared to 2024:
- They like coming to school: 66% in 2025; 69.8% in 2024
- If they need more help with classwork or homework, they can ask their teacher: 93.6% in 2025; 93.4% in 2024
- They teachers care about them and want them to succeed: 91.9% in 2025; 95.3% in 2024

The reduction in our Chronic Absenteeism Rate as reported on the Dashboard is largely attributed to the implementation of Action 2.1 Attendance. Key components of this action included issuing attendance letters when absences reached defined thresholds in our Student Information System (SIS), monitoring attendance patterns closely, and notifying families when a student was approaching the chronic absenteeism threshold. We also monitored attendance for interdistrict transfer students and followed up with families to reinforce contract compliance. Given the effectiveness of Action 2.1, we will continue this approach in the 2025–26 school year, with added interventions such as home visits and, when necessary, communication with the local probation department. To address the increased absenteeism rate among our Hispanic student group, now identified in the Red performance level, we will engage a bilingual staff member to contact families, emphasize the importance of consistent attendance, and ensure they are aware of the Independent Study and attendance recovery options.

Many factors contributed to the decline in our Suspension Rate. 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 had 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. Classes set up their PBIS reward system and 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 (Action 2.2 Student Engagement and Support). 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 therefore this action will be maintained in the 2025/26 LCAP.

Local Control and Accountability Plan

We organized a variety of family events, including the Brittan Carnival, Christmas Concert, Meet and Greet, Back-to-School Night, Family Literacy Night, BPAC Movie Night, and Open House. We also provided opportunities for educational partner engagement through membership on our Parent Advisory Committee and participation in the Brittan Parent Activity Club (BPAC). While feedback from educational partners regarding school climate has generally been positive, some survey results indicated a decline. Effective communication is essential for fostering strong, healthy relationships, and we remain committed to improving our communication methods with all families. We will encourage collaboration by sharing strategies that families can use at home to support their children's education. Additionally, we will focus on bridging the educational gap between home and school for all students, not just those who are struggling, as part of our ongoing efforts in Action 2.3: Family and Community Engagement.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff & Certificated Bargaining Unit	Survey: January 2025 Meetings: May 2025 met with the Guiding Coalition (one teacher from each grade level) reviewed progress on actions in the 2024/25 LCAP; discussed current needs; and got input on new goals and actions.
Principals & Administrators	N/A
Parents	Survey: January 2025 Meetings: Brittan Parent Activity Club - September 2024 and February 2025 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 2025.
Parent Advisory Committee (PAC)	Meetings: Quarterly (September 2024; November, 2024, December 2024; January 2025; April 2025, and May 2025) - reviewed progress on actions in the 2024/25 LCAP; discussed current needs; and got input on new goals and actions. Got input on Local Indicators. Gave input on LCAP draft in May 2025
ELAC/DELAC	N/A
SELPA	April 2025

Insert or delete rows, as necessary.

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

Local Control and Accountability Plan

Input from our educational partners played an integral part in the creation of this LCAP and influenced the goals and actions in the 2025/26 LCAP.

Staff and parents continue to express the need for increased rigor while also supporting all students to achieve. About 85% of parents say their child gets extra help with classwork and homework when they need it. The improvement in ELA and Math for many student groups on the Dashboard illustrates the need to continue the actions we have started. To support increased pupil achievement, in Goal 1, we will maintain our ELA and Math Specialists who will continue to work with teachers to analyze data and help form intervention groups, deliver Tier III intervention, and work with teachers to plan and deliver Tier II intervention (Actions 1.1 & 1.3). These specialists will provide daily English Language Development instruction to our English learners and support teachers with integrated ELD. (Action 1.3) Teachers will devote daily classroom time to tiered extension and intervention with paraeducator support. (Actions 1.2 & 1.4) For our SWD, who are still in the Red performance level in ELA and Math, we will provide additional Tier II small group time for reteaching and intervention directed at grade level standards and curriculum. (Action 1.6)

Educational partners note that student absences are an ongoing issue that affects academic achievement. Although our chronic absenteeism rates have declined, they are still high and some student groups are absent more frequently. To improve student attendance, we will continue our attendance action where we will improve the existing attendance system to include sending letters to parents each trimester if their child is close to the 10% absence threshold; consistently sending attendance letters when students meet the set trigger points; and sending absence lists to teachers so they can monitor their classes absences and notify the office when they notice excessive absences or attendance patterns. To address the increased absenteeism rate among our Hispanic student group, now identified in the Red performance level, we will engage a bilingual staff member to contact families, emphasize the importance of consistent attendance, and ensure they are aware of options to recover attendance days. (Goal 2, Action 2.1)

