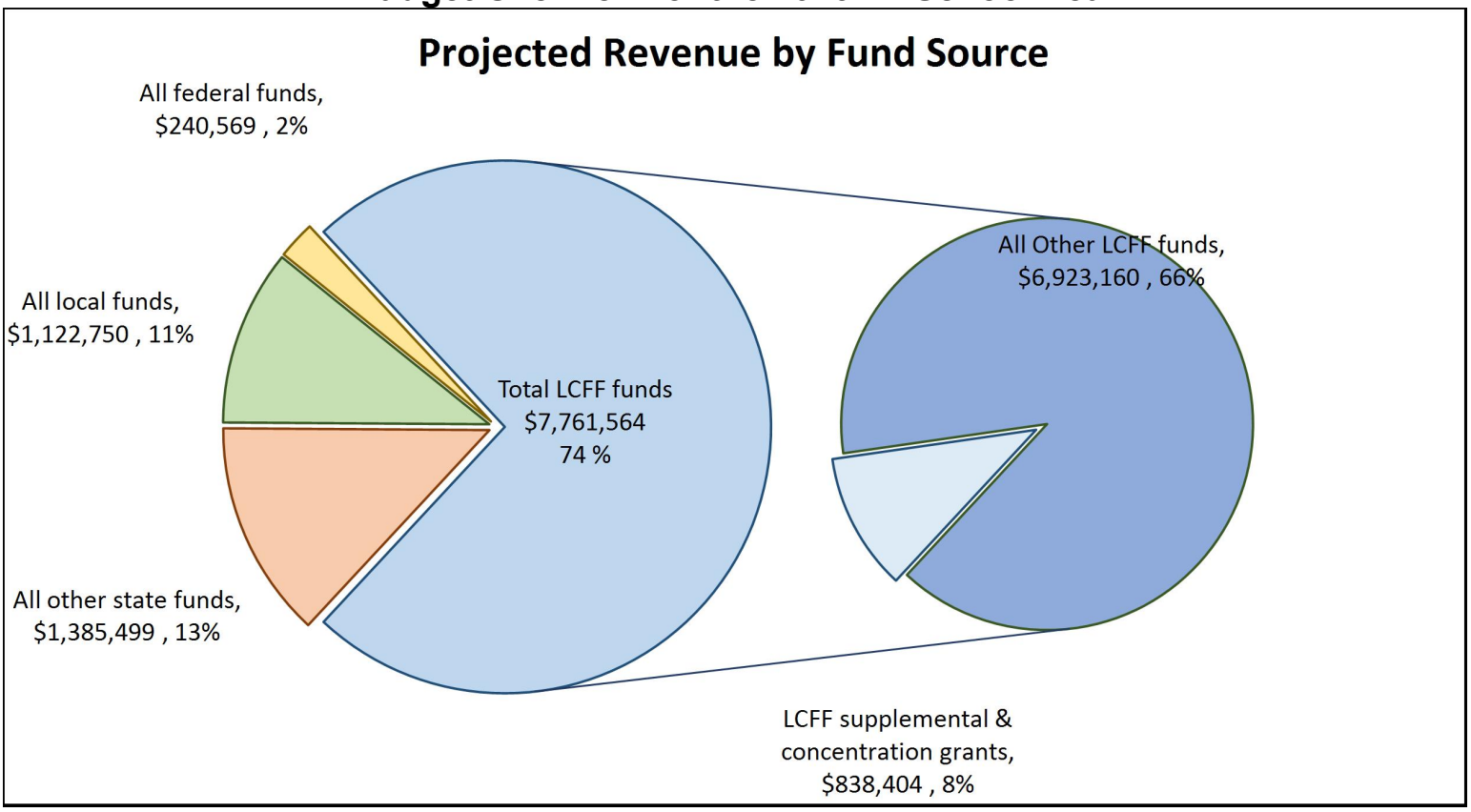
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buellton Union School District
CDS Code: 42-69138-0000000
School Year: 2026-27
LEA contact information:
Adam Bailey
Superintendent
abailey@buelltonusd.org
(805) 686-2767, option 1

