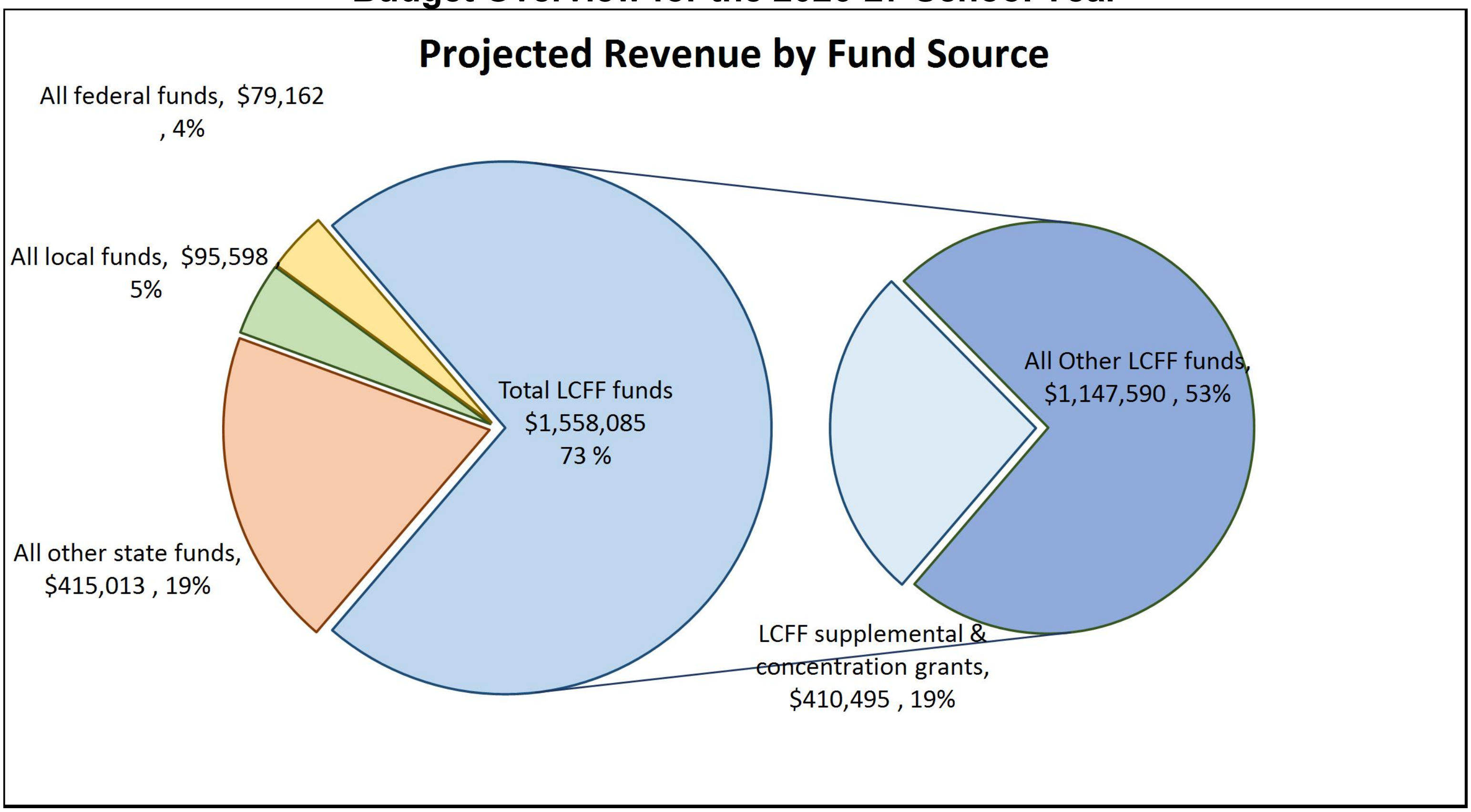
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)
CDS Code: 10-62042
School Year: 2026-27
LEA contact information:
Victor Villar
Superintendent
vvillar@buesd.org
559-866-5634

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

Budget Overview for the 2026-27 School Year

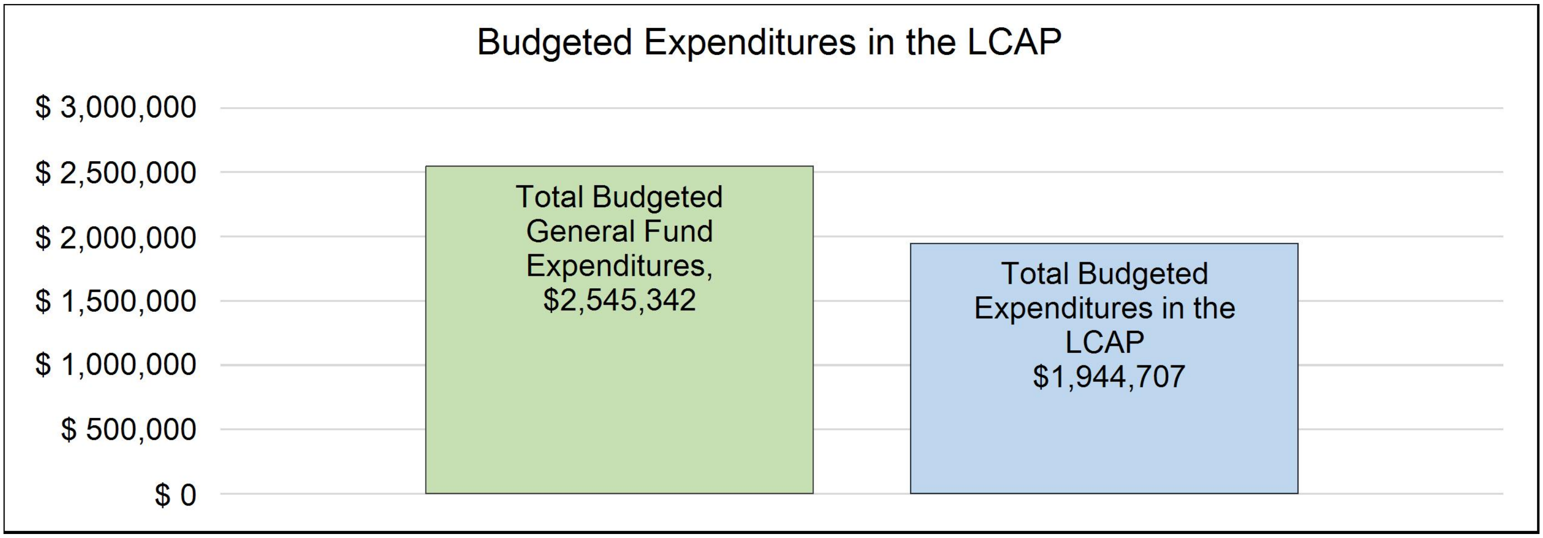


This chart shows the total general purpose revenue BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) is $2,147,858, of which $1,558,085 is Local Control Funding Formula (LCFF), $415,013 is other state funds, $95,598 is local funds, and $79,162 is federal funds. Of the $1,558,085 in LCFF Funds, $410,495 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend $2,545,342 for the 2026-27 school year. Of that amount, $1,944,707 is tied to actions/services in the LCAP and $600,635 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

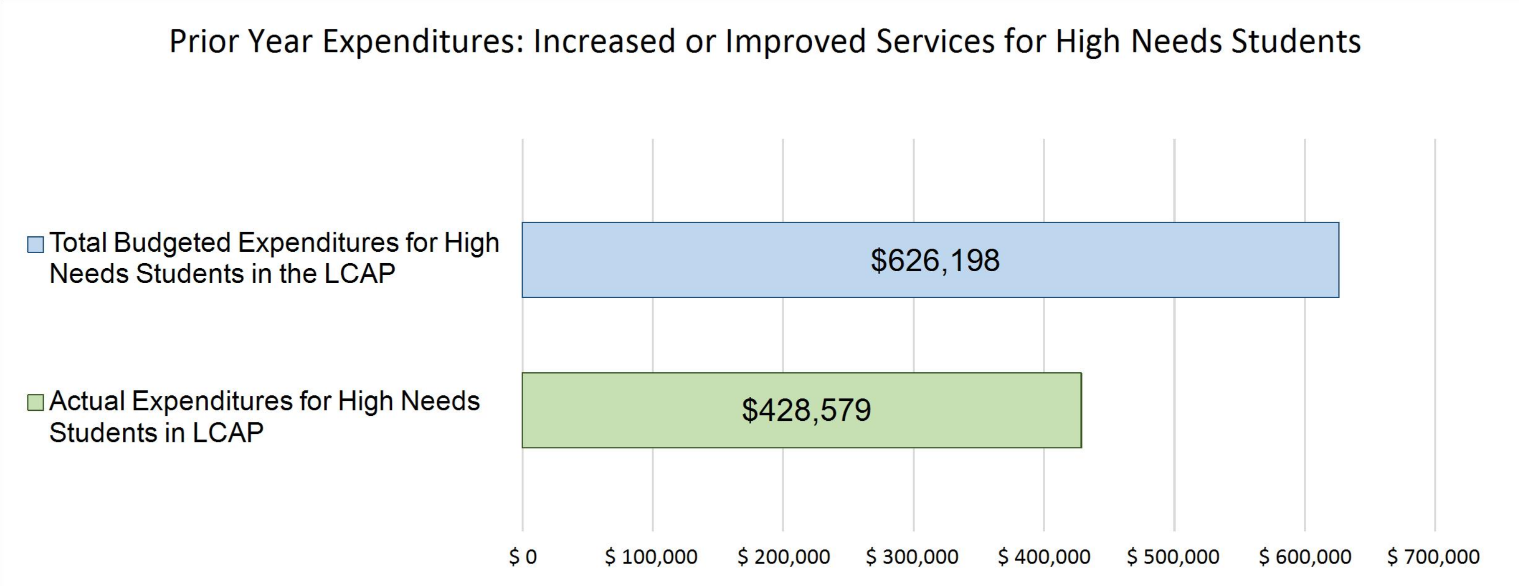
The General Fund Budget includes expenditures necessary for the district's overall operation that are not specifically identified as LCAP actions or services. These expenditures support the day-to-day functioning of the district, including routine operational, administrative, maintenance, compliance, and other essential costs that are funded through the General Fund but are not directly aligned to a specific LCAP goal or action. The district will continue to review these expenditures to ensure alignment with educational priorities and fiscal responsibility.

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

In 2026-27, BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) is projecting it will receive $410,495 based on the enrollment of Foster Youth, English learner, and low-income students. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) must describe how it intends to increase or improve services for high needs students in the LCAP. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend $689,689 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)'s LCAP budgeted $626,198 for planned actions to increase or improve services for high needs students. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) actually spent $428,579 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $197,619 had the following impact on BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)'s ability to increase or improve services for high needs students:

Differences between the budgeted and actual expenditures for actions and services to increase or improve services for high-needs students were primarily the result of normal implementation and expenditure timing. The district continued to provide the planned supports and services to the extent practicable, and the variance did not result in a significant reduction in the overall increased or improved services provided to high-needs students. The district will continue to monitor implementation and expenditures to ensure resources are used effectively to support student needs.

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
BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)	Victor Villar Superintendent	vvillar@buesd.org 559-866-5634

Plan Summary [2026-27]

General Information

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

Burrel Union Elementary School District, located in Riverdale, California, is a TK–8 single-school district with deep roots in a rural community. Established in 1912, the district has served families for well over a century. A large portion of our families are employed by nearby family-owned dairies, which continue to be an important part of our local economy. This year, the district has experienced a notable decline in enrollment, largely due to the limited availability of affordable housing in the area. This shift has presented ongoing challenges as we work to support our students and community.

At Burrel Union Elementary, most teachers serve as singletons, with one teacher assigned per grade level. Due to ongoing enrollment declines, the district currently operates three combination classes: TK/Kindergarten, 1st/2nd grade, and 3rd/4th grade. Total enrollment is currently 94 students.
According to the most recent data from the California Department of Education, the student population comprises 95.7% Hispanic/Latino, 3.2% White (not Hispanic), and 1.1% Asian (not Hispanic). Approximately 50% of students are identified as English Learners (EL). In addition, 88.3% of students are classified as low-income, based on eligibility for free or reduced-price meals. At this time, the district does not have any students identified as Foster Youth (FY), and the percentage of students experiencing homelessness is 0%.
Students with Disabilities (SWD) make up 13.83% of the student population. These students receive support through a combination of services within the general education setting and through specialized instruction, as outlined in their Individualized Education Programs (IEPs). Teachers and specialists collaborate closely to ensure that each student's academic and developmental needs are met.

As a TK–8 district, Burrel Union does not report on high school–level indicators such as A–G completion, Career Technical Education (CTE), Advanced Placement (AP), Early Assessment Program (EAP), or high school dropout and graduation rates.

We take great pride in our school community and the systems we have in place to support our students and families:

- We strive to provide a safe and supportive environment that promotes both academic achievement and social responsibility. Our standards-based, technology-integrated curriculum is strengthened by the collaboration and respect shared among students, families, staff, and the broader community. In addition, our Community Resource Center (Leoni Building) plays a vital role in supporting social-emotional learning (SEL) for students, staff, and families. The center houses key support personnel, including our Resource Specialist Teacher, Speech-Language Specialist, Nurse, Occupational Therapist, Psychologist, and Clinicians, enabling a coordinated approach to student services.

- We have continued to implement a strong Multi-Tiered System of Support (MTSS) to address both academic and social-emotional student needs. Our MTSS team—comprised of the Psychologist, Resource/Intervention Teacher, Speech-Language Specialist, Administrator, and Clinicians—meets regularly to review student progress, identify areas of concern, and develop targeted support plans. Additionally, through Consolidation of Support Team (COST) meetings held twice each year, teachers collaborate with the team to review all students and ensure appropriate supports are in place.