Parents feel respected, welcomed, have a sense of belonging, and say there is good communication between the school and home. However, there were some small declines in Parent Survey results related to parent involvement and communication. Our educational partners also agree that promoting student engagement and maintaining a positive school culture is a top priority for Brittan School. As a result, we will maintain our Family and Community Engagement action but with an emphasis on increased advertising of our events and better communication methods. (Goal 2, Action 2.3)

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

Local Control and Accountability Plan

This goal was developed to maintain the improved achievement we see on our local assessment; change the pattern of academic decline as reported on state assessments; and narrow the scope of our actions to direct our focus on improving student outcomes in ELA and Math for all students. The 2024 Dashboard in English Language Arts (ELA) reports all student groups except SWD increased at least 8 points. Four out of five student groups (All, Hispanic, White, SED) increased from the Orange to the Yellow performance level while our SWD student group stayed in the Red performance level. There continues to be a performance gap between our All student group and Socio-economically Disadvantaged (SED) student group. On the 2024 Dashboard in Mathematics, three of our five student groups increased and are closer to meeting the standard. (Metric 5) Two out of five student groups (All and White) improved from the Orange to the Yellow performance level, while three of the groups stayed the same. When looking at the percentage of students meeting and exceeding on the California Assessment of Student Performance and Progress (CAASPP) Summative Assessment we see that all student groups except Hispanic increased in ELA (All: +7.33%; Hispanic: -2%; White: +11.9%; SED: +0.96%; SWD +3.72%). All student groups except SWD increased in Math (All: +6.39%; Hispanic +4.78%; White +6.56%; SED +8.33%; SWD: -1.29%), and all student groups except Hispanic increased in Science (All: +0.01%; Hispanic -15.61%; White +1.92%; SED: +2.62%). Results on our local assessment, i-Ready show an increase in the percentage of students scoring At or Above Grade Level in English Language Arts (ELA) and Math when comparing fall 2024 to spring 2025: ELA: 30% (fall 2024); 34% (spring 2025) and Math: 14% (fall 2024); 32% (spring 2025) There was a decline in the percentage of students scoring in the Intensive, or Three or More Grade Levels Below between our fall 2024 testing and spring 2025 testing: ELA: 22% (fall 2024); 16% (spring 2025) and Math: 19% (fall 2024); 12% (spring 2025).

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		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 2027 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2027 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	0 ELA 0 ELD 0 Mathematics +1 NGSS 0 HSS
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 2027 25%	+14%
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		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 +15.5 All +9.2 Hispanic +18.8 White +8.5 SED -4.5 SWD Math +6.9 All -2.9 Hispanic +10.1 White +1.7 SED -9.4 SWD

Local Control and Accountability Plan

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		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 +7.33% All -2.00% Hispanic +11.90% White +0.96% SED +3.72% SWD Math +6.39% All +4.78% Hispanic +6.56% White +8.33% SED -1.29% SWD Science +0.01% All -15.61% Hispanic +1.92% White +2.62% 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%		2026 Dashboard ≥68%	-7.7%
8	Priority 4F: Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 18%	2024/25 School Year 0%		2026/27 20%	-18%

Local Control and Accountability Plan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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
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 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 2027 ELA 60% All 30% SED 20% EL 25% SWD Math 70% All 40% SED 30% EL 40% SWD	ELA -6% All +2% SED +14% EL -4% SWD Math -20% All 0% SED +14% EL +2% SWD

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

Local Control and Accountability Plan

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

In 2024/25 some successes we had:

- 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 retaught 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)

- During each grade level's RTI time 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; math framework; paraeducator training; PBIS (Year 2); NarCan; CPR and other 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 faced was 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 $72,027 more than planned due to the addition of 5 working days plus 1% for all certificated and classified staff that was negotiated and settled after the 2024/25 LCAP was adopted.

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 2024 Dashboard, 2024 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 mostly effective in making progress toward the goal based on these outcomes:

- The 2024 Dashboard in English Language Arts (ELA) reports all student groups except SWD increased and are closer to meeting the standard (All: +15.5; White: +18.8; Hispanic +9.2; SED +8.4; SWD: -4.5). (Metric 5)

- Four out of five student groups (All, Hispanic, White, SED) increased from the Orange to the Yellow performance level while our SWD student group stayed in the Red performance level. There continues to be a performance gap between our All student group and Socio-economically Disadvantaged (SED) student group.