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

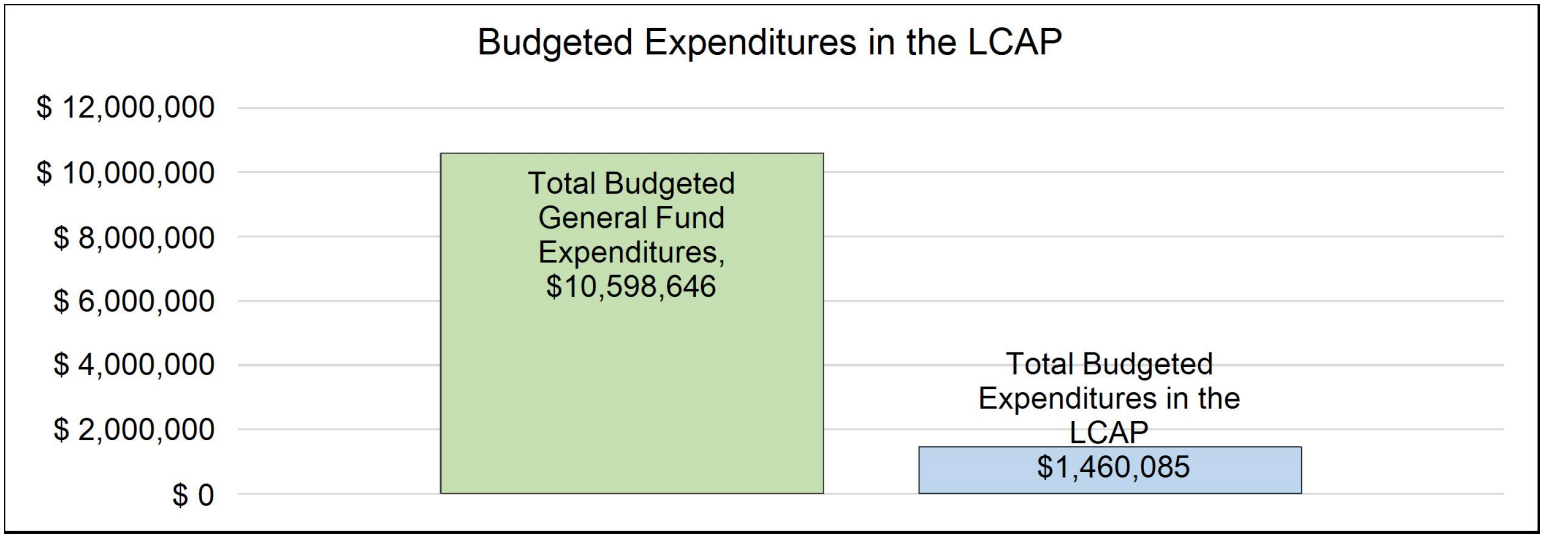


This chart shows the total general purpose revenue Buellton Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Buellton Union School District is $10,510,382.32, of which $7,761,564.00 is Local Control Funding Formula (LCFF), $1,385,499.32 is other state funds, $1,122,750.00 is local funds, and $240,569.00 is federal funds. Of the $7,761,564.00 in LCFF Funds, $838,404.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Buellton Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Buellton Union School District plans to spend $10,598,645.90 for the 2026-27 school year. Of that amount, $1,460,085.00 is tied to actions/services in the LCAP and $9,138,560.9 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