- Teachers consistently engage in data analysis to guide and refine instruction with a focus on meeting the diverse needs of all students. Through Professional Learning Communities (PLCs), organized by grade spans (TK–2, 3–5, and 6–8), teachers collaborate, share effective instructional strategies, and reflect on student progress. Ongoing professional development is aligned to support Common Core State Standards (CCSS), student engagement, differentiated instruction, English language development, and social-emotional learning.

Currently, no Schools in the LEA receive Equity Multiplier funding.

Reflections: Annual Performance

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

During the 2025–2026 school year, Burrel Union Elementary continued strengthening academic achievement, student engagement, and systems of support for students. Successes included increased PLC collaboration, the use of benchmark and dashboard data to guide instruction, expanded intervention support, and strengthened MTSS and SST processes. Additional paraprofessional support improved instruction in combination classrooms, while expanded social-emotional supports and family communication increased student access to services and support.

Despite these successes, challenges remain in English Language Arts (ELA), Mathematics, English Learner progress, and Chronic Absenteeism. According to the 2025 California School Dashboard, ELA remained in the “red” performance level, with 21.88% of students meeting or exceeding standards. Mathematics remained in the “yellow” performance level, with 23.81% of students meeting or exceeding standards. The English Learner Progress Indicator (ELPI) was “orange,” with 45.5% of students making progress toward English proficiency. Chronic Absenteeism also declined to the “orange” performance level, with 12.5% of students identified as chronically absent.

The LEA recognizes that staff turnover, combination classrooms, and the continued refinement of instructional practices have impacted student performance. In response, the LEA will continue providing targeted intervention in reading and mathematics during the instructional day and through expanded learning opportunities. Professional development will focus on ELA, mathematics, English Language Development (ELD), student engagement, and differentiated instruction. Additional support for English Learners will include intervention services, ELD support, and English Learner Bootcamp opportunities focused on ELPAC domains. To address chronic absenteeism, the LEA will continue attendance monitoring, parent outreach, home visits, SST meetings, and attendance incentives.

Identification of 2023 Dashboard Areas of Lowest Performance

Based on the 2023 California School Dashboard, English learners received the lowest performance level (red) for the English Learner Progress Indicator at both the local educational agency (LEA) and school levels. The percentage of English learners making progress toward English language proficiency declined by 11.7 percentage points, from 56.3% to 44.6%, among a total population of 56 English learner students. In addition, chronic absenteeism was identified as an area of concern, with all students receiving the lowest performance level (red) at 23.7%, representing an increase of 3.1 percentage points from the previous year. Hispanic students also received a red performance level, with 23.8% identified as chronically absent, reflecting an increase of 3.8 percentage points, while low-income students received a red performance level at 22.7%, an increase of 1 percentage point from the prior year.

These results indicate a need to strengthen targeted interventions and support systems aimed at increasing student engagement, improving attendance, expanding family outreach efforts, and providing additional academic and social-emotional support for students. The district will continue to address these areas through ongoing data analysis, evidence-based practices, and the implementation of Actions 1.8 and 4.1 outlined within the Local Control and Accountability Plan (LCAP).

Learning Recovery Emergency Block Grant (LREBG)

Burrel Union Elementary anticipates $22,784 in unexpended LREBG funds to be carried forward into the 2026–2027 LCAP year.

Action 1.2 – Intervention Program $12,784

Action 1.2 aligns with the allowable uses identified in Education Code (EC) Section 32526(c)(2) by providing targeted academic intervention services and expanded learning opportunities designed to address learning loss in English language arts (ELA) and mathematics. Intervention support will be provided to students performing below grade level, including English learners and low-income students.

This action is expected to address the priorities identified through the district's ongoing needs assessment process. Rather than relying on a single point of data collection, the district continuously evaluates the effectiveness of its programs, instructional practices, and interventions to ensure that resources are strategically allocated and that services have a meaningful impact on student outcomes. The district's needs assessment process is informed by California School Dashboard indicators and multiple local measures, including fall, winter, and spring benchmark assessments, English learner progress data, attendance data, classroom assessments, and other indicators of student achievement and engagement.

The analysis of these data sources identified areas of need related to academic performance in English language arts and mathematics, English learner progress, chronic absenteeism, and unfinished learning. Intervention programs and supplemental support services will provide identified students with additional instruction, small-group support, and opportunities to strengthen foundational skills, accelerate learning, and support continued academic growth.

Action 3.1 – Staff Professional Development $10,000

Action 3.1 aligns with the allowable uses identified in Education Code (EC) Section 32526(c)(2) through professional development designed to strengthen instructional practices, increase student engagement, support English learners, and address unfinished learning and learning recovery needs.

This action is expected to address the priorities identified through the district's ongoing needs assessment process. Rather than relying on a single point of data collection, the district continuously evaluates the effectiveness of its instructional programs and practices to ensure that interventions and professional development opportunities are producing meaningful outcomes for students. The district's needs assessment process is informed by California School Dashboard indicators and local data sources, including fall, winter, and spring benchmark assessments, English learner progress data, attendance data, classroom assessments, and other measures of student performance and engagement.

The analysis of these data sources identified a need to strengthen teacher capacity in English language arts (ELA), mathematics, English language development (ELD), differentiated instruction, and intervention strategies. Professional development activities will support staff in implementing effective, evidence-based instructional practices designed to increase student engagement, strengthen academic achievement, and improve outcomes for all student groups.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals/Administration	As a single-school district with a combined Superintendent/Principal role, consultation with administration occurred on an ongoing basis throughout the LCAP development process, with input informing schoolwide priorities and the development of LCAP goals and actions.
Teachers	The LEA engaged teachers through surveys administered three times yearly (November, March, and May) and through monthly meetings held from November 2025 through May 2026. These meetings focused on LCAP engagement, including review of goals and metrics, actions and budget, and discussions regarding the use of unexpended LREBG funds. Participants included all teachers (TK–8), including Resource, Intervention, and Physical Education. Teacher input informed the development and refinement of LCAP goals, actions, and expenditures.
Other School Personnel	The LEA engaged other school personnel through surveys administered three times yearly (November, March, and May) and through monthly classified staff meetings held from November 2025 through May 2026. These meetings focused on LCAP engagement, including review of goals and metrics, actions and budget, and discussions regarding the use of unexpended LREBG funds. Participants included office staff, paraeducators, kitchen, grounds, custodial, transportation, Expanded Learning Program (ELP) staff, and classified management. Input from classified staff informed the development and refinement of LCAP goals, actions, and expenditures.
Certificated and Classified Bargaining Units	LEA does not have any Certificated or Classified Bargaining Units

Educational Partner(s)	Process for Engagement
Mid-Year Report	The LCAP Mid-Year Report was presented to the Governing Board on February 10, 2026. The report included an update on progress toward the district's goals, implementation of actions and services, expenditures, and available outcome data. The presentation provided an opportunity to review the effectiveness of current strategies, assess progress toward identified priorities, and identify any necessary adjustments to support continuous improvement. Information gathered through the mid-year review process was considered and used to inform revisions to the LCAP and the development of future goals, actions, and expenditures.
Parents	The LEA engaged parents through surveys administered twice yearly (March and May) and through meetings held in August, November 2025, and April 2026, including Back-to-School Night, Title I meetings, and Open House. These meetings focused on LCAP engagement, including review of goals and metrics, actions and budget, and discussions regarding the use of unexpended LREBG funds. Parents in attendance at these events were provided opportunities to give input, which informed the development and refinement of LCAP goals, actions, and expenditures.
Students	The LEA engaged students through surveys administered three times during the school year (November, March, and May). Survey participants included students in grades 3–8. The surveys gathered feedback related to school climate, safety, student engagement, academic supports, and other topics relevant to the development of the Local Control and Accountability Plan (LCAP). Student feedback was considered and used to inform the development and refinement of LCAP goals, actions, services, and expenditures.
SELPA	The LEA consulted with Fresno County SELPA on a monthly basis and engaged teachers through monthly meetings held from November 2025 through May 2026. These meetings focused on LCAP engagement, including review of goals and metrics, actions, and discussions of student needs, particularly for students with disabilities. Input from SELPA and instructional staff informed the development and refinement of LCAP goals, actions, and supports.
Submission to PAC	The LCAP was presented to the Parent Advisory Committee (PAC) on May 14, 2026. The PAC was provided with a complete draft of the

Educational Partner(s)	Process for Engagement
	LCAP and given the opportunity to submit questions and provide input. Feedback received from the committee was considered and used to inform revisions to the LCAP prior to board approval.
Submission to DELAC	The LCAP was presented to the DELAC on May 14, 2026. The DELAC was provided with a complete draft of the LCAP and given the opportunity to submit questions and provide input. Feedback received from the committee was considered and used to inform revisions to the LCAP prior to board approval.
Public Comment	A public comment period was held from May 18, 2026, through June 2, 2026, to consider the draft LCAP. During this period, educational partners and community members were provided with an opportunity to review the plan and offer input. Feedback received during the public comment period was considered and used to inform final revisions before board approval.
Public Hearing	A public hearing was held on May 18, 2026, at 4:00 p.m. to consider the draft LCAP. During the hearing, educational partners and community members were provided with an opportunity to offer input. Feedback received was considered and used to inform final revisions before board approval.
Submission to SAC	The LCAP was presented to the Student Advisory Committee (SAC) on May 12, 2026. The committee was provided with an opportunity to review the LCAP goals, actions, metrics, budget expenditures, and the proposed use of unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Feedback received from the committee was considered and used to inform revisions to the LCAP prior to board approval.
Adoption by the Board	June 23, 2026
Budget Adoption and Local Indicator Report to Governing Board	June 23, 2026

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

The adopted LCAP was shaped by ongoing input from educational partners, including staff, parents, and students, collected through meetings, surveys, and advisory groups. The feedback gathered during the LCAP development process was reviewed and incorporated into the final plan to ensure continuity of identified priorities and needs.

Overall, educational partners expressed general satisfaction with school involvement and communication. Staff emphasized that Burrel Elementary actively seeks parent input in decisions related to student learning, which is reflected in Goal 2, Action 1. Feedback included:

"Input from Educational Partners indicates that our students need a safe and supportive environment to promote learning. Due to our rural location, there is limited access to community resources such as, Mental Health, Health Services, Language Support, Parent Education and Technology. Our large population of students who are considered Socio-Economically Disadvantaged (SED) require that we provide access to educational experiences. In addition, to further support an efficient learning environment, we recognize the need to reduce the number of combination classrooms. "

Parent feedback highlighted a continued interest in expanding family engagement opportunities, including English as a Second Language (ESL) classes, with additional needs identified in the areas of positive parenting and technology use. Parents also requested the continuation of Math and Literacy Nights. In response, the LEA developed expanded parent engagement opportunities, including dedicated space for parent learning and continued access to parent education programs in partnership with California State University, Fresno and online platforms.

Student input contributed to plans to enhance hands-on learning opportunities, including the transformation of the existing Science Education Center into a Discovery-Based Learning Center (Goal 4, Action 2). Students also expressed interest in increased engagement through art education, educational field trips, and expanded use of technology. Feedback shaped the development of Goal 4 because: "Burrel is a small, rural school in an unincorporated area of Fresno County. Our location is very isolated without immediate access to services and/or educational experiences such as libraries, zoos, museums, city/county services, city recreation programs etc. Surveys of students, staff and parents identify a need to bring experiences to them or to take the students to the services/activities (fire department, zoo, county library, etc.). Extending student access and participation in extra-curricular activities provides students with opportunities to explore their communities and grow in character and citizenship."

Staff and parent input supported the continued allocation of resources for reading intervention, including the hiring of an Intervention Teacher (Goal 1, Action 2), as well as continued support for literacy through a school librarian (Goal 1, Action 4). Feedback included: "
The Goal of Student Academic Achievement and its Actions were developed by the input received from Burrel's Educational Partners - Administration, Staff, Parents and Students. Student achievement is an on-going concern. Longitudinal data results from annual state assessment (CAASPP/SBAC) demonstrate that our students are making little to no progress year to year. Longitudinal academic data shows Burrel's English Learners are underperforming All students to include Low Income students in both the ELA and Math CAASPP scores. Significant achievement Gaps have been increasing yearly and the English Learner Reclassification rates are low. Using a Problem of Practice framework and Improvement Science, we will continue to investigate why student growth on local assessments is not consistently reflected in the CAASPP ELA, Math (SBAC), and ELPAC outcomes."

Parents also expressed interest in summer learning opportunities for students. While ongoing funding limitations exist, prior summer programming was supported through the Expanded Learning Opportunities Program (ELOP), and similar opportunities continue to be explored as funding allows.

A shared priority among staff and community members was the recruitment and retention of highly qualified teachers. In response, LCFF resources were allocated to support salary schedule increases and teacher retention incentives (Goal 3, Action 2), as well as continued mentoring and coaching support for new teachers (Goal 3, Action 3). Feedback from partners included: "Burrel Union Elementary developed this goal in response to teacher exit interview data and input from educational partners. From 2019–22, 20% of teachers reported leaving due to low pay; in 2023–24, that number remained at 20%, and in 2024–25, it decreased to 10%. While retention has improved, salary remains a concern because competitive pay is critical to recruiting and retaining highly qualified teachers. Educational partners also identified the need for teacher training to better support Low Income (LI) students, English Learners (EL), and Students with Disabilities (SWD). This goal addresses both teacher retention and professional development to ensure staff can meet the diverse needs of Burrel's students."

Teachers also requested continued bi-weekly release time for Professional Learning Community (PLC) collaboration supported through PE staffing (Goal 1, Action 1), as well as opportunities to collaborate with other small rural school districts.