Local Control and Accountability Plan

- On the 2024 Dashboard in Mathematics, three of our five student groups increased and are closer to meeting the standard (All: +6.9; White: +10.1; Hispanic: -3; SED: +1.7; SWD: -9.4) (Metric 5)

- Two out of five student groups (All and White) improved from the Orange to the Yellow performance level, while our Hispanic and SED student groups stayed Orange and SWD stayed Red.

- When looking at the percentage of students meeting and exceeding on the California Assessment of Student Performance and Progress (CAASPP) Summative Assessment we see that all student groups except Hispanic increased in ELA (All: +7.33%%; Hispanic: -2%; White: +11.9%; SED: +0.96%; SWD +3.72%). All student groups except SWD increased in Math (All: +6.39%; Hispanic +4.78%; White +6.56%; SED +8.33%; SWD: -1.29%), and all student groups except Hispanic increased in Science (All: +0.01%; Hispanic -15.61%; White +1.92%; SED: +2.62%). (Metric 6)

- Results on our local assessment, i-Ready show an increase in the percentage of students scoring At or Above Grade Level in English Language Arts (ELA) and Math when comparing fall 2024 to spring 2025: ELA: 30% (fall 2024); 34% (spring 2025) and Math: 14% (fall 2024); 32% (spring 2025). When we compared outcomes between Spring 2024 and Spring 2025 in ELA and Math there were some increases and some decreases. (Metric 11)

-There was a decline in the percentage of students scoring in the Intensive, or Three or More Grade Levels Below between our fall 2024 testing and spring 2025 testing: ELA: 22% (fall 2024); 16% (spring 2025) and Math: 19% (fall 2024); 12% (spring 2025).

-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 shown on state and local data. In an effort to increase the effectiveness we are adjusting the action in the 2025/26 LCAP.

-14% more English learners scored Tier I on the spring ELA local assessment. (Metric 4) and no English learners were reclassified in the 2024/25 school year (-18%). (Metric 8)

-Fewer English learners are making progress toward English proficiency by increasing one level on the ELPAC. (Metric 7)

-We do not have enough English learners to have a performance level on the Dashboard but in ELA our EL student group increased 37.1 points and in Math, they increased 23.6 points.

Students with Disabilities (Action 1.6 Support SWD) had mixed effectiveness as shown on state and our local data. We will make some adjustments to the action.

-Although our SWD declined on the 2024 Dashboard (Metric 5), more SWD scored Met/Exceed on the 2024 CAASPP in ELA. (Metric 6)

-2% more SWD scored at Tier I on the spring I-Ready assessment in Math and 4% fewer scored at Tier I in ELA. (Metric 11)

Action 1.5 Professional Development was somewhat effective based on the 2025 Local Indicator Priority 2 results but seems more effective as evidenced by student outcomes as noted above.

-*Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks* increased from 4 Full Implementation to 5 Full Implementation and Sustainability in all areas.

-On Local Indicator Priority 2 *Progress (1-5) in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks*, we increased from 4 Full Implementation to 5 Full Implementation and Sustainability for Next Generation Science Standards (NGSS) so now we are at 5 for each subject area (Metric 3)

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 to Metrics:

Metric 5: Science was added since it is now reported on the Dashboard.

Changes to Actions:

Action 1.1: On the task, *Kindergarten-8th grade teachers administer i-Ready assessments*, changed Kindergarten to 1st to reflect our practice. We added the task, *3rd – 8th graders will take CAASPP interim assessments twice a year in ELA and Math.* Changed progress monitoring from every three weeks to *throughout the trimester* to fit the variations in intervention groups and actual practices. We added, *We will work with i-Ready to configure our system so that student group data can be pulled from the system.*

Action 1.2: Added *Teachers will use the results of interim assessments to plan instruction and intervention*.

Action 1.3: In an effort to increase the effectiveness of this action and increase support for EL students we added, *ELD teachers will work with teachers on strategies and instructional practices for Integrated ELD. Integrated ELD support will be increased throughout the year.*

Action 1.5: We completed i-Ready training and additional curriculum training in Amplify Science so we are removing them from the action.