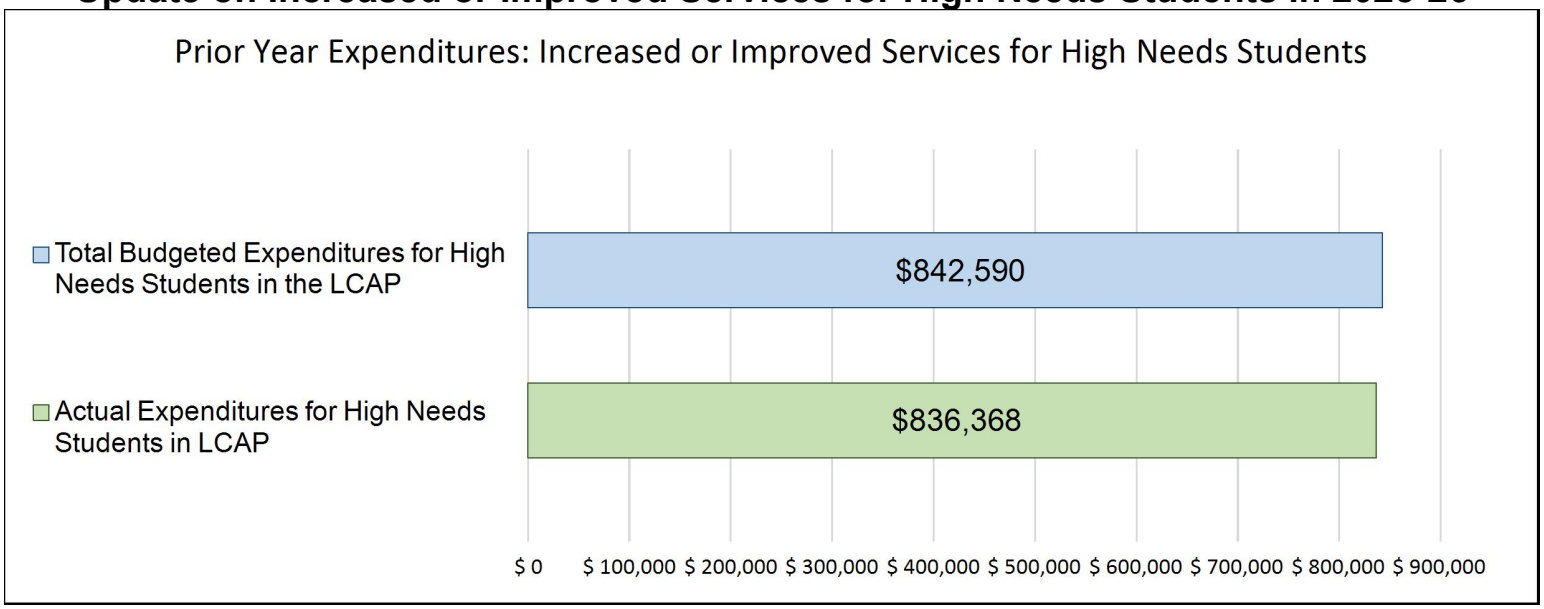
Buellton Union School District plans to take back Special Education Programs and end participation in the Santa Ynez Valley Special Education Consortium. Buellton will no longer be the administrative unit for the seven participating districts. Approximately $2 million reflects a contribution to the Special Education program and the remaining amounts reflect General Fund salaries & benefits, books/supplies, and services.

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

In 2026-27, Buellton Union School District is projecting it will receive $838,404.00 based on the enrollment of Foster Youth, English learner, and low-income students. Buellton Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Buellton Union School District plans to spend $877,344.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Buellton Union School District's LCAP budgeted $842,590.00 for planned actions to increase or improve services for high needs students. Buellton Union School District actually spent $836,368.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,222 had the following impact on Buellton Union School District’s ability to increase or improve services for high needs students:

The actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 decreased by $6,222 due to a shift in counseling services from an outside agency to internal counseling services for high needs students to ensure there was no impact to high needs students.

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
Buellton Union School District	Adam Bailey Superintendent	abailey@buelltonusd.org (805) 686-2767, option 1

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.

The community and students of Buellton, California have been served by the schools of the Buellton Union School District since 1889. The historic one-room Jonata School served the community in its original location just east of the intersection of Highway 101 and Highway 246 (The Mission Road), and the school facility constructed in 1960 continues its tradition of excellent service to the community as Jonata Middle School (grades 6-8). Oak Valley Elementary School opened in 2002 and now serves grades TK-5. The diverse community of Buellton is a small city of just over 5,000 residents. Current enrollment in the district's schools is 540 students.

Students at the two district schools reflect the diversity of the broader community and data on the 2025 CA Dashboard reflect that: 15.2% identified as English Learners, and 56.9% as socio-economically disadvantaged. Students with disabilities comprise 12.1% of the student population. The ethnic break-down of the students served by district schools is as follows: Hispanic/Latino, 51.9%; White 37.8%; Two or more races, 2.9%; Asian, 1.7%; American Indian or Alaskan Native, 0.2%; Black or African American, 0.9%.