Finally, educational partners consistently emphasized the importance of social-emotional supports. As a result, the LCAP continues to support a school psychologist and county-provided clinician services to address the needs of students, staff, and families (Goal 2, Action 4).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Academic Achievement - All students, including subgroups, will demonstrate academic growth annually while engaged in a rigorous, CCSS aligned curriculum, equitable instructional practices and will have access to a Broad Course of Study.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Goal of Student Academic Achievement and its Actions were developed by the input received from Burrel's Educational Partners - Administration, Staff, Parents and Students. Student achievement is an on-going concern. Longitudinal data results from annual state assessment (CAASPP/SBAC) demonstrate that our students are making little to no progress year to year. Longitudinal academic data shows Burrel's English Learners are underperforming All students to include Low Income students in both the ELA and Math CAASPP scores. Significant achievement Gaps have been increasing yearly and the English Learner Reclassification rates are low. Using a Problem of Practice framework and Improvement Science, we will continue to investigate why student growth on local assessments is not consistently reflected in the CAASPP ELA, Math (SBAC), and ELPAC outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Met or	All: 25.9% EL: 12.8% LI: 26%	All: 27% EL: 6.9% LI: 24.6%	All: 21.54% EL: 3.7% LI: 17.54%	All: 30% EL: 18% LI: 30%	All: -4.36% EL: -9.1% LI: -8.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Exceeded Standard	SWD: <11 Data Year: 2022-23 Data Source: Dataquest	SWD: <11 Data Year: 2023-24 Data Source: Dataquest	SWD: <11 Data Year: 2024-25 Data Source: Dataquest	SWD: 15%	SWD: <11 (Reflects suppressed data; therefore, a calculated difference from the baseline is not available.)
1.2	Smarter Balanced Math Met or Exceeded Standard	All: 24.7% EL: 18% LI: 23.3% SWD: <11 Data Year: 2022-23 Data Source: Dataquest	All: 25.4% EL: 10.3% LI: 24.6% SWD: <11 Data Year: 2023-24 Data Source: Dataquest	All: 23.44% EL: 7.7% LI: 17.85% SWD: <11 Data Year: 2024-25 Data Source: Dataquest	All: 28% EL: 22% LI: 27% SWD: 15%	All: -1.26% EL: -10.3% LI: -5.45% SWD: <11 (Reflects suppressed data; therefore, a calculated difference from the baseline is not available.)
1.3	Access to and Enrollment in a Broad Course of Study	Students served in VAPA courses All 100% EL 100% LI 100% Data Year: 2023-24 Data Source: CALPADS Fall 2	Students served in VAPA courses All 100% EL 100% LI 100% Data Year: 2024-25 Data Source: CALPADS Fall 2	Students served in VAPA courses All 100% EL 100% LI 100% Data Year: 2025-26 Data Source: CALPADS Fall 2	Students served in VAPA courses All 100% EL 100% LI 100%	No Difference
1.4	Access to Standards Aligned instructional materials	All - 100% Data Year: 2023-24 Data Source: Local Indicator Tool	All - 100% Data Year: 2024-25 Data Source: Local Indicator Tool	All - 100% Data Year: 2025-26 Data Source: Local Indicator Tool	All - 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	ELA Local Benchmarks - NWEA	Projected Proficiency: All - 43% met Fall-Spring Growth Projections EL - 47% LI - 43% Data Year: 2023-24 Data Source: NWEA	Projected Proficiency: All - 28% met Fall-Spring Growth Projections EL - 14.29% LI - 28.77% Data Year: 2024-25 Data Source: NWEA	Projected Proficiency: All - 40.7% met Fall-Spring Growth Projections EL - 36.4% LI - 35.4% Data Year: 2025-26 Data Source: NWEA	Projected Proficiency: All - 48% met Fall-Spring Growth Projections EL - 50% LI - 48%	All: -2.3% EL: -10.6% LI: -7.6%
1.6	MATH Local Benchmarks -NWEA	Projected Proficiency: All - 48% met Fall-Spring Growth Projections EL - 41% LI - 44% Data Year: 2023-24 Data Source: NWEA	Projected Proficiency: All - 43.43% met Fall-Spring Growth Projections EL - 42.86% LI - 43.84% Data Year: 2024-25 Data Source: NWEA	Projected Proficiency: All - 33.0% met Fall-Spring Growth Projections EL - 15.2% LI - 33.8% Data Year: 2025-26 Data Source: NWEA	Projected Proficiency: All - 55% met Fall-Spring Growth Projections EL - 45% LI - 49%	All: -15% EL: -25.8% LI: -10.2%
1.7	READING Local Measure	Projected Proficiency: Grade Level Reading All - 64.6% Data Year: 2023-24 Data Source: NWEA	Projected Proficiency: Grade Level Reading All - 28% Data Year: 2024-25 Data Source: NWEA	Projected Proficiency: All - 40.7% Data Year: 2025-26 Data Source: NWEA	Projected Proficiency: Grade Level Reading All - 68%	All: - 23.9%
1.8	California Science Test (CAST) Met or Exceeded Standard	All: 8.82% EL: 6.67% LI: 3.33%	All: 15.79% EL: <11 LI: 11.11%	All: 5.56% EL: <11 LI: 0.0%	All: 18% EL: LI:	All: -3.26% EL: <11 (Reflects suppressed data; therefore, a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Dataquest	Data Year: 2023-24 Data Source: Dataquest	Data Year: 2024-25 Data Source: Dataquest		calculated difference from the baseline is not available.) LI: -3.33%
1.9	EL Students making progress toward English Proficiency (ELPI)	44.6% Data Year: 2023 ELPI Data Source: Dashboard	61.1% Data Year: 2024 ELPI Data Source: Dashboard	45.5% Data Year: 2025 ELPI Data Source: Dashboard	75%	+0.9%
1.10	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2023-24 Data Source: Local Indicators Tool	Full Implementation Data Year: 2024-25 Data Source: Local Indicators Tool	Full Implementation Data Year: 2025-26 Data Source: Local Indicators Tool	Full Implementation & Sustainability	No Difference
1.11	EL Reclassification Rate	6% Data Year: 2023-24 Data Source: CALPADS	19% Data Year: 2024-2025 Data Source: CALPADS	0% Data Year: 2025-2026 Data Source: CALPADS	25%	-6%
1.12	SCIENCE Local Measure	No Baseline	Projected Proficiency: Grade Level Science All - 25% Data Year: 2024-25 Data Source: NWEA	Projected Proficiency: All - 47.6% met Fall-Spring Growth Projections Data Year: 2025-26 Data Source: NWEA	All: 35%	+22.6%

Goal Analysis [2025-26]

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 1.1: Professional Learning Communities
Level: 4 Full Implementation
Teacher release time was implemented as planned through the use of PE/intervention/resource teacher personnel, allowing teachers to participate in Professional Learning Communities (PLCs) throughout the year. PLC collaboration occurred as intended; however, implementation progressed somewhat gradually as several teachers and PLC lead teachers were new to the district and were developing their roles and collaborative processes. A substantive difference from the adopted action was that the PE teacher was not assigned as a full-time PE teacher, although PE instruction was provided for the majority of the teacher's time on campus. Overall, the action was fully implemented and provided the intended release time for teacher collaboration.

Action 1.2: Intervention Teacher
Level: Level 4 – Full Implementation
The Intervention Program was implemented through a shared Resource Teacher assignment and classroom paraprofessional support to provide targeted, small-group, and individualized academic intervention based on student needs. A substantive difference from the adopted action was that a full-time Intervention Teacher was not employed; instead, intervention services were provided through the Resource Teacher’s split assignment, supplemented by paraprofessionals working directly within classrooms. This model allowed staff to monitor student needs and provide targeted support in collaboration with classroom teachers. While the intervention supports were implemented as planned, Goal 1 outcome data showed decreases in ELA and mathematics proficiency, indicating a need to continue evaluating and refining intervention strategies to improve student academic outcomes.

Action 1.3: Benchmarks
Level: 5 Full Implementation & Sustainability
Teachers assessed students with NWEA Maps Growth assessments three times during the school year. NWEA assessments provided teachers with data that indicated current ability with Common Core Standards, growth projections on CAASPP, and real-time data for educational partners.

Action 1.4: Library Clerk
Level: 3 Initial Implementation
The action was implemented to provide students with consistent access to library resources and instructional support. This initiative supported learning opportunities for all students, with continued focus needed to strengthen its impact across all student groups

Action 1.5: Induction Coaches/Services from FCSS

Level: 4 Full Implementation
The action was carried out as intended, providing induction services that supported new teacher development and strengthened instructional practices. Continued focus on instructional effectiveness and student achievement in Math will remain a priority.

Action 1.6: Base Program
Level: 3 Initial Implementation
The action was implemented as intended and provided core instructional resources and supports for all students. Student outcome data indicate a need to strengthen instructional supports in Math in all group categories.

Action 1.7: 1.7 Special Education Program
Level: 3 Initial Implementation
This action was implemented to provide targeted supports and instructional services for students with disabilities (SWD). Regular data review and progress monitoring guided instructional decisions and adjustments. Continued refinement of instructional practices and interventions will be necessary to improve student outcomes in Math and support the achievement of SWD, EL, and LI students.

Action 1.8: English Language Acquisition Support
Level: 3 Initial Implementation
This action was implemented to provide targeted language acquisition support for English Learners (EL). Implementation included hiring and maintaining qualified EL staff, delivering small-group and individualized instruction, and embedding language development strategies across content areas. EL staff collaborated with classroom teachers to ensure consistent support and integration of language objectives into daily instruction.

Action 1.9: English Learner Language Acquisition and Professional Development Program
Level: 3 Initial Implementation
This action was implemented to provide coordinated language acquisition support for English Learners (EL) while delivering professional development for teachers. Implementation included structured EL instruction, collaboration between EL specialists and classroom teachers, and training sessions focused on integrating language development strategies into content instruction. Teachers applied these strategies in their classrooms to support consistent, school-wide EL instructional practices.

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.

Action 1.1: The district underspent the budgeted amount by $10,569.22 due primarily to adjustments in how services were delivered during the school year. Rather than relying solely on the staffing model originally anticipated, the district utilized existing personnel and classroom-based supports to provide targeted academic assistance and address student needs. These adjustments allowed the district to continue providing intervention and supplemental support while maintaining flexibility to respond to student and staffing needs, resulting in lower-than-budgeted expenditures. The difference in expenditures reflects a change in the delivery and staffing of services rather than a reduction in the district's commitment to providing targeted academic support.

Action 1.2: Underspent by $48,656.70. The material difference between the budgeted and estimated actual expenditures is primarily due to staffing adjustments made to address district needs during the school year. Rather than employing a full-time Intervention Teacher as originally planned, the district utilized a Resource Teacher who dedicated a portion of their time to providing intervention services and targeted student support. This approach allowed the district to meet student needs while maintaining operational flexibility; however, because intervention services were provided as part of a shared assignment rather than through a full-time intervention position, actual expenditures were lower than originally budgeted.

Action 1.6: Underspent by $129,454.05. The material difference between the budgeted and estimated actual expenditures is attributable to several factors during the 2025–26 fiscal year. Lower overall staffing levels, along with the replacement of departing teachers with employees placed at lower salary schedules, resulted in reduced personnel costs. Additionally, declining student enrollment and the implementation of more combination classes reduced the need for classroom materials, student supplies, and other instructional resources. The consolidation of classes also resulted in fewer classrooms being utilized for instruction, contributing to lower overall expenditures. Furthermore, lower student enrollment increased the use of district suburban vehicles for student transportation in place of school buses, resulting in reduced fuel and transportation-related costs. Collectively, these factors contributed to expenditures being lower than originally budgeted.

Action 1.7: Overspent by $46,681.58. The total actual expenditure for this action was higher than originally planned due to costs that extended beyond standard employee compensation. While the combined spending on salaries and benefits for staff across both resource categories remained below the initial projections, the overall total was driven up by substantial non-payroll requirements. A significant portion of this difference stems from necessary professional service contracts for speech-language pathology and required payments for special education transportation. Additionally, the final figures reflect adjustments and settle-up payments linked to the previous fiscal year's obligations. Because the initial budget focused primarily on district staffing, these external service agreements and mandatory transportation billbacks created a material variance in the final expenditure reporting.

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

Action: 1.1 Professional Learning Communities
Effectiveness of Action: 3 - Somewhat Effective
Metric: CAASPP ELA & CAASPP Math
Data Statement: Year 2 ELA proficiency was 21.54% for all students, 3.7% for English Learners, and 17.54% for low-income students. In Math, proficiency was 23.44% for all students, 7.70% for English Learners, and 17.85% for low-income students.
Analysis Statement: While scores decreased in both Math and ELA for All Students, EL students, and Low Income students, PLC collaboration still supported professional growth. While combination classes and new teachers likely created challenges, growth was evident in formative and summative assessments built within the PLCs.

Action 1.2 – Intervention Program
Effectiveness of Action: 3 – Somewhat Effective
Metric: CAASPP ELA & Mathematics
Data Statement: Year 2 ELA proficiency was 21.54% for all students, 3.70% for English Learners, and 17.54% for low-income students. In Mathematics, proficiency was 23.44% for all students, 7.70% for English Learners, and 17.85% for low-income students.

Analysis Statement: The Intervention Program was implemented through a split-assignment Resource Teacher who provided intervention services alongside other assigned responsibilities, with classroom paraprofessionals providing additional individualized and small-group support. While the action established consistent intervention supports, Year 2 CAASPP results did not demonstrate the intended academic gains, with declines in ELA and Mathematics proficiency. The action is therefore considered somewhat effective to date, particularly given that implementation occurred during a significant year of transition that included new district administration, teachers, paraprofessionals, and staff assuming new intervention responsibilities. These results indicate that the intervention structure was established, but additional time and evidence are needed to determine its sustained impact on student achievement.