Action 1.6: To address the ongoing academic gaps among Students with Disabilities (SWD), particularly since our SWD are still in the Red performance levels in ELA and Math, we added: *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.*

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 twice a year in ELA and Math - 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. - Progress monitoring assessments specific to each small group will be given throughout the trimester to determine progress and needs.	$20,650	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	$318,393	Yes
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 - 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)	$203,961	Yes

Local Control and Accountability Plan

Action #	Title	Description	Total Funds	Contributing
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.	$109,144	Yes
1.5	Professional Development	Professional Development activities include work with staff from Sutter County Superintendent of School (SCSOS) on PD in writing (Reimagining Writing - 15 teachers); summer summit (8 staff); and math (framework and adoption 7 teachers); PBIS and training on the Reading difficulties Screener, Multitudes from the vendor.	$6,571	No
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.

Local Control and Accountability Plan

Although the 2024 Dashboard reports that our Chronic Absenteeism has declined for all student groups, there is a gap between the rates for our All student group and SED and SWD student groups. Our local Chronic Absenteeism Rate as of April 15, 2025 shows similar gaps: All 17.2%; SED 25.6%; SWD 20%. We have already begun putting an attendance system in place but during the 2025/26 school year we want to refine the system to include sending letters to parents each trimester if their child is close to the 10% absence threshold; and consistently send attendance letters when students meet the set trigger points. (Goal 2, Action 2.1)

Our 2024 Dashboard Suspension Rate continues to decline for all student groups and all student groups are now in the Very Low (Blue) performance level. To continue making progress in improving student behavior and to support our progress classes will maintain their Positive Behavior Intervention System (PBIS) reward systems and we will offer incentive programs such as Student of the Month and the Brittan Buck Store and Auction. We will work with staff from SCSOS on Social-emotional Learning (SEL); year two of PBIS training; and we will fund a school counselor and support specialist.(Goal 2, Action 2.2)

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. Educational Partner Engagement Opportunities include membership on our Parent Advisory Committee and participation in the Brittan Parent Activity Club (BPAC). Although 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 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 2027 Maintain >98%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2027 Maintain >97%	+0.6%
4	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 93.98%	April 2025 94.87%		April 2027 ≥95%	+0.89%
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		2026 Dashboard ≤20% All ≤20% Hispanic ≤20% White ~~≤20%~~ TMR ≤10% ≤20% SED ≤25% SWD *Updated 2025*	-4.9% All +1.6% Hispanic -6.3 White -11.1% TMR -0.5% SED -9.3 SWD
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 2026 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		2026 Dashboard ≤1% All ≤2% Hispanic ≤1% White ≤2% TMR ≤2% SED ≤3% SWD	-1.4% All -2.6% Hispanic -0.9% White -2.9% TMR -2.6% SED -3.2% SWD
8	Priority 6B: Percentage of students expelled at any time during the school year Source: CALPADS	EOY 2023 0%	EOY 2024 0%		EOY 2026 0%	0%
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 2027 Safety ≥95% Students ≥99% Parents ≥95% Staff	-0.4% Students -5.2% Parents -1.1% 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 2027 ≥96% Students ≥98% Parents ≥96% Staff	-25.3% Students -1.2% Parents -2% Staff

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

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

We successfully implemented the actions in Goal 2.

- Attendance letters are 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 is getting 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)

Local Control and Accountability Plan

- 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 have 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. Classes set up their PBIS reward system such as classroom points to earn things, free Fridays, earning extra free time, etc. 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. 98% of our staff, parents and students stated they like the presence of staff and administration on campus at the end of the day pickups.(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 $5,353 more on Action 2.1. The small difference between Budgeted Expenditures and Estimated Actual Expenditures in was due to the addition of 5 working days plus 1% for classified staff.

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

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.

-Our local Attendance Rate in April 2025 was 94.87%, almost 1% higher than the 2023/24 school year. (Metric 4)

-Our local Chronic Absenteeism Rate as of April 2025 was lower than the rate in April 2024 (shown as 2025 rate, 2024 rate): All 17.2%, 19.8%; SED 25.6%, 29%; SWD 20%, 31.4%. It is also lower than the 2024 Dashboard rate.

-The 2024 Dashboard reports that our Chronic Absenteeism Rate declined for all but one student group (All: -4.9%; Hispanic +1.5%; TMR: -11.1%; White: -6.3%; SED: -0.6%; SWD: -9.3%). (Metric 5)

Action 2.2 Student Engagement and Support encompassed student engagement, setting high expectations, and creating a safe welcoming environment for student success. The action was primarily effective as demonstrated by the 2024 Dashboard, metrics, and survey responses.