The district provides a rigorous curriculum for all students with special attention to equal access for all students. Students consistently demonstrate high achievement as a result of exceptional instruction by a highly professional, experienced staff. At Oak Valley Elementary the staff is proud of a successful reading intervention program (“Club Read”) supervised by a Teacher on Special Assignment (TOSA) to ensure effective delivery of services for all students. The school continues to work toward scaling up intervention systems (Multi-Tiered Systems of Support, or MTSS) to provide broad support for all students in academic interventions, social-emotional learning, and behavior. Effective English Language Development (ELD) is provided by our staff. At Jonata Middle School, the staff is committed to providing a challenging academic program including intervention and support to ensure that all students succeed. Jonata was recognized as a California Gold

Ribbon School in 2017, as a California Distinguished School in 2019, as a School to Watch in 2025, and a California Distinguished School in 2026. The Buellton Union School District and its staff, students and the community were proud to be recognized as a California Exemplary District in 2019.

Community and Staff Engagement:
Reflecting on our continuous commitment to engage our school community, the development and adoption of our Vision, Mission, and Core Values were the result of extensive community engagement. Through meetings, surveys, and focus group sessions, we incorporated the feedback of students, staff, families, and community members, ensuring our strategic direction is clearly aligned with the values and needs of our community. After months of input including meetings, surveys and community input sessions for all community partners, the Buellton Union School District Board of Trustees adopted these important statements of intention, purpose, and aspiration in May 2023:

Changes within our school community during the 2025/2026 school year: There were significant changes to our educational programs, staffing, and budget based on the dissolution of the Santa Ynez Valley Special Education Consortium.

Vision:
We will empower all students by working together in a caring community to create an inclusive, accepting learning environment where each student is safe to be themselves, and is equipped for a successful future.

Mission:
Our community and staff inspire students' creative problem solving, nurture their personal development, and support them in school and in life.

Core Values:
- We value a school community that is constantly adapting and growing to meet the needs of its students.

- We value instructional programs where decisions are based on students' academic, social, and emotional needs.

- We value a highly qualified, committed, nurturing staff that works in partnership with parents and the community.

- We value an environment where administration and faculty are visible, accessible, and engaged.

- We value a stimulating and engaging learning environment that provides numerous ways for each student to succeed.

- We value a well-rounded curriculum that includes basic skills, technological skills, the arts, physical education, and social emotional skills.

- We value classrooms where mistakes are seen as an opportunity to learn.

- We value a school community that maintains up-to-date and safe facilities and provides staff with the tools and materials necessary to motivate and engage students.

Reflections: Annual Performance

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

Reflections on annual performance also include reporting on the 2023 California School Dashboard for any state indicators that received the lowest performance level (Very Low/Red). We have also included corresponding data from 2024 and 2025.

Action(s) for schools in the LEA with at least one red indicator:

Chronic Absenteeism at Oak Valley in 2023 was 24.1% and has been reduced to 17.5% in 2025, a reduction of 6.6%

Actions that supported progress in this area (tied to each Goal): the implementation of multiple attendance-focused supports and intervention systems across the district. Specific actions that supported this improvement included continued before- and after-school academic support programs, implementation of intervention systems with ongoing progress monitoring, expanded communication with families regarding student progress and attendance, and the use of Professional Learning Communities (PLCs) to analyze student data and coordinate targeted interventions.

Areas of continued focus: The district will continue strengthening early identification and intervention systems, family engagement and communication practices, student connectedness efforts, and targeted supports for students demonstrating attendance concerns.

Jonata Middle School (2024) in 2024 was 12.5% and has increased to 14.5% in 2025, an increase of 2%

Areas of continued focus: The district will continue strengthening early identification and intervention systems, family engagement and communication practices, student connectedness efforts, and targeted supports for students demonstrating attendance concerns. The school will continue to support positive attendance practices with schoolwide assemblies, individual incentives, and Saturday Intervention Programs.