Action: 1.3 Benchmarks
Effectiveness of Action: 3 - Somewhat Effective
Metric: CAASPP ELA & CAASPP Math
Data Statement: Year 2 ELA proficiency was 21.54% for all students, 3.7% for English Learners, and 17.54% for low-income students. In Math, proficiency reached 23.44% for all students, 7.70% for English Learners, and 17.85% for low-income students.
Analysis Statement: The consistent decline in ELA and LI Math scores indicates that benchmarking data is not yet effectively driving interventions for these specific subgroups. To reach the goal of using pre-, mid-, and post-benchmarks to improve outcomes, the district must leverage this data to implement targeted instructional shifts in ELA and math to investigate the specific barriers causing the 8.54% decline in ELA and 5.45% decline in Math for low-income students.

Action: 1.4 – Library Clerk
Effectiveness of Action: 3 – Somewhat Effective
Metric: CAASPP ELA
Data Statement: Year 2 CAASPP ELA proficiency was 21.54% for all students, 3.70% for English Learners, and 17.54% for low-income students, representing decreases from the baseline across all monitored groups.
Analysis Statement: The Library Clerk action was somewhat effective in maintaining student access to literature and technology resources despite the school library being inaccessible throughout the 2025–26 school year due to construction. The Library Clerk established a mobile library model that provided every class with weekly access to books, incorporated student feedback to provide high-interest literature, and supported teachers and students with technology resources. While these efforts provided consistent access to literacy resources, the available CAASPP data did not demonstrate an increase in ELA proficiency, and the district does not have quantitative library usage data to establish a direct academic impact. The action therefore demonstrated effective resource access and engagement, but its measurable impact on student achievement remains limited to date.

Action: 1.5 – Induction Coaches/Services from FCSS
Effectiveness of Action: 3 – Somewhat Effective
Metric: CAASPP ELA & CAASPP Mathematics
Data Statement: Year 2 ELA proficiency was 21.54% for all students, 3.70% for English Learners, and 17.54% for low-income students. In Mathematics, proficiency was 23.44% for all students, 7.70% for English Learners, and 17.85% for low-income students.
Analysis Statement: During the 2025–26 school year, one educator participated in the two-year induction program through FCSS and successfully completed the first year of the process, including required progress and professional learning activities. Informal feedback indicated that the coaching and support provided meaningful guidance throughout the year and supported the educator's professional growth

and successful progress through Year 1. Because the induction process spans two years and there is not yet measurable student outcome data directly attributable to the coaching services, the action is considered somewhat effective to date based on successful participation, completion of Year 1 requirements, and educator feedback.

Action: 1.6 – Base Program
Effectiveness of Action: 3 – Somewhat Effective
Metric: CAASPP ELA & Mathematics
Data Statement: Year 2 CAASPP ELA proficiency was 21.54% for all students, 3.70% for English Learners, and 17.54% for low-income students. In Mathematics, proficiency was 23.44% for all students, 7.70% for English Learners, and 17.85% for low-income students.
Analysis Statement: The Base Program was implemented as planned, providing students with access to a rigorous, CCSS-aligned core curriculum, a Broad Course of Study, qualified personnel, safe and well-maintained facilities, and necessary student services, including transportation. However, Year 2 CAASPP results did not demonstrate the intended annual academic growth, with proficiency remaining below desired levels across the reported student groups. The action is considered somewhat effective because the core program and foundational supports were maintained despite higher-than-normal staff turnover during the 2025–26 school year, although the achievement data indicate that the current instructional program has not yet produced the desired level of academic growth.

Action: 1.7 – Special Education Program
Effectiveness of Action: 3 – Somewhat Effective
Metric: CAASPP ELA and Mathematics Proficiency Rates
Data Statement: Year 2 CAASPP ELA proficiency was 21.54% for all students, 3.70% for English Learners, and 17.54% for low-income students. In Mathematics, proficiency was 23.44% for all students, 7.70% for English Learners, and 17.85% for low-income students. Student performance data for Students with Disabilities are suppressed on the California School Dashboard because the subgroup count is below the state reporting threshold of 11 students; therefore, an SWD-specific proficiency rate cannot be calculated or reported from the available Dashboard data.
Analysis Statement: The Special Education Program was implemented through individualized services aligned with student IEP goals, specialized instructional support, and collaboration between special education and general education staff. While overall CAASPP ELA and Mathematics proficiency did not increase, the available Dashboard results cannot be used to directly evaluate outcomes for Students with Disabilities because the subgroup data are suppressed. The action is considered somewhat effective based on the implementation of individualized and specialized supports, while the suppressed SWD outcome data limit the district's ability to determine a measurable academic impact for this subgroup.

Action: 1.8 English Language Acquisition Support
Effectiveness of Action: 2 - Not Effective
Metric: ELPI
Data Statement: The Year 2 ELPI outcome shows 45.5% of English Learners making progress toward English proficiency, which is a 0.9% increase over the baseline but a decline from the 61.1% reached in Year 1. This result leaves a 29.5% gap to close to meet the Year 3 target of 75%.

Analysis Statement:To achieve the goal of individualized remediation, staff must utilize this data to recalibrate small-group instruction and address the 15.6% drop in progress observed between the Year 1 and Year 2 outcomes. Intensive intervention is especially necessary given that EL proficiency in ELA has also fallen to 3.7%, suggesting that current supplemental supports are not yet translating into broader academic achievement.

Action: 1.9 English Learner Language Acquisition and Professional Development Program
Effectiveness of Action: 2 - Not Effective
Metric: ELPI
Data Statement: Year 2 ELPI data shows 45.5% of English Learners making progress toward proficiency, representing a minimal 0.9% increase over the baseline but a significant decline from the 61.1% achieved in Year 1. This outcome currently leaves a 29.5% gap to close in order to reach the Year 3 target of 75%.
Analysis Statement: Professional development must be specifically tailored to address the 15.6% drop in ELPI progress seen between Year 1 and Year 2 to ensure the ELD program effectively supports language acquisition. By focusing training on the specific needs of LTELs and integrated ELD strategies, the district can work to improve the 3.7% ELA proficiency rate currently observed among English Learners.

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.

Action 1.2 was updated to reflect LREBG funding.

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	PROFESSIONAL LEARNING COMMUNITIES	The district will provide teacher release time for collaboration through PLCs by adding Physical Education (PE) personnel.	$35,542.00	Yes
1.2	INTERVENTION PROGRAM LREBG Action	The district will provide an Intervention Program to support reading interventions and monitor student progress. This Program will improve student outcomes through targeted support based on individual student academic needs by supporting students one-on-one and in small groups. The Intervention Program Personnel will provide support during the instructional day, collaborating with staff to ensure grade-level reading targets are met. Research supports targeted early-literacy intervention	$77,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
		because explicit, small-group instruction based on identified student skill needs, combined with regular progress monitoring, can strengthen foundational reading skills and allow instruction to be adjusted when students are not making sufficient progress. Per the CDE, providing early intervention and literacy programs for pupils in preschool to grade 3 is an allowable and research-based support. This action is partly funded through remaining LREBG funds carried forward into the 2026–2027 LCAP year to support personnel, intervention resources, monitoring tools, and materials. This action will be measured with metrics 1.1 & 1.2. LREBG Funds: $12,784		
1.3	BENCHMARKS	The district will provide pre-,mid- and post- benchmarks in ELA, Math and Writing.	$12,000.00	Yes
1.4	LIBRARY CLERK	The district will provide a Library Clerk to facilitate access to literary and technology resources for our students and to increase accessibility of literature for our EL students. In our experience, access to high interest literature and technology have improved student academic abilities.	$20,482.00	Yes
1.5	INDUCTION COACHES/SERVICES FCSS	The District will provide an Induction Coach to act as a mentor for new teachers going through the Induction process to obtain their credentials.	$10,121.00	Yes
1.6	BASE PROGRAM	Burrel Union Elementary School District will provide highly qualified teachers and support staff, maintain our facilities, provide core curriculum, provide transportation and serve nutritious meals to support students. Included with the base program described, the district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs).	$947,882.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	SPECIAL EDUCATION PROGRAM	In order to provide the necessary support to students who are eligible or who may become eligible for Special Education Services, Burrel Union Elementary School District will employ a SPED Teacher, contract for a Speech Pathologist for 1 day a week, an Occupational Therapist also for 1 day a week and contract for a School Psychologist for 1 day a week. In addition, the District will provide supplemental materials and supports necessary to appropriately meet student goals and services, as indicated on student Individualized Education Plan (IEP) Goals and Assessment Plans. Through a pre-planning of the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for Low Income, Foster Youth, and English Learners students. In order to increase academic achievement, the District will contract services to disaggregate data and assist with data analysis and review in order to target specific foundational skills. Through the skilled and purposeful use of the identified student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly.	$80,851.00	No
1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	The district will provide supplemental English language instruction provided by certificated and/or classified staff to support English Learners and Long-term English Learners through individualized and small group remediation. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard: English Learner Progress (ELPI).	$20,415.00	Yes
1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	The district will provide a comprehensive integrated and designated English language development program for our English learners (ELs) and long-term English Learners (LTELs). Additionally, professional development specific to addressing the specific needs of English learners and long-term English learners (LTELs) will be provided.	$15,241.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Burrel Union Elementary Educational Partners will work collaboratively to provide a safe and optimal learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Input from Educational Partners indicates that our students need a safe and supportive environment to promote learning. Due to our rural location, there is limited access to community resources such as, Mental Health, Health Services, Language Support, Parent Education and Technology. Our large population of students who are considered Socio-Economically Disadvantaged (SED) require that we provide access to educational experiences. In addition, to further support an efficient learning environment, we recognize the need to reduce the number of combination classrooms.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sense of Safety and School Connectedness	Connectedness Students 79% Parents 69% Teachers 85% Safety Students 68% Parents 84% Teachers 88% Data Year: 2023-24 Data Source:	Connectedness Students 79% Parents 69% Teachers 85% Safety Students 68% Parents 84% Teachers 88% Data Year: 2024-25 Data Source:	Connectedness Students 85.47% Parents - 89.25% Teachers 80.07% Safety Students 75% Parents 82% Teachers 75.8% Data Year: 2025-26 Data Source:	Connectedness Students 84% Parents 74% Teachers 89% Safety Students 72% Parents 88% Teachers 92%	Connectedness Students +6.47% Parents - +20.25 Teachers -4.93 Safety Students +7% Parents -2% Teachers -12.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Survey, Kelvin Pulses	Local Survey, Kelvin Pulses	Local Survey, Kelvin Pulses		
2.2	Facilities Maintained in Good Repair	All Facilities met Good Repair - 100% Maintained Data Year: 2023-24 Data Source: FIT Dashboard Fall 2023	All Facilities met Good Repair - 100% Maintained Data Year: 2024-25 Data Source: FIT Dashboard Fall 2024	All Facilities met Good Repair - 97.50% Maintained Data Year: 2025-26 Data Source: FIT Dashboard Fall 2025	All Facilities met Good Repair - 100% Maintained	-2.5%
2.3	Seek Parent input & promote parental participation in programs for Unduplicated students and students with Exceptional Needs	Full Implementation Data Year: 2023 Data Source: Local Indicator Tool	Full Implementation Data Year: 2024 Data Source: Local Indicator Tool	Full Implementation Data Year: 2025 Data Source: Local Indicator Tool	Full Implementation & Sustainability	No Difference
2.4	Attendance Rate	All: 91.56% LI: 91.47% EL: 91.88% Data Year: 2022-23 Data Source: CALPADS	All: 94.23% LI: 94.43% EL: 94.56% Data Year: 2023-24 Data Source: CALPADS	All: 94.90% LI: 94.96% EL: 95.90% Data Year: 2024-25 Data Source: P-2	All: 98% LI: 97% EL: 97%	All: +3.34% LI: +3.49% EL: 4.02+%
2.5	Suspension Rate	All: 2.2% LI: 2.4% EL: 2.4% HISPANIC: 2.4% Data Year: 2023 Data Source: Dashboard	All: 0% LI: 0% EL: 0% HISPANIC: 0% Data Year: 2024 Data Source: Dashboard	All: 0% LI: 0% EL: 0% HISPANIC: 0% Data Year: 2025 Data Source: Dashboard	All: 0% LI: 0% EL: 0% HISPANIC: 0%	All: -2.2% LI: -2.4% EL: -2.4% HISPANIC: -2.4%
2.6	Chronic Absenteeism	All: 23.8% LI: 22.9%	All: 12.1% LI: 12.2%	All: 12.5% LI: 13.4%	All: 10% LI: 10%	All: -11.3% LI: -9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HISPANIC: 23.8% EL: 18.8% Y Data Year: 2022-23 Data Source: CASchoolDashboard.org	HISPANIC: 10.9% EL: 11.1% Y Data Year: 2023-24 Data Source: CASchoolDashboard.org	HISPANIC: 13% EL: 10% Data Year: 2024-25 Data Source: CASchoolDashboard.org	HISPANIC: 10% EL: 9%	HISPANIC: -10.8% EL: -8.8% Y

Goal Analysis [2025-26]

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 2.1: Bilingual Support Staff Implementation Rating: 4 – Full Implementation
A description of overall implementation: Bilingual support staff and resources were provided to assist families with communication needs. Implementation was consistent with the exception of a two-month vacancy in the Business Manager position at the start of the year. This role was filled by an internal teacher, who was then replaced in the classroom by a first-year teacher. Bilingual services continued effectively throughout these transitions.

Action: 2.2 Additional Teacher
Rating Scale: 5 – Full Implementation and Sustainability.
The planned action was fully implemented. The additional teacher remained in place throughout the school year, ensuring instructional continuity and successfully supporting the goal of reducing combination classrooms. This stability provided consistent support for students without significant implementation challenges.