-The 2024 Dashboard reports that our Suspension Rate improved for all student groups and they all have zero suspensions. (Metric 7) Every student group is now in the Very Low (Blue) performance level.

-98% of our staff, parents and students stated they like the presence of staff and administration on campus at the end of the day pickups.

- After an incident at a nearby school, our educational partners did not feel the same sense of safety as before. Changes were made on campus to try and boost the sense of safety felt by all and as a result only slightly fewer students, parents, and staff felt the school was safe (Metric 9) but fewer students, parents, and staff feel a sense of connectedness to the school (Metric 10). When we discussed the survey results with the staff, we determined that students may not have understood the survey question so we will make sure to explain the question to them next year.

Brittan School District offered events that engaged our families and community but metrics related to Action 2.3 Family and Community Engagement show our action was not as effective as we had hoped it would be. We will make some adjustments to this action.

-One percent fewer parents say they are encouraged to participate in decision making committees. (Metric 2)

-Slightly (+0.6%) more parents say the school advertises and seeks parent participation in school events and programs. (Metric 3)

-1.2% fewer parents feel a sense of connectedness to the school. (Metric 10)

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 to Metrics:

- Metric 5: Updated the Target for Year 3 Outcome for TMR student group since their Year 1 Outcome exceeded our target.

Changes to Actions:

- Action 2.1: We added that *staff will notify Administration weekly of the status for student attendance so we can make home visits as needed and/or contact our local probation department if needed* and to address the increased absenteeism rate among our Hispanic student group, now identified in the Red performance level, *we will engage a bilingual staff member to contact families, emphasize the importance of consistent attendance, and ensure they are aware of the Independent Study and attendance recovery options.* Teachers see an absence list for their class in the SIS so we eliminated the activity, *we will send absence lists to teachers so they can monitor attendance for their class and notify the office when they see excessive absences or an attendance pattern for a student.* We moved Attendance Parties to Action 2.1.

- Action 2.2: We moved Attendance Parties to Action 2.1 Attendance.

- Action 2.3: We added some family events, Glow Dance for TK-3rd grade families; Volunteer lunches, and a Bike Bus and we will enhance the promotion of our events and opportunities for parental feedback, as well as improve our communication strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance	• Staff will make phone calls to parents when absences have not been verified (weekly). Each week an absence list will be give 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 We are monitoring the attendance of interdistrict students and reaching out to parents to remind them of the contract terms	$59,794	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. Brittan School District will continue to offer incentive programs such as: ● 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 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.	$144,466	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.	$1,100	No

Insert or delete rows, as necessary.

Local Control and Accountability Plan

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$440,844	$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
7.84%	0%	$0.00	7.84%

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, & 1.4	We were pleased to see that almost all student groups increased in ELA and Math on the 2024 Dashboard, but there are still performance gaps in ELA and Math between our All student groups and our SED student group and English learners as reported by state and local assessments. 2024 Dashboard (Metric 5) ELA All: 36.2 below EL: 85.4 below SED: 58.7 below Math All: 46.5 below EL: 114.3 below SED: 68.8 below 2024 CAASPP (Metric 6) ELA - All: 34.88%; EL: 9.09%; SED: 23.63% Math - All: 31.56%; EL: 0%; SED: 25.19% i-Ready Local Assessment (Metric 11) There is a gap between the performance of our student groups in ELA and Math in the percentage of students scoring Tier I (grade level or above) ELA: All: 34%; EL:14%; SED: 21% Math: All: 32%; EL: 14%; SED: 19% Staff and parents expressed the need for increased rigor while also supporting all students to achieve. About 85% of parents say their child gets extra help with classwork and homework when they need it.	To continue making progress in pupil achievement, and eliminate the achievement gap, we will maintain our ELA and Math Specialists who will continue to work with teachers to analyze data by reviewing CAASPP data and local benchmark assessment data. Data will be used to form intervention groups. Additionally, students in grades 3–8 will participate in CAASPP Interim Assessments twice annually in ELA and Math. These interim assessments will inform instruction and guide targeted intervention efforts throughout the year (Actions 1.1 & 1.3). Our specialists will deliver Tier III intervention, and work with teachers to plan and deliver Tier II intervention. (Action 1.3 Intervention/ELD Teachers) Daily classroom time will be devoted to tiered extension and intervention with paraeducator support (Actions 1.2 Classroom RTI & 1.4 Paraeducator Support) These actions will be provided to all students and while we expect all students not meeting standards on state or local assessments to benefit, we expect our SED student group and English learners to benefit more because the intervention delivered as a result of our ongoing use of data will be targeted to their skill gaps and needs and give them the additional instructional time and support they may not get outside of school.	5: Priority 4A: Distance from Standard Met on CAASPP (points below or above standard). Source: Dashboard 6: Priority 4A: Percentage of students meeting and exceeding on CAASPP Summative Assessment. Source: CAASPP 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

Insert or delete rows, as necessary.