Action(s) for a student group in the LEA with at least one red indicator:

ELA, SWD (2023) the percentage of students that met or exceeded standards was 9% in 2024 increased to 20% and increased again to 26% in 2025, a total increase of 17%

Actions that supported progress in this area (tied to each Goal): implementation of the K–5 RTI Tier 2 intervention system, middle school intervention supports and inclusion opportunities with embedded differentiation in ELA, district-wide ELA intervention coordination through the Teacher on Special Assignment (TOSA), supplemental instructional supports, and before- and after-school academic intervention opportunities, implementation of the McGraw-Hill Wonders ELA/ELD curriculum, ongoing use of digital literacy programs, collaborative

Professional Learning Communities (PLCs) focused on analyzing student achievement data, and continued coordination with IEP teams and Special Education staff to ensure students had access to grade-level curriculum and supports aligned to individualized learning goals.

Areas of continued focus: strengthening intervention focus through professional development, continuing our focus at the grade level and district on these specific data and students in monthly PLCs, expanding progress monitoring practices, and continuing professional development focused on differentiated instruction, inclusive practices, and evidence-based literacy strategies, and reviewing and developing specific, individual based goals in each student's IEP.

Math
EL (2024) the percentage of students that met or exceeded standards was 10% in 2024 increased to 11% and increased again to 21% in 2025, a total increase of 11%

Actions that supported progress in this area (tied to each Goal): targeted, integrated EL instruction in classroom, language development programs, targeted intervention opportunities provided during the school day for designated instruction, expanded access to standards-aligned curriculum and interventions, training for all staff in effective EL teaching techniques, supplemental instructional aide support at OV and Jonata to provide daily assistance for English Learners.

Areas of continued focus: expanded designated and integrated ELD supports, continued progress monitoring, continued PD for all staff in effective EL teaching and learning strategies, targeted intervention services, and professional development focused on effective instructional strategies for multilingual learners.

SWD (2024) the percentage of students that met or exceeded standards was 12% in 2024 increased to 13% and increased again to 29% in 2025, a total increase of 17%

Actions that supported progress in this area (tied to each Goal): targeted intervention systems, differentiated inclusion opportunities, and focused mathematics supports, implementation of the K–5 RTI Tier 2 intervention system, middle school intervention supports with embedded differentiation in mathematics, PLC meetings that focus on formative and summative data for SWD, and the use of Smarter Balanced Interim Assessments to monitor student learning and guide instructional adjustments for Students with Disabilities.

Areas of continued focus: expanding mathematics intervention supports for Students with Disabilities, strengthening data-informed instructional practices, reviewing individual student's goals in relation to schoolwide goals in the IEP process, and continuing professional development focused on differentiated mathematics instruction and inclusive practices.

Reflections on annual performance also include reporting on the 2023 California School Dashboard for any state indicators that received the lowest performance level (Very Low/Red).

Action(s) for schools in the LEA with at least one red indicator:

Chronic Absenteeism

Oak Valley (2023)
Jonata Middle School (2024)

Action(s) for a student group in the LEA with at least one red indicator:

ELA
SWD (2023)

Math
EL (2024)
SWD (2024)

Chronic Absenteeism
EL (2024)
SED (2024)
SWD (2024)
Two or More Races (2025)

Action(s) for a student group with a red performance indicator within any school within the LEA:

Oak Valley

Chronic Absenteeism
All (2023)
Hispanic (2023)
White (2023)
SWD (2023)
SED (2025)

Jonata Middle School

ELA
EL (2024)
Mathematics
EL (2024)
Chronic Absenteeism
All (2024)

The district has unexpended LREGB funds that will be used with the following goals and actions:

1.6 - Attendance monitoring support
1.16-Communication (to support Chronic Absenteeism)
2.9 - Academic intervention support
2.10-Academic intervention support

The district will use LREBG funds to support the use of Certificated and Classified staff to engage UDP in grade level aligned instructional practices during the school day, including co-teaching models, lowering adult to student ratios during the school day, participate in collaboration time, parent education nights, learning recovery, and aligned supports and focus on individual academic and attendance goals principally for UDP along with students with disabilities.