Action 2.3: Transportation
Implementation Rating: 4 – Full Implementation
Transportation services were fully and consistently implemented. The bus driver hired in the previous year remains in their position, providing stable service for our rural students. To build long-term sustainability, the district has begun training an additional staff member to serve as a backup driver. There were no major disruptions to service this year.

Action: 2.4 Psychologist Services
Rating Scale : 5 – Full Implementation and Sustainability.

All actions were fully implemented as planned. Psychologist services and attendance monitoring continued consistently throughout the school year to support student socio-emotional well-being and proactive engagement. No significant adjustments were made to the planned service model this year.

Action: 2.5 Technology
Rating Scale :5 – Full Implementation and Sustainability.
All planned technology actions were fully implemented. Students and teachers received updated devices and equipment as needed, ensuring reliable access to digital resources and smooth classroom operations. Implementation continued as planned throughout the school year without substantive changes.

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.

Action: 2.1 - Underspent of $44,864.56. A material underspend occurred in personnel funds due to the initial two-month vacancy of the Business Manager position. This underspend was further increased because the classroom teacher who moved into the Business Manager role was replaced by a first-year teacher at a lower salary rate. The Business Manager position ties into this action because they are Bilingual and, within a single school district, provide support as needed in meetings, parent inquiries, and assistance to students and families.

Action 2.2: Overspent by $22,994.68. The material difference between the budgeted and estimated actual expenditures is primarily attributable to higher-than-anticipated staffing needs during the 2025–26 fiscal year. Increased staff turnover at the beginning of the school year necessitated recruiting and hiring additional teachers to fill vacant positions. These staffing changes resulted in expenditures exceeding the originally budgeted amount for this action.

Action 2.3: Underspent by $80,794.60. The material difference between the budgeted and estimated actual expenditures is primarily attributable to changes in transportation staffing and service delivery during the 2025–26 fiscal year. The contracted bus driver position was filled at a lower salary than originally anticipated, resulting in reduced personnel expenditures. Additionally, transportation services were periodically provided through third-party contractors, and those costs were not consistently charged to this action. These factors contributed to actual expenditures being lower than originally budgeted.

Action 2.4: Underspent by $8,411. The underspend occurred because the budgeted expenses included the contracted amount plus additional funds to accommodate any potential need for additional psychologist services. The additional services were not needed during the year, resulting in the remaining budget balance.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective

The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action: 2.1 Bilingual Support Staff
Effectiveness of Action: 3 - Effective
Metric: Student Connectedness (Metric 2.1), Chronic Absenteeism (Metric 2.6), and Suspension Rate (Metric 2.5).
Data statement: Student Connectedness: 85.47% (exceeded Year 3 target); Chronic Absenteeism: 12.5% (11.3% improvement from baseline); Suspension Rate: 0%.
Analysis Statement: The addition of bilingual paraprofessional support staff during the 2025–26 school year contributed to progress toward the goal by providing additional instructional and language support to students within the classroom. Bilingual paraprofessionals supported students in accessing instruction, reinforcing academic concepts, and providing additional opportunities for practice and language development, particularly for English Learner students. This support allowed students to receive core instruction from their classroom teachers while also receiving additional individualized and small-group support to reinforce rigorous academic and language development. Additionally, bilingual support staff provided assistance outside of the classroom to help maintain equitable access to school services for students and families. Staff were able to communicate with families in their preferred language, assist with questions or concerns, and help families access information and available school and community services. This strengthened communication between the school and families and supported meaningful family engagement and access to resources across the campus.

Action: 2.2 Additional Teacher
Effectiveness of Action: 3 - Effective
Metric: Student Connectedness & Safety (Metric 2.1), Chronic Absenteeism (Metric 2.6), and Suspension Rate (Metric 2.5).
Data statement: Student Connectedness: 85.47% (exceeded Year 3 target); Student Safety: 75% (exceeded Year 3 target); Chronic Absenteeism: 12.5% (11.3% improvement from baseline); Suspension Rate: 0%.
Analysis Statement: Maintaining the additional teacher position has proven highly effective in creating the safe and supportive environment required for learning. This instructional stability is directly reflected in students exceeding Year 3 targets for safety and connectedness while contributing to a massive 11.3% reduction in chronic absenteeism and maintaining a 0% suspension rate.

Action: 2.3 Transportation
Effectiveness of Action: 3 - Effective
Metric: Chronic Absenteeism (Metric 2.6) and Student Safety (Metric 2.1).
Data statement: Chronic Absenteeism: 12.5% (a massive 11.3% improvement from the baseline); Student Safety: 75% (exceeded Year 3 target).
Analysis Statement: Reliable transportation is a primary requirement for student access in our rural community. Maintaining consistent staffing has proven highly effective, directly contributing to an 11.3% reduction in chronic absenteeism and ensuring students have a "safe and supportive environment" that exceeds target safety scores.

Action: 2.4 Psychologist Services
Effectiveness of Action: 3 - Effective
Metric: Student Connectedness & Safety (Metric 2.1), Suspension Rate (Metric 2.5), and Chronic Absenteeism (Metric 2.6).
Data statement: Student Connectedness: 85.47% (exceeded Year 3 target); Student Safety: 75% (exceeded Year 3 target); Suspension Rate: 0%; Chronic Absenteeism: 12.5% (11.3% improvement from the baseline).

Analysis Statement: The consistent provision of psychologist services has proven highly effective in fostering a safe and supportive learning environment. These proactive supports are directly reflected in students exceeding Year 3 targets for safety and connectedness, as well as the district's ability to maintain a 0% suspension rate and sustain the massive reduction in chronic absenteeism achieved since the baseline year.

Action: 2.5 Technology
Effectiveness of Action: 3 - Effective
Metric: Student Connectedness (Metric 2.1) and Chronic Absenteeism (Metric 2.6).
Data statement: Student Connectedness: 85.47% (exceeded Year 3 target); Chronic Absenteeism: 12.5% (a 11.3% improvement from the baseline).
Analysis Statement: Full implementation of the technology program has successfully mitigated the "limited access to community technology" identified in the goal rationale. Providing reliable, high-quality digital tools is directly reflected in students exceeding school connectedness targets and supports the broader engagement gains observed district-wide.

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.

Action 2.2 was updated to remove the year that the additional teacher was hired.

Metric 2.4 was updated to use "P-2" as a source for the 2024-2025 data year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	BILINGUAL SUPPORT STAFF	We will provide Bilingual Support Staff and resources beyond academics in order to provide bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families.	$102,410.00	Yes
2.2	ADDITIONAL TEACHER	The district will retain an additional teacher to maintain the expansion of services and the reduction of combination classes.	$79,880.00	Yes
2.3	TRANSPORTATION	District will maintain self-sufficient transportation services for home to school transportation.	$165,966.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	PSYCHOLOGIST SERVICES	In order to help provide increased access to mental/social health supports and services that will positively impact Attendance, Chronic Absenteeism and Suspensions, we will maintain a contract for mental health/counseling services by utilizing a school psychologist at .20 FTE.	$47,075.00	Yes
2.5	TECHNOLOGY	The district will commit to providing access to technology to support academic learning of the identified students by maintaining and replacing Chromebooks, devices and technical support, as needed.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Burrel Union will provide extended, ongoing professional development opportunities for Teachers and maintain competitive salary schedule for Teacher retention.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Burrel Union Elementary developed this goal in response to teacher exit interview data and input from educational partners. From 2019–22, 20% of teachers reported leaving due to low pay; in 2023–24, that number remained at 20%, and in 2024–25, it decreased to 10%. While retention has improved, salary remains a concern because competitive pay is critical to recruiting and retaining highly qualified teachers. Educational partners also identified the need for teacher training to better support Low Income (LI) students, English Learners (EL), and Students with Disabilities (SWD). This goal addresses both teacher retention and professional development to ensure staff can meet the diverse needs of Burrel's students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriately Assigned and Fully Credentialed Teachers	100% Clear Credentials Data Year: 2023 Data Source: Dashboard	100% Clear Credentials Data Year: 2024 Data Source: Dashboard	77.8% Clear Credentials Data Year: 2025 Data Source: Dashboard	100% Clear Credentials	-22.2%
3.2	Staff Development Opportunities	83% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning Data Year: 2023-24	83% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning	100% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own	100% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own	+17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Teacher Surveys & PD Evaluations	Data Year: 2024-25 Data Source: Teacher Surveys & PD Evaluations	professional learning Data Year: 2025-26 Data Source: Teacher Surveys & PD Evaluations	professional learning	
3.3	Percent of Teachers who are Leaving the District due to Pay	20% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2023-24 Data Source: Teacher Exit Interview Results	10% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2024-25 Data Source: Teacher Exit Interview Results	10% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2025-26 Data Source: Teacher Exit Interview Results	10% of all teachers reported that they have chosen to leave Burrel due to the low pay.	-10% in teachers leaving the district

Goal Analysis [2025-26]

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action: 3.1 Staff Professional Development
Rating Scale: Full Implementation
Professional development (PD) was fully implemented as planned, providing all teachers with extended, ongoing training in core subject areas including Math, ELA, Writing, SEL, and NWEA Benchmarks. Multiple sessions ensured staff received adequate support, and the "Trainer of Trainers" (TOT) model for Thinking Maps was maintained to build internal capacity [Source: User Query]. Implementation remained consistent throughout the year, successfully meeting the goal of providing high-quality professional learning opportunities.

Action: 3.2 Teacher Retention
Rating Scale: Full Implementation

The district successfully maintained teacher retention bonuses, competitive stipends, and smaller class sizes to enhance recruitment and stability. These incentives were carried out as intended throughout the school year. While these efforts made the school more competitive, the district continues to face the structural challenge of salaries and benefits that remain lower than those in surrounding larger districts.

Action: 3.3 Mentor Teacher on Special Assignment
Rating Scale: Full Implementation and Sustainability
The mentor teacher program was fully and consistently implemented. A veteran classroom teacher served as the Mentor Teacher throughout the entire school year, receiving a stipend to provide peer guidance and coaching. Unlike the previous cycle, the position was in place from the start of the year, ensuring uninterrupted support for mentees and a cohesive school culture through regular after-school meetings.

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.

Action 3.1: Underspent $28,000.00. The action resulted in an underspend because professional development activities were provided in-house by district staff. Utilizing internal personnel and expertise allowed the district to provide the planned professional development opportunities without incurring the costs associated with external professional development providers, resulting in lower-than-budgeted expenditures.

Action 3.2: Underspent $91,624. The material difference between the budgeted and estimated actual expenditures for Action 3.2 is primarily attributable to a reduced need for retention incentives during the 2025–26 fiscal year. Fewer teachers qualified for or required retention bonuses than originally anticipated, resulting in lower personnel expenditures. Additionally, the consolidation of certain grade levels into combination classes further reduced the need for retention bonuses, with some expenditures instead directed toward combination class stipends. These staffing and organizational adjustments contributed to actual expenditures being lower than originally budgeted.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective

Action: 3.1 Staff Professional Development
Effectiveness of Action:3 – Effective
Metric: Staff Development Opportunities (Metric 3.2), Teacher Retention (Metric 3.3), and Appropriately Assigned Teachers (Metric 3.1).
Data statement: PD Satisfaction: 100% of teachers felt PD was appropriate (+17% improvement from baseline); Teacher Retention: 10% leaving due to pay (10% improvement from baseline); Clear Credentials: 77.8% (22.2% decline from baseline).
Analysis Statement: This action has been highly effective in fostering staff satisfaction and professional growth, with teacher approval of the PD program reaching 100% this year. While these efforts, combined with competitive salary schedules, have successfully reduced the number of teachers leaving due to pay by half, the significant 22.2% decline in clear credentials indicates that PD must be more strategically focused on assisting teachers with the credentialing process. Furthermore, while staff feel supported, academic declines in subgroup proficiency (observed in Goals 1 and 2) highlight a need to pivot training toward more intensive, data-driven instructional strategies for EL and Low-Income students.

Action: 3.2 Teacher Retention
Effectiveness of Action: 3 – Effective
Metric: Teacher Retention (Metric 3.3) and Appropriately Assigned Teachers (Metric 3.1).
Data statement: Retention: 10% of teachers leaving due to pay (10% improvement from baseline); Credentialing: 77.8% clear credentials (22.2% decline from baseline).
Analysis Statement: This action has been effective in stabilizing the workforce, successfully maintaining the 50% reduction in teachers leaving due to pay compared to the baseline year. However, the significant 22.2% drop in clear credentials (falling from 100% to 77.8%) indicates that while retention bonuses are helping keep staff in the district, they are not yet ensuring a fully credentialed workforce. This suggests a need to better align retention incentives with professional growth and credentialing support.

Action: 3.3 Mentor Teacher on Special Assignment
Effectiveness of Action: 3 – Effective
Metric: Staff Development Opportunities (Metric 3.2) and Appropriately Assigned Teachers (Metric 3.1).
Data statement: PD Satisfaction: 100% of teachers felt PD was appropriate (+17% improvement from baseline); Clear Credentials: 77.8% (22.2% decline from baseline).
Analysis Statement: This action has proven effective in fostering a supportive professional environment, directly contributing to the district reaching 100% teacher satisfaction with professional development. While the veteran mentor successfully built mentee confidence and instructional skills, the significant 22.2% drop in the rate of fully credentialed teachers indicates that the mentor's role must be Refined to provide more targeted technical support for staff members navigating the credentialing process.

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.