Limited Actions

Local Control and Accountability Plan

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

2025/26 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 %)
2025/26	$ 5,620,845	$ 440,844	7.843%	0.000%	7.843%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 811,450	$ 27,750	$ -	$ 24,879	$ 864,079.00	$ 713,796	$ 150,283

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	$ -	$ 20,650	$ -	$ 20,650	$ -	$ -	$ 20,650	0.000%
1	1.2	Classroom RTI	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 311,293	$ 7,100	$ 311,293	$ 7,100	$ -	$ -	$ 318,393	0.000%
1	1.3	Intervention/ELD Teachers	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 203,961	$ -	$ 203,961	$ -	$ -	$ -	$ 203,961	0.000%
1	1.4	Paraeducator Support	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 109,144	$ -	$ 109,144	$ -	$ -	$ -	$ 109,144	0.000%
1	1.5	Professional Development	All	No	LEA-wide		All	Ongoing	$ 5,071	$ 1,500	$ 6,571	$ -	$ -	$ -	$ 6,571	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	$ 56,860	$ 2,934	$ 56,860	$ -	$ -	$ -	$ 2,934	59,794	0.000%
2	2.2	Student Engagement and Support	All	No	LEA-wide		All	Ongoing	$ 27,467	$ 116,999	$ 122,521	$ -	$ -	$ 21,945	$ 144,466	0.000%
2	2.3	Family and Community Engagement	All	No	LEA-wide		All	Ongoing	$ -	$ 1,100	$ 1,100	$ -	$ -	$ -	$ 1,100	0.000%

2025/26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,620,845	$ 440,844	7.843%	0.000%	7.843%	$ 624,398	0.000%	11.109%	**Total:**	$ 624,398
								LEA-wide Total:	$ 624,398
								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	$ 311,293	0.000%
1	1.3	Intervention/ELD Teachers	Yes	LEA-wide	English Learners and Low-Income	All	$ 203,961	0.000%
1	1.4	Paraeducator Support	Yes	LEA-wide	English Learners and Low-Income	All	$ 109,144	0.000%

2024/25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 721,420.00	$ 799,920.00

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	$ 18,763	$ 20,650
1	1.2	Classroom RTI	Yes	$ 218,316	$ 280,606
1	1.3	Intervention/ELD Teachers	Yes	$ 230,390	$ 237,318
1	1.4	Paraeducator Support	Yes	$ 94,420	$ 95,342
1	1.5	Professional Development	No	$ -	$ -
1	1.6	Support SWD	No	$ -	$ -
2	2.1	Attendance	No	$ 53,686	$ 59,173
2	2.2	Student Engagement and Support	No	$ 104,745	$ 105,731
2	2.3	Family and Community Engagement	No	$ 1,100	$ 1,100

2024/25 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)
$ 488,438	$ 537,091	$ 524,371	$ 12,720	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	$ 212,281	$ 184,283.00	0.000%	0.000%
1	1.3	Intervention/ELD Teachers	Yes	$ 230,390	$ 237,318.00	0.000%	0.000%
1	1.4	Paraeducator Support	Yes	$ 94,420	$ 102,770.00	0.000%	0.000%

2024/25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,391,147	$ 488,438	0.470%	9.530%	$ 524,371	0.000%	9.727%	$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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

Local Control and Accountability Plan Instructions

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.

    o 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).

                o 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.

    o 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.

Local Control and Accountability Plan Instructions

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:

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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.

  o 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,

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- o 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:

  - o 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.

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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.

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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.

    o 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:

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

    o 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.

    o 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.

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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.

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- o 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.

  - o 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.

  - o 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.

  - o 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:

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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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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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.

  o 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.

  o 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.

  o 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.

  o 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

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- 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.

o 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.

  o 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).

  o 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.

  o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  o 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.

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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.

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- 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.

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Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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- 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:

  o **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.

  o **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.

  o **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).

  o **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.

  o **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

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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)**

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o   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)**

    o   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**

    o   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)**

    o   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**

    o   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)**

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- 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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)**

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

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