Reflections: Technical Assistance

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

Buellton Union School District was not identified for Year 1 Differentiated Assistance (DA) based off the 2025 California Dashboard; however, the district qualifies for Year 2 DA support due to performance outcomes for English Learners and Students with Disabilities, for both Academic Performance (Mathematics) and Academic Engagement (Chronic Absenteeism), based on the 2024 California Dashboard.
As part of receiving technical assistance, Buellton Union School District has engaged in professional learning and staff development with SBCEO staff on inclusive practices to improve student outcome including academic performance and student's chronic absenteeism. SBCEO staff provided coaching and facilitated inquiry sessions with staff and leadership on 4/9, 5/14, and 5/18. During these sessions, participants engaged in a data dive and notice-and-wonder protocol to analyze outcomes, identify system strengths, and surface areas for growth. The team also reflected on the changes in practices, beliefs, and systems that contributed to the gains achieved thus far. SBCEO will continue partnering with site and district leadership throughout the summer to plan and align supports for the 2026–27 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee/Buellton Town Hall Meetings--including parents of students with disabilities	Meeting with feedback 10/9/25, 1/22/26, 4/23/26, 5/14/26
Student Advisory Group--including all student groups	Meeting with Oak Valley Community Council and Jonata Grades 6,7,and 8. Leadership in dialogue with site Principal and the Superintendent on 3/25/26 and 3/31/26, discussion and survey results from all groups.
PTSA	Meeting with feedback 9/15/25, 12/15/25, 4/23/26
DELAC	Meetings with feedback/notes 4/16/26
Staff Meetings, including specific Employee Association/Bargaining Unit representatives (BEA)	Meetings with feedback 3/23/26, 3/25/26, 4/13/26, 4/20/26
Community Survey	Administered January-March 2026, Posted on ParentSquare January and March 2026, Results shared at Board of Trustees meeting on 4/15/26
SELPA consultation	Attendance at SBCEO LCAP, SELPA Presentation on 2/26/26, additional review of draft LCAP in May 2026.
Site administration/district staff	Included in weekly Principal meetings, consulted and involved in development of the LCAP, February through May 2026

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

During the LCAP development process, our district held multiple school community meetings to engage with educational partners, encompassing parents, students, teachers, and staff. Participants responded to targeted questions aimed at evaluating our current practices and identifying areas for improvement:

Analysis and Theme Identification: Responses were coded and analyzed to identify prevailing themes and trends. This systematic approach ensured that the updates to our LCAP were data-driven and reflective of the community's collective voice.

Incorporating Feedback into LCAP: The analysis revealed three major areas for enhancement:
-Continued Social-Emotional Learning Support: Based on feedback highlighting the need for greater emotional support, we are maintaining our SEL programs and integrating these into daily classroom activities.
-Enrichment and Acceleration: Responding to calls for more rigorous academic opportunities, we are introducing new enrichment programs and accelerating coursework to challenge and engage students effectively.
-Extended Learning Opportunities: Community input stressed the importance of extended support, leading to the implementation of after-school tutoring and an expanded summer learning program designed to bridge learning gaps.

Staff and Student Insights: Feedback from association representatives underscored the ongoing stresses faced by our instructional staff, influencing our decision to introduce wellness programs and resources aimed at enhancing staff well-being. Additionally, students provided valuable insights into their school experiences, expressing a strong sense of safety and support while advocating for more engaging learning environments that include robust social interactions and real-world applications.

Responsive Actions: Each identified need has directly shaped specific goals, actions, and services within our LCAP, ensuring that our strategic planning aligns with the articulated needs of our students and staff, thereby enhancing the educational experience across our district.

Following up on meetings with community partners, results of frequently asked questions, staff notes, and survey responses were coded to identify themes, trends in responses in order to update the LCAP goals, actions and services.