Action 3.1 - Action 3.1 was revised to include $20,000 in LREBG funding to provide additional professional development in reading intervention, social-emotional learning, English Language Development, and instructional strategies designed to address identified learning-recovery needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STAFF PROFESSIONAL DEVELOPMENT LREBG Action	The district will provide various professional development opportunities through on-site academic coaching or virtual professional development that are aligned with Common Core State Standards, English Language Development (ELD), and best practices that support LI and EL students. Utilizing our unexpended LREBG funds, we will also provide Reading	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		prevention and SEL professional development. Per the CDE, integrating evidence-based pupil supports to address other barriers to learning, staff supports, and training is an allowable purchase and research-based. This action will be measured with Metrics 1.1, 1.2, and 3.2. Research supports sustained, job-embedded professional development because coaching, opportunities to practice new instructional strategies, and feedback increase teachers' ability to implement evidence-based practices consistently and improve student outcomes." LREBG Funds ($10,000)		
3.2	TEACHER RETENTION	The district will continue to re-assess teacher salary schedules, providing competitive pay in order to retain teachers.	$183,953.00	Yes
3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	The District will provide a Teacher on Special Assignment (TOSA) to act as a mentor for new teachers on Provisional Internship, Short Term Staff and Internship Permit programs in order to obtain their credentials.	$15,362.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will have comprehensive opportunities for overall student development in character, citizenship, student activities and athletics.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Burrel is a small, rural school in an unincorporated area of Fresno County. Our location is very isolated without immediate access to services and/or educational experiences such as libraries, zoos, museums, city/county services, city recreation programs etc. Surveys of students, staff and parents identify a need to bring experiences to them or to take the students to the services/activities (fire department, zoo, county library, etc.). Extending student access and participation in extra-curricular activities provides students with opportunities to explore their communities and grow in character and citizenship.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Expulsion Rates	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0%	No Difference
4.2	Middle School Dropout Rate	0% Data Year: 2023-24 Data Source: CALPADS Fall 1	0% Data Year: 2024-25 Data Source: CALPADS Fall 1	0% Data Year: 2025-26 Data Source: CALPADS Fall 1	0%	No Difference
4.3	All Grade Levels taking Educational Field Trips	100% Grade Level Field Trips	100% Grade Level Field Trips	100% Grade Level Field Trips	100% Grade Level Field Trips	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Yearly Grade Level Educational Field Trips booked	Data Year: 2023-24 Data Source: Yearly Grade Level Educational Field Trips booked	Data Year: 2024-25 Data Source: Yearly Grade Level Educational Field Trips booked		

Goal Analysis [2025-26]

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action: 4.1 Character Education (addressing a Dashboard Red)
Rating Scale: 4 – Full Implementation
The district was able to fully implement this action as planned, including weekly teacher training, restorative justice practices, and community circles. A designated teacher attended specialized training and supported site-level implementation. Successes include students demonstrating growth in remembering character traits and applying these strategies in their daily lives, which fostered a sense of ownership over their choices and allowed for deeper engagement in school. Challenges include the difficulty of balancing the program with core curriculum requirements and the fact that video components sometimes required supplemental information to remain engaging for older students. There were no substantive changes to the implementation of this action.

Action: 4.2 Educational Experiences
Rating Scale: 2- Beginning Development
The district implemented this action as planned, organizing educational field trips most months, including several Saturday trips. These experiences, provided at no cost to students, allowed them to explore and expand their knowledge beyond their immediate surroundings.
Successes: Students benefited from exposure to life outside the local community, which served as a positive and motivating factor. Integration of guest speakers provided partial support for ELA and Math curriculum goals.
Challenges: The geographic isolation of the district made traveling long distances a challenge due to the time required for these experiences. Additionally, due to the retirement of the former superintendent, the status of LEA-wide presentations in all classrooms is currently unknown.

Action: 4.3 Team Sports
Rating Scale: Initial Implementation

The district implemented team sports for grades 4–8 as planned, including volleyball, soccer, basketball, and softball. All necessary supplies, uniforms, and equipment were provided to participants at no cost, and transportation was provided for all away games. The program was supported by designated coaches, with teachers receiving stipends for their time unless they volunteered. Additionally, the district held Field Days for younger students and community events to engage parents and families.
Successes: Students showed high levels of excitement and developed critical soft skills, including leadership, communication, teamwork, and bonding through their participation.
Challenges: Implementation was hindered by limited personnel to support activities and poorly maintained playing fields, which contained gopher holes.

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.

Action 4.2: Underspent by $27,343.44. The material difference between the budgeted and estimated actual expenditures for Action 4.2, Educational Experiences, is primarily attributable to personnel changes during the 2025–26 fiscal year. Budget projections were based on allocated portions of transportation personnel salaries supporting this action. However, upon review, the primary bus driver's time attributed to this action was lower than originally budgeted. Additionally, the former Transportation Manager, whose salary allocation was included in the original budget assumptions, did not serve for the full fiscal year due to a personnel separation. As a result, personnel expenditures associated with this action were lower than anticipated, contributing to the variance between budgeted and estimated actual expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective

The actions outlined in Goal Four helped make progress towards the LEA's goal:

Action: 4.1 Character Education (addressing a Dashboard Red)
Effectiveness of Action: 3 – Effective
Data Statement:
The district maintained an expulsion rate of 0% for the most recent data year (2024–25), meeting the established target outcome. Chronic absenteeism data showed mixed results across student groups. For all students, chronic absenteeism increased slightly from 12.1% in 2023–24 to 12.5% in 2024–25. The rate for Hispanic students increased from 10.9% to 13.0%, while the rate for socioeconomically disadvantaged students increased from 12.2% to 13.4%. In contrast, chronic absenteeism among English Learners decreased from 11.1% to 10.0%. The district also maintained 100% grade-level participation in educational field trips, providing students with opportunities to engage in community experiences and access resources beyond the district's rural setting.
Analysis Statement:
The 0% expulsion rate indicates that the district has continued to maintain a safe and supportive school environment, consistent with the goals of Action 4.1. While chronic absenteeism did not improve across all student groups, the decrease among English Learners demonstrates progress for that subgroup, while the increases among all students, Hispanic students, and socioeconomically disadvantaged students identify attendance as an area requiring continued attention. Character education, positive behavior supports, student engagement

opportunities, and educational field trips will remain important components of the district's efforts to strengthen school connectedness, character, and citizenship. Moving forward, the district will continue monitoring attendance patterns and implementing strategies that promote consistent student engagement and regular attendance.

Action: 4.2 Educational Experiences
Effectiveness of Action: 2 – Somewhat Effective
Data Statement:
The district successfully maintained 100% grade-level participation in educational field trips, meeting the target for Metric 4.3 and providing students with opportunities to access educational, cultural, and community experiences beyond the district's rural setting. Academic outcomes, as measured by the California Assessment of Student Performance and Progress (CAASPP), were mixed. In ELA, the distance from standard increased for all reported student groups, indicating a decline in performance relative to the standard. For All Students, the distance from standard increased from 52.2 points below standard in 2023–24 to 74.8 points below standard in 2024–25, a decline of 22.6 points. English Learners declined by 10.9 points, from 77.2 to 88.1 points below standard. Hispanic students declined by 23.0 points, from 53.2 to 76.2 points below standard, and socioeconomically disadvantaged students declined by approximately 24 points, from 56.2 to 80.1 points below standard. In contrast, Mathematics demonstrated improvement across all reported student groups. All Students improved by 8.6 points, from 72.1 to 63.5 points below standard; English Learners improved by 16.3 points, from 94.4 to 78.1 points below standard; Hispanic students improved by approximately 9.3 points, from 74.3 to 65.1 points below standard; and socioeconomically disadvantaged students improved by 7.1 points, from 77.6 to 70.5 points below standard.
Analysis Statement:
The results for Action 4.2 support a rating of “Somewhat Effective.” The action met its participation target, with 100% of students participating in grade-level educational field trips, which supports the district’s goal of addressing the effects of its isolated rural location by providing students with access to educational, cultural, and community experiences outside the immediate school setting. Academic outcomes, however, demonstrate a need for continued improvement. While Mathematics performance improved across all reported student groups, ELA performance declined across all groups, including All Students, English Learners, Hispanic students, and socioeconomically disadvantaged students. These results indicate that the educational experiences provided through Action 4.2 are successfully supporting student access and engagement opportunities, but additional strategies are needed to strengthen the connection between these experiences and academic outcomes, particularly in ELA. Moving forward, the district will continue providing educational experiences and guest speakers while more intentionally aligning these opportunities with classroom instruction, literacy development, and grade-level academic priorities. The district will also continue monitoring CAASPP and other local achievement data to determine whether these adjustments result in improved outcomes for all student groups.

Action: 4.3 Team Sports
Effectiveness of Action: 3 – Effective
Data Statement:
The district maintained an expulsion rate of 0% for the most recent data year, meeting the target outcome for Metric 4.1. Chronic absenteeism data showed mixed results across student groups. For All Students, chronic absenteeism increased slightly from 12.1% in 2023–24 to 12.5% in 2024–25. The rate for Hispanic students increased from 10.9% to 13.0%, and the rate for socioeconomically disadvantaged students increased from 12.2% to 13.4%. In contrast, chronic absenteeism among English Learners decreased from 11.1% to

10.0%. These results indicate that, while attendance remains an area for continued monitoring, the district maintained a safe school environment and demonstrated improvement in attendance among English Learners.
Analysis Statement:
Action 4.3 continues to support the district's goal of providing students with opportunities for engagement, teamwork, leadership, and positive school connectedness, particularly within the context of the district's isolated rural location. The 0% expulsion rate demonstrates continued success in maintaining a safe and supportive school environment. Although chronic absenteeism increased for All Students, Hispanic students, and socioeconomically disadvantaged students, the decrease among English Learners represents progress for that student group. Team sports provide structured opportunities for students to develop collaboration, responsibility, perseverance, and positive relationships with peers and adults. The district will continue offering team sports and monitoring attendance, participation, and student engagement data to determine how these opportunities can further support regular attendance, positive behavior, and overall student connectedness.

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.

Action 4.2 - Included a renewed focus section at the end of the description text.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CHARACTER EDUCATION	The district will maintain PBIS/MTSS system of positive discipline by providing Teacher training and Resources in Character Education, Restorative Justice, Community Circles, and Social-Emotional Learning. The 2023 Dashboard indicates Chronic absenteeism for the following student groups: All: 23.7%, LI: 22.7%, Hispanic: 23.8% Analysis of LEA-level and subgroup data revealed a common need for the all-student, Low-Income, and Hispanic subgroups in Chronic Absenteeism. One root cause of poor attendance we have identified is that the rural location of our community is a lack of access to mental health services for our students experiencing poverty and for families that require bilingual support in accessing mental health services. In our experience, providing Character Education, understanding and support, and access to mental health services to our students and families increases connections to school and improves positive relationships	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		between families and staff, leading to improved attendance. The school psychologist will meet with identified students to provide mental health counseling, teach ongoing social-emotional learning lessons for students, workshops for parents, and connect families to other mental health and support resources, to support positive relationships between students, families, and staff to decrease the Chronic Absenteeism rate among All-students, low-income, and Hispanic student groups. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard: Chronic Absenteeism for All-students, Hispanic, and Low-Income students.		
4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	The district will provide our students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade-level aligned curriculum. We will cover transportation costs and/or entrance fees, enabling LI and EL students who are unable to participate in fundraising events to pay for extracurricular, instructional, and non-curriculum-based activities and trips in small rural communities. A renewed focus beginning in 2026-27 will be to ensure better alignment between field trips and the ELA and math content taught in classrooms, so that the trips can reinforce learning of ELA and math standards in a grade-level-appropriate manner.	$65,224.00	Yes
4.3	TEAM SPORTS	All students will be given the opportunity to participate in at least one team sport or special physical activity twice a year. Stipends will be provided for coach/coordinator, transportation, materials and supplies.	$12,241.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$410,495	$52,128