Responses were diverse, but coalesced around several themes which have been incorporated into this LCAP: focus on social-emotional learning, enhanced enrichment and acceleration for learners, increased focus on academics - reading, writing, and math, and extended learning opportunities for all students (including one-on-one support extended beyond the school day, and summer "Boost" session). Many community members were complementary of the district's efforts in expanded learning opportunities and overall academic support, while others expressed concern with continuing gaps in learning, as well as the social/emotional challenges facing students and instructional staff. Especially important to the development of the LCAP were the priorities included in Goal 1 focused on SEL and school connectedness. Overall LCAP Goals include increased attention to social-emotional needs and supports for all students. Parents and staff mentioned this frequently, but students made this priority especially clear through their input. Student input also emphasized the need for more diverse options for school involvement including clubs and expanded elective options related to future opportunities related to careers as well as extra-curricular opportunities.

At our Parent Advisory Committee Meetings and additional Town Hall Meetings, parents expressed a need for increased academic focus in reading, writing, and math in the upcoming school year. The need for targeted interventions and acceleration opportunities surfaced as a continued need in the District. Our educational partners also reflected on the need for attendance incentives and opportunities to go beyond the celebrations at each school, and address the deeper causes of why individual students are missing so much school. As a result of this feedback, Action 1.9, a Coordination of services and support was developed.

Based on feedback from DELAC committee, members were pleased with the gains that EL students are making, there was a desire for continued support for EL Newcomer groups and LTELs at both schools during the upcoming school year. As a result of this feedback, Action 3.10 will be expanded to include LTELs students and additional support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Buellton Union School District will foster a school environment that ensures safety, engagement, and connectedness for students, staff and families, with a focus on the social and emotional needs of our 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.

Our students, staff, parents, and school community developed Goal 1, “The District will foster a school environment that ensures safety, engagement, and connectedness for students, staff, and families, with a focus on the social and emotional needs of our students,” based on an analysis of local data and educational partner input identifying school climate and student engagement as critical barriers to improved student outcomes.

Chronic absenteeism data indicates that a significant portion of students are not consistently accessing instruction, with 17.1% of all students chronically absent and a higher rate of 21.4% among socioeconomically disadvantaged students. This disparity exists because unduplicated pupils may be disproportionately impacted by barriers such as housing instability, transportation challenges, and increased social-emotional and mental health needs, which affect their ability to attend school regularly and engage fully in learning.

This goal was prioritized because student engagement and connectedness are foundational conditions for learning. When students do not feel safe, supported, or connected to their school environment, they are less likely to attend consistently, participate in instruction, or persist in academic tasks. Chronic absenteeism, in this context, is not only an attendance issue but could be an indicator of social-emotional and environmental needs.

Educational partner feedback further reinforces this need, as families and staff have identified social-emotional supports, positive school climate, and stronger relationships as essential to improving student outcomes. The LCAP development process requires meaningful engagement of educational partners to identify needs and inform planning, which strengthens decision-making and aligns actions to community priorities.

This goal aligns directly with LCFF State Priorities 5 (Student Engagement) and 6 (School Climate), which include required metrics such as attendance rates, chronic absenteeism, suspension rates, and measures of school connectedness and safety. Addressing these priorities is necessary because improvements in engagement and climate create the conditions that enable academic growth across all content areas.

Additionally, the LEA serves a student population in which 60.74% are unduplicated pupils, exceeding the threshold for concentration funding. This reinforces the need to prioritize social-emotional and engagement supports because these students experience disproportionate barriers that impact both well-being and access to instruction.

Therefore, this goal was developed to address:

Elevated and disproportionate chronic absenteeism rates
Barriers to engagement linked to social-emotional and environmental factors
The need to strengthen school connectedness, safety, and relationships
Input from educational partners emphasizing student well-being and belonging