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
39.228%	10.514%	$117,665.55	49.742%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** PROFESSIONAL LEARNING COMMUNITIES **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA A local needs assessment showAccording to CAASPP ELA and Math assessment data, our	Provide release time for teachers to meet in Professional Learning Communities (PLCs) by hiring a PE teacher to provide teachers with scheduled time for collaboration. During PLC meetings, teachers analyze student performance and attendance data, identify the specific academic and instructional needs of English Learners (EL) and Low Income (LI) students, and use the data to make timely adjustments to instruction, interventions, and supports. This collaboration allows teachers to identify learning	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. s that Professional Learning Communities (PLCs) are needed to improve student academic performance by focusing on data results, student needs and best instructional practices. A local needs assessment shows that Professional Learning Communities (PLCs) are needed to improve student academic performance by focusing on data results, student needs and best instructional practices. **Scope:** LEA-wide	gaps, develop targeted instructional strategies, monitor student progress, and adjust supports based on student needs. The action is provided on an LEA-wide basis because, although EL and LI students are the students principally targeted for additional support, all students benefit from data-driven instructional planning and the improved coordination of instruction resulting from PLC collaboration.	
1.2	**Action:** INTERVENTION PROGRAM LREBG Action **Need:** According to CAASPP ELA and Mathematics assessment data, our English Learner (EL) and Low-Income (LI) students demonstrate academic performance needs in comparison to the all-student group, particularly in English Language Arts and Mathematics. EL students demonstrate a need for additional support in reading and literacy development, while EL and LI students demonstrate a need for additional support in mathematics to strengthen foundational skills and progress toward grade-level standards. These identified achievement gaps indicate a need for targeted	The district provides an intervention teacher to deliver targeted Tier 2 and Tier 3 reading and mathematics interventions during the instructional day. The intervention teacher provides individualized and small-group instruction based on student assessment data and identified areas of need, allowing students to receive additional support in foundational reading and mathematics skills and progress toward grade-level standards. The intervention teacher collaborates with classroom teachers to review student progress, identify learning gaps, differentiate instruction, and adjust interventions based on individual student needs. The action is principally designed to support English Learners (EL) and Low-Income (LI) students who require additional academic support; however, it is provided on an LEA-wide basis because any student who demonstrates a	CAASPP ELA • All-students • English Learners • Low Income CAASPP Math • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic intervention and additional instructional support for EL and LI students. **Scope:** LEA-wide	need for Tier 2 or Tier 3 intervention may benefit from these targeted instructional supports.	
1.3	**Action:** BENCHMARKS **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. A local needs analysis shows the need to monitor the progress of our students on an ongoing basis and consistently throughout the year to quickly identify achievement gaps. The district will utilize pre-,mid- and post-benchmarks in ELA, Math and Writing. **Scope:** LEA-wide	The district will provide pre-,mid- and post-benchmarks in ELA, Math, Science, Reading and Writing. These benchmarks will monitor student proficiency and inform teacher instruction. Providing more frequent assessments to consistently monitor students allows teachers to get the results and information necessary to guide instruction. Teachers will continue to utilize the data to backwards map and course pacing to ensure the mastery of content standards for the identified students. We expect that the CAASPP ELA scores for our ELs, Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners
1.4	**Action:** LIBRARY CLERK **Need:** According to CAASPP ELA assessment data, our EL students underperform the all-student group in ELA.	The district will provide a Library Clerk to facilitate access to literary and technology resources for our students and to increase accessibility of literature for our EL students. In our experience, access to high interest literature and technology have improved student academic abilities.	CAASPP ELA • All-students • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback during our local needs assessment revealed that our students need more access to a text-rich environment due to limited rural home and community resources, contributing to low reading proficiency. In our experience, access to high interest literature and technology have improved student academic abilities. **Scope:** LEA-wide	To increase accessibility to literature for our EL students, we will provide a Library Clerk to facilitate access to literary and technology resources for our students. The Library Clerk will support our school by ensuring access to varied literary resources and facilitating technology instruction. Our Students, Staff and Community will have access to the library during and after instructional day, increasing exposure to reading materials and promoting the literacy of students. We expect that the ELA CAASPP Scores for EL students to improve as the access provided in this action is designed to close the accessibility gap for the identified student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	
1.5	**Action:** INDUCTION COACHES/SERVICES FCSS **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. Due to Teacher retention challenges, we have had a significant number of Beginning teachers. Teacher survey feedback indicates that beginning teachers benefit from the mentorship and support of experienced	The District will provide an Induction Coach to mentor and support new teachers participating in the Induction process to obtain their credentials. The coaching will focus on strengthening instructional practices that support the diverse academic and learning needs of students, including strategies for classroom management, student engagement, differentiated instruction, and the use of student data to inform instruction. The Induction Coach will work with teachers to identify and implement instructional strategies that provide additional access and support for English Learners (EL) and Low-Income (LI) students, including scaffolding, differentiation, and targeted academic supports. Through observation, feedback, and ongoing coaching, teachers will be supported in	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teachers who help them best meet the needs of the most at-risk student groups. Since the inception of this action, the quality of teachers who remained at Burrel has improved; however, teacher retention is still a challenge. **Scope:** LEA-wide	adjusting instruction based on student performance and identified needs. Although the action is principally intended to strengthen instruction for students who have identified academic needs, it is provided on an LEA-wide basis because improving the instructional practices of new teachers benefits all students they serve.	
2.1	**Action:** BILINGUAL SUPPORT STAFF **Need:** According to CAASPP ELA and Math assessment data, our EL students underperform in comparison to our all-student group in Math and ELA. As identified in the metrics section, Parent Input and Participation are in the Initial Implementation as measured by the Local Indicator Tool. According to Educational partner feedback and Parent Surveys indicate that parents of EL students demonstrate a greater need for communication in Spanish. Often times parents and families of EL students need assistance with bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families. They also need to	We will provide Bilingual Support Staff and resources beyond academics in order to provide bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families. Our bilingual support staff is dedicated to providing information and support during Parent/Teacher conferences in Spanish so that our parents can be informed of their student needs. Our parents may be informed of and linked to the nearest community resources and supports. Staff assists with communicating and identifying appropriate community resources for our families of EL students. Stronger communication with our Spanish-speaking parents may build open and trusting relationships. As a result of our parents building trusting relationships with bilingual staff and communicating student academic needs, we expect to see CAASPP ELA/Math metrics improve for EL students due to better parent/teacher communication for student academic. We expect	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • English Learners Local Indicator Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	communicate student academic needs to English-only teaching staff. **Scope:** LEA-wide	that parent input and participation will increase to full implementation and sustainability as measured by the Local Indicator Report. However, because all students may benefit from the additional support staff included in this action, it is being provided on an LEA-wide basis.	
2.2	**Action:** ADDITIONAL TEACHER **Need:** According to CAASPP ELA and Math assessment data, our EL students underperform in comparison to our all-student group in Math and ELA. Local data indicates that due to our small population of students, our EL students may be learning in combination classes where teachers may struggle with differentiating instruction due to teaching standards from two different grade levels. Educational Partner input recommends we provide focused and rigorous instruction based on grade level expectations. **Scope:** LEA-wide	The district will increase staff by 1.0 FTE teacher to expand services and avoid having combination classes. To improve academic achievement for our EL students, it is important to provide optimal learning environments. This action will allow EL students to have focused grade level instruction designed to meet their specific needs by eliminating the use of combination classes. Because EL students are at a greater need for differentiated instruction by a dedicated single grade-level teacher, we expect that the CAASPP ELA and Math scores for EL students will increase. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • English Learners
2.4	**Action:** PSYCHOLOGIST SERVICES **Need:** According to the district's local data, Low-Income (LI) students demonstrate a higher	In order to help provide increased access to mental/social health supports and services that will positively impact Attendance, Chronic Absenteeism and Suspensions, we will maintain a contract for mental health/counseling services by utilizing a school psychologist at .20 FTE.	Attendance Rate • All-students • English Learners • Low-Income Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rate of chronic absenteeism than the All Student group, indicating a need for additional supports that promote student engagement, school connectedness, and regular attendance. The district's local needs assessment also identified a need for increased access to social-emotional learning (SEL) and mental health supports. Educational partner input indicated that the district's rural location creates additional barriers to accessing mental health services, particularly for students and families experiencing poverty and for families who require bilingual support when accessing services. These identified needs demonstrate the importance of providing SEL and school-based supports that strengthen student well-being, engagement, and connections between students, families, and the school. **Scope:** LEA-wide	The school psychologist will meet with identified students to provide mental health counseling, teach ongoing social-emotional learning lessons for students, workshops for parents and connect families to other mental health and support resources. As the action is designed to meet the needs most associated with the stresses and experiences of LI and EL students, we expect Attendance and Chronic Absenteeism data to improve for LIs and ELs, and Suspension data to improve for ELs. However, because we expect that ALL students will benefit, this action is provided on an LEA-wide basis.	• All-students • English Learners • Low-Income Suspension Rate • All-students • English Learners
2.5	**Action:** TECHNOLOGY **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. Our experience tells us that our LI and EL students traditionally have the least access to instructional technology at home and school	The district will commit to providing access to technology to support academic learning of the identified students by maintaining and replacing Chromebooks, devices and technical support, as needed. Providing and maintaining access to technology devices and connection to the internet, we can connect students' to 21st Century learning practices and improve access to online instruction and programs specific to the needs of LI and EL students.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and need this access to utilize our current curriculum and instruction which includes supplemental digital opportunities that can enhance the educational experience and are typically utilized and accessible to students through technology. Our needs assessment indicates our LI and EL need one-to-one technology devices and internet support. **Scope:** LEA-wide	Because this action is meant to meet the unique needs of the identified student groups to better connect them with the technology needed to fully access the supplemental instruction and curriculum, we expect that the CAASPP ELA and math scores for EL students will increase significantly. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	
3.1	**Action:** STAFF PROFESSIONAL DEVELOPMENT LREBG Action **Need:** According to CAASPP ELA and Mathematics assessment data, both Low-Income (LI) and English Learner (EL) students underperform in comparison to the All Student group in both ELA and Mathematics. The district conducted a root cause analysis to determine the focus of upcoming professional development and identified the need to strengthen first instruction through well-trained and supported teachers. The district's experience indicates that ongoing professional development can strengthen teachers' instructional practices and their ability to respond to identified student needs. Professional development will focus on supporting teachers in providing effective, differentiated instruction to help LI and EL students improve academic achievement in ELA and Mathematics, while also supporting	The district provides professional development and coaching opportunities to strengthen teacher capacity in delivering rigorous, Common Corealigned instruction, reading readiness, fluency, and ELD standards. Research shows that high-quality, ongoing professional development directly improves teacher effectiveness and student achievement, particularly for English Learners (EL) and low-income students. Training is offered through academic coaching, on-site PD, and virtual PD to ensure flexibility and accessibility. While this action prioritizes LI and EL student needs, all students demonstrating below proficiency benefit, which is why it is implemented on an LEA-wide basis.	CAASPP ELA -All-students -Low Income -English Learners CAASPP Math -All-students -Low-Income -English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners in making progress toward English language proficiency. **Scope:** LEA-wide		
3.2	**Action:** TEACHER RETENTION **Need:** According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA. According to the data collected from Teacher Exit Interviews and surveys, teacher retention due to salary schedule is an ongoing challenge. As demonstrated in the metric section above, 10% of teachers noted low pay as a reason for leaving. This reason for leaving has been decreasing, however, Burrel is still challenged by Teacher Retention for this and other reasons, like rural location. Classroom observation data suggest that highly trained and experienced teachers are better able to provide best first instruction, including instructional strategies designed to meet the needs of EL students, having a direct impact on their academic achievement. **Scope:**	The district will continue to reassess teacher salary schedules and provide competitive compensation to support the recruitment and retention of qualified teachers. Maintaining competitive certificated salary schedules provides an incentive for teachers to remain at Burrel and supports the development of a stable, experienced teaching staff. Retaining experienced teachers increases the district's capacity to provide consistent, differentiated, and data-informed instruction based on the identified needs of English Learners (EL) and Low-Income (LI) students. Experienced teachers are better positioned to use student data to identify learning gaps, provide targeted academic supports, differentiate instruction, and build consistent classroom practices that support students who may require additional academic assistance. For Low-Income students in particular, retaining experienced teachers helps ensure continuity of instruction and access to teachers with established knowledge of effective intervention, engagement, and instructional strategies to address achievement gaps. Although the action is principally intended to strengthen instructional capacity for identified student groups, it is provided on an LEA-wide basis because retaining experienced and qualified teachers benefits all students.	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners Appropriately Assigned And Fully Credentialed Teachers (metric 3.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** MENTOR TEACHER ON SPECIAL ASSIGNMENT **Need:** According to CAASPP ELA and Mathematics assessment data, Low-Income (LI) and English Learner (EL) students underperform in comparison to the All Student group in Mathematics, and EL students underperform the All Student group in ELA, demonstrating a need for strong and well-supported instructional staff. Due to teacher retention challenges, the district has had a high proportion of beginning teachers, with 7 of 11 teachers identified as beginning teachers. Teacher survey feedback indicates that beginning teachers benefit from mentorship, guidance, and support from experienced educators as they develop their instructional practice. The district's current teacher assignment data also identifies a need to continue supporting teachers as they obtain the appropriate credentials and authorizations for their assignments, with 22.2% of teacher assignments identified as misassignments in the current metric. The district supports teachers through credentialing pathways and provides the mentorship, professional learning, and classroom experience necessary to help teachers meet credentialing requirements and strengthen their instructional practice.	Due to a lack of qualified candidates in the previous school year, the district identified a need to strengthen its approach to supporting and retaining teachers. Burrel Union is addressing this need by providing mentor teachers for teachers participating in the Induction program. Mentor teachers will provide ongoing guidance, feedback, and support to help beginning teachers strengthen their instructional practices, with mentor teachers receiving a stipend for their mentoring responsibilities. By providing and retaining experienced and supported teachers, the district anticipates that teachers will develop increased capacity to provide differentiated and targeted instruction based on student needs. Experienced mentor teachers can support beginning teachers in analyzing student data, implementing effective instructional strategies, and adjusting instruction to address learning gaps among the identified student groups, including English Learners (EL) and Low-Income (LI) students. Strengthening teacher capacity through mentorship is intended to improve the consistency and quality of instruction and support efforts to close achievement gaps. The district expects CAASPP ELA outcomes for EL students and Mathematics outcomes for LI and EL students to improve, while implementation of the California Common Core State Standards (CCSS) will remain at 100%, as measured through classroom observation data. Although the action is principally designed to strengthen instructional	CAASPP ELA • All-students • English Learners CAASPP Math • All-students • Low-Income • English Learners Appropriately Assigned and Fully Credentialed Teachers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Classroom observation and teacher feedback indicate that ongoing mentorship and support help teachers strengthen instructional practices and implement grade-level standards. These identified needs demonstrate the importance of retaining experienced teachers and providing appropriate support to beginning teachers as they develop the skills and credentials necessary to provide high-quality instruction for all students, including EL and LI students. **Scope:** LEA-wide Schoolwide	capacity for the identified student groups, it is provided on an LEA-wide basis because all students benefit from instruction provided by well-supported, appropriately prepared, and experienced teachers.	
4.2	**Action:** EDUCATIONAL EXPERIENCES TRANSPORTATION **Need:** According to CAASPP ELA and Mathematics assessment data, Low-Income (LI) and English Learner (EL) students underperform in comparison to the All Student group in Mathematics, and EL students underperform the All Student group in ELA. During Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) meetings, parents identified the district's rural location, limited transportation, and financial limitations as barriers to students accessing educational, cultural, and community experiences outside of the local community. Parents shared that these barriers can limit opportunities for students, particularly LI and	The district will provide students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade-level aligned curriculum. The district will provide transportation costs and/or entrance fees to ensure that LI and EL students who may not have access to these experiences because of financial, transportation, or fundraising limitations can participate. These educational experiences are designed to address the limited access to educational, cultural, and community opportunities identified through the district's local needs assessment. Field trips and grade-level aligned presentations provide students with opportunities to build background knowledge, expand vocabulary, make connections to classroom instruction, and engage with learning experiences outside of the district's rural	CAASPP ELA • All-students • English Learners • Low Income CAASPP Math • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL students, to participate in educational experiences that may be more readily available to students in larger or less geographically isolated communities. These identified needs demonstrate the importance of providing students with equitable access to educational experiences beyond the school and local community. **Scope:** LEA-wide	community. By expanding students' access to these experiences, the district intends to strengthen engagement and provide additional opportunities to support academic learning. The district will monitor CAASPP ELA and Mathematics outcomes for All Students, EL, and LI students to determine whether academic outcomes improve alongside increased access to educational experiences. CAASPP is used as a measure of effectiveness because the educational experiences are intended to support students' academic learning by expanding background knowledge and connections to grade-level content. The district will use these results, along with participation data, to evaluate the effectiveness of the action and determine whether adjustments are needed. Although LI and EL students are the student groups principally targeted, the action is provided on an LEA-wide basis because all students can benefit from expanded educational experiences and grade-level aligned learning opportunities.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** ENGLISH LANGUAGE ACQUISITION SUPPORT	The district will provide supplemental English language instruction provided by certificated and/or classified staff to support English Learners	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Recent ELPI and CAASPP data reveal a critical reversal in progress that defines the current need for intensive language acquisition support. While progress toward English proficiency (ELPI) reached 61.1% in Year 1, the Year 2 outcome fell to 45.5%, representing a significant 15.6% decline. This downward trend is particularly concerning as EL proficiency in ELA has also dropped to 3.7%, nearly 10% below the baseline, indicating that current supplemental supports are not yet translating into broader academic achievement. A local needs assessment identifies an urgent, unique need for supplemental English language instruction for ELs and Long-Term English Learners (LTEL) to bridge the 29.5% gap currently remaining to meet the 75% Year 3 ELPI target. **Scope:** Limited to Unduplicated Student Group(s)	and Long-term English Learners through individualized and small group remediation. Our certificated/classified staff will provide the following supports including but not limited to: -Specific practice with oral English language development skills -Supplemental focused instruction on English grammar -Focused instruction on English morphology -Support for differentiated areas of need as indicated by ELPAC results We expect that the ELPI will increase through the implementation of this action.	
1.9	**Action:** ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS **Need:** Recent ELPI data reveal a critical reversal in language acquisition progress that defines the current need for specialized professional learning. While progress toward English proficiency reached 61.1% in Year 1, the Year 2 outcome fell to 45.5%, representing a	The district will provide staff, supplemental curriculum, supplemental supplies, and designated and integrated instruction. The district will provide instructional staff with aligned professional development to support English language development for all ELs and LTELs. The following design attributes are some but not all of the specific supports provided to enhance and support English Language development: • Specialized instruction including speaking, writing, listening and reading skills,	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significant 15.6% decline. This downward trend is particularly concerning as the English Learner ELA proficiency rate has dropped to 3.7%, which is 9.1% below the baseline. A root cause analysis (RCA) and local needs assessment indicate that general teacher support is insufficient to reverse these trends. There is an urgent, unique need for a comprehensive system of professional learning specifically tailored for Long-Term English Learners (LTEL) and integrated ELD strategies to bridge the 29.5% gap remaining to meet the 75% Year 3 ELPI target. **Scope:** Limited to Unduplicated Student Group(s)	morphology, grammar, syntax, sentence structure, and similar required instruction. • All teachers will provide integrated EL instruction for reclassified RFEP students. • Students not yet reclassified will receive dedicated designated ELD instruction. LTEL students will receive Designated instruction in addition to supplemental supports for language acquisition • Instructional staff will be provided with professional development to support targeted instructional strategies such as scaffolding techniques, culturally responsive teaching practices, language acquisition theory, and data-driven instructional, and best practices in addressing the unique challenges faced by ELs and LTELs. We expect the ELPI to increase as a result of this action.	

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.

We will use the additional concentration grant add-on funding to support 0.5 FTE of certificated staffing that provides direct services to students through the Intervention Program identified in Goal 1, Action 1.2. Specifically, the funding supports a Resource Teacher who dedicates approximately 0.5 FTE of their assignment to direct Tier 2 and Tier 3 reading and mathematics intervention services. The Resource Teacher provides individualized and small-group instruction to students based on identified academic needs, with a focus on supporting English Learners (EL) and Low-Income (LI) students. This additional direct-service staffing increases students' access to targeted academic intervention during the instructional day and supports progress toward grade-level standards.

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The district will provide additional language acquisition support to English Learners (EL) and Long-Term English Learners (LTELs) through certificated and classified staff who provide direct instruction and support to students. Staff supported through the concentration grant include classroom teachers who provide English Language Development (ELD) and integrated language-development instruction, as well as a Resource Teacher who provides targeted language and literacy support. Approximately 2.44 FTE of certificated and classified staffing is supported through the concentration grant to provide direct services that support students' English language acquisition and academic language development. These staff provide language-development instruction, differentiated support, academic vocabulary development, and targeted assistance based on students' language and instructional needs.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1046422	410,495	39.228%	10.514%	49.742%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,813,537.00	$40,025.00	$59,784.00	$31,361.00	$1,944,707.00	$1,434,670.00	$510,037.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	PROFESSIONAL LEARNING COMMUNITIES	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$23,042.00	$12,500.00	$35,542.00				$35,542.00	0
1	1.2	INTERVENTION PROGRAM LREBG Action	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$54,278.00	$22,784.00	$64,278.00	$12,784.00			$77,062.00	0
1	1.3	BENCHMARKS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	0
1	1.4	LIBRARY CLERK	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$20,482.00	$0.00	$20,482.00				$20,482.00	0
1	1.5	INDUCTION COACHES/SERVICES FCSS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$5,121.00	$5,000.00	$10,121.00				$10,121.00	0
1	1.6	BASE PROGRAM	All	No			All Schools	Ongoing	$709,778.00	$238,104.00	$947,882.00				$947,882.00	0
1	1.7	SPECIAL EDUCATION PROGRAM	Students with Disabilities	No			All Schools	Ongoing	$80,851.00	$0.00			$59,784.00	$21,067.00	$80,851.00	0
1	1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$11,946.00	$8,469.00	$10,121.00			$10,294.00	$20,415.00	0
1	1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$10,241.00	$5,000.00	$15,241.00				$15,241.00	0
2	2.1	BILINGUAL SUPPORT STAFF	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$102,410.00	$0.00	$102,410.00				$102,410.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	ADDITIONAL TEACHER	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$79,880.00	$0.00	$79,880.00				$79,880.00	0
2	**2.3**	TRANSPORTATION	All	No			All Schools	Ongoing	$96,273.00	$69,693.00	$165,966.00				$165,966.00	0
2	**2.4**	PSYCHOLOGIST SERVICES	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$47,075.00	$42,075.00	$5,000.00			$47,075.00	0
2	**2.5**	TECHNOLOGY	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	0
3	**3.1**	STAFF PROFESSIONAL DEVELOPMENT LREBG Action	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$18,000.00	$8,000.00	$10,000.00			$18,000.00	0
3	**3.2**	TEACHER RETENTION	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$183,953.00	$0.00	$183,953.00				$183,953.00	0
3	**3.3**	MENTOR TEACHER ON SPECIAL ASSIGNMENT	English Learners Low Income	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	Ongoing	$15,362.00	$0.00	$15,362.00				$15,362.00	0
4	**4.1**	CHARACTER EDUCATION	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	0
4	**4.2**	EDUCATIONAL EXPERIENCES TRANSPORTATION	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$30,812.00	$34,412.00	$65,224.00				$65,224.00	0
4	**4.3**	TEAM SPORTS	All	No			All Schools	Ongoing	$10,241.00	$2,000.00		$12,241.00			$12,241.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1046422	410,495	39.228%	10.514%	49.742%	$689,689.00	0.000%	65.909 %	**Total:**	$689,689.00
								LEA-wide Total:	$664,327.00
								Limited Total:	$25,362.00
								Schoolwide Total:	$15,362.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	PROFESSIONAL LEARNING COMMUNITIES	Yes	LEA-wide	English Learners Low Income	All Schools	$35,542.00	0
1	**1.2**	INTERVENTION PROGRAM LREBG Action	Yes	LEA-wide	English Learners Low Income	All Schools	$64,278.00	0
1	**1.3**	BENCHMARKS	Yes	LEA-wide	English Learners Low Income	All Schools	$12,000.00	0
1	**1.4**	LIBRARY CLERK	Yes	LEA-wide	English Learners	All Schools	$20,482.00	0
1	**1.5**	INDUCTION COACHES/SERVICES FCSS	Yes	LEA-wide	English Learners Low Income	All Schools	$10,121.00	0
1	**1.8**	ENGLISH LANGUAGE ACQUISITION SUPPORT	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,121.00	0
1	**1.9**	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,241.00	0

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 (%)
2	**2.1**	BILINGUAL SUPPORT STAFF	Yes	LEA-wide	English Learners	All Schools	$102,410.00	0
2	**2.2**	ADDITIONAL TEACHER	Yes	LEA-wide	English Learners	All Schools	$79,880.00	0
2	**2.4**	PSYCHOLOGIST SERVICES	Yes	LEA-wide	English Learners Low Income	All Schools	$42,075.00	0
2	**2.5**	TECHNOLOGY	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	0
3	**3.1**	STAFF PROFESSIONAL DEVELOPMENT LREBG Action	Yes	LEA-wide	English Learners	All Schools	$8,000.00	0
3	**3.2**	TEACHER RETENTION	Yes	LEA-wide	English Learners	All Schools	$183,953.00	0
3	**3.3**	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$15,362.00	0
4	**4.2**	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	LEA-wide	English Learners Low Income	All Schools	$65,224.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,917,158.00	$1,459,082.77

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**	PROFESSIONAL LEARNING COMMUNITIES	Yes	$35,000.00	$24,340.78
1	**1.2**	INTERVENTION PROGRAM LREGB Action	Yes	$72,000.00	$23,343.30
1	**1.3**	BENCHMARKS	Yes	$12,000.00	$7,880.25
1	**1.4**	LIBRARY CLERK	Yes	$20,000.00	$14,368.31
1	**1.5**	INDUCTION COACHES/SERVICES FCSS	Yes	$10,000.00	$4,000.00
1	**1.6**	BASE PROGRAM	No	$931,179.00	$801,724.95
1	**1.7**	SPECIAL EDUCATION PROGRAM	No	$78,948.00	$125,529.58
1	**1.8**	ENGLISH LANGUAGE ACQUISITION SUPPORT	Yes	$20,133.00	$10,107.76
1	**1.9**	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	Yes	$15,000.00	$10,107.76
2	**2.1**	BILINGUAL SUPPORT STAFF	Yes	$100,000.00	$55,135.44
2	**2.2**	ADDITIONAL TEACHER	Yes	$78,000.00	$100,994.68

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)
2	**2.3**	TRANSPORTATION	No	$163,700.00	$82,905.40
2	**2.4**	PSYCHOLOGIST SERVICES	Yes	$47,075.00	$38,664.00
2	**2.5**	TECHNOLOGY	Yes	$25,000.00	$14,511.54
3	**3.1**	STAFF PROFESSIONAL DEVELOPMENT LREGB Action	Yes	$28,000.00	0
3	**3.2**	TEACHER RETENTION	Yes	$179,624.00	$ 88,000.00
3	**3.3**	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	$15,000.00	0
4	**4.1**	CHARACTER EDUCATION	No	$10,000.00	$2,963.55
4	**4.2**	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	$64,499.00	$37,125.56
4	**4.3**	TEAM SPORTS	No	$12,000.00	$17,379.91

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
440610	$626,198.00	$428,579.32	$197,618.68	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	PROFESSIONAL LEARNING COMMUNITIES	Yes	$35,000.00	24,340.78	0	0
1	**1.2**	INTERVENTION PROGRAM LREGB Action	Yes	$12,000.00	23,343.30	0	0
1	**1.3**	BENCHMARKS	Yes	$12,000.00	7,880.25	0	0
1	**1.4**	LIBRARY CLERK	Yes	$20,000.00	14,368.31	0	0
1	**1.5**	INDUCTION COACHES/SERVICES FCSS	Yes	$10,000.00	4,000	0	0
1	**1.8**	ENGLISH LANGUAGE ACQUISITION SUPPORT	Yes	$10,000.00	10,107.73	0	0
1	**1.9**	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	Yes	$15,000.00	10,107.73	0	0
2	**2.1**	BILINGUAL SUPPORT STAFF	Yes	$100,000.00	55,135.44	0	0
2	**2.2**	ADDITIONAL TEACHER	Yes	$78,000.00	100,994.68	0	0
2	**2.4**	PSYCHOLOGIST SERVICES	Yes	$42,075.00	38,664.00	0	0
2	**2.5**	TECHNOLOGY	Yes	$25,000.00	14,511.54	0	0
3	**3.1**	STAFF PROFESSIONAL DEVELOPMENT LREGB Action	Yes	$8,000.00	0	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	TEACHER RETENTION	Yes	$179,624.00	88,000	0	0
3	**3.3**	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	$15,000.00	0	0	0
4	**4.2**	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	$64,499.00	37,125.56	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1119132	440610	9.439	48.810%	$428,579.32	0.000%	38.296%	$117,665.55	10.514%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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