By focusing on safety, engagement, and connectedness, the LEA aims to create learning environments where students are present, supported, and ready to learn, because addressing social-emotional needs removes barriers to participation, increases consistent attendance, and enables students to fully engage in academic instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of schools meeting Facility Inspection Tool (FIT) requirements, local staff, student, and parent and the School Site Council (SSC)/California Healthy Kids (CHKS) survey question: "The campus is well maintained."	The 2023 (FIT) 100% of the school facilities are maintained and in good repair. CHKS/SSC 80-96% of responses Agree/Strongly Agree that "The Campus is well maintained."	The 2024 (FIT) 100% of the school facilities are maintained and in good repair. CHKS/SSC 82-99% of responses Agree/Strongly Agree that "The Campus is well maintained."	The 2025 (FIT) 100% of the school facilities are maintained and in good repair. CHKS/SSC 82-99% of responses Agree/Strongly Agree that "The Campus is well maintained."	The 2026 (FIT) will show that 100% of the school facilities are maintained and in good repair. CHKS/SSC 90-99% of responses Agree/Strongly Agree that "The Campus is well maintained."	No change and an increase of 2-3% on CHKS/SSC
1.2	Monthly attendance rate	The district-wide attendance rate was at 94% for the 2023-2024 school year.	The district-wide attendance rate was at 95% for the 2024-2025 school year.	The district-wide attendance rate was at 96% for the 2025-2026 school year.	The district-wide attendance rate at 97%.	The district-wide attendance rate increased by 1% the 2025-2026 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Truancy rate	The district-wide truancy rate (unexcused absence) was 30.11% for the 2023-2024 school year according to DataQuest.	• Local data indicates the district-wide truancy rate (unexcused absence) was 35.28% for the 2024-2025 school year.	Local data indicates district-wide truancy rate (unexcused absence) is less than 25% for the 2025-2026 school year.	• The district-wide truancy rate (unexcused absence) at <10%.	We are currently at +10% improvement on our truancy rate in the 2026 school year.
1.4	Student suspension rate	• The student suspension rate was 1.3% for the 2023-2024 school year according to the 2023 CA Dashboard.	The student suspension rate was 1.4% for the 2024-2025 school year.	• The student suspension rate was 2.1% for the 2025-2026 school year.	The student suspension rate at <2%.	• Based on preliminary local data available, student suspension rate was 2.1% for the 2025-2026 school year, an increase of 0.7%.
1.5	Chronic absenteeism - District wide	The chronic absenteeism rate district-wide was 16.1% as reported on the 2023 CA Dashboard.	The chronic absenteeism rate for 2024 district-wide for the following groups are as follows: ALL - 16.5% EL - 20.4%	The chronic absenteeism rate for 2025 district-wide for the following groups are as follows: ALL - 17.1% EL - 7.1%	The chronic absenteeism rate district-wide at <15%.	Based on preliminary local data available, there was an increase in district-wide Chronic Absenteeism of 0.6% in 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED - 20.5% SWD - 22.6%.	SED - 21.2% SWD - 26%		
1.6	Middle School drop-out rate	The Middle School drop-out rate was 0% for the 2023-2024 school year.	The Middle School drop-out rate was 0% for the 2024-2025 school year.	The Middle School drop-out rate was 0% for the 2025-2026 school year.	Our goal for our Middle School drop-out rate will be 0%.	There was no increase in Student Middle School Drop outs.
1.7	Student expulsion rate	The student expulsion rate was 0% for the 2023-2024 school year.	The student expulsion rate was 0% for the 2024-2025 school year.	The student expulsion rate was 0% for the 2025-2026 school year.	Our goal for the student expulsion rate will be 0%.	There was no increase from 0 Student expulsions from 2024 to 2025.
1.8	Overall satisfaction on School Site Council Parent Surveys	Overall satisfaction on School Site Council Parent Surveys at both schools was at 97% for the 2023-2024 school year.	Overall satisfaction on School Site Council Parent Surveys at both schools was over 97% for the 2024-2025 school year.	Overall satisfaction on School Site Council Parent Surveys at both schools was 98% for the 2025-2026 school year.	Our goal for the overall satisfaction on School Site Council Parent Surveys at both schools will be 98% for the 2026-2027 school year.	We saw an increase of 1% in 2026
1.9	Parent participation and input for unduplicated pupils and parents of students with disability.	Overall participation in annual parent surveys at 60% from parents of unduplicated pupils and specific outreach to parents of students with disability for the 2023-24 school year.	Overall participation in annual parent surveys at 59% from parents of unduplicated pupils and specific outreach to parents of students with disability for the 2024-25 school year.	Overall participation in annual parent surveys at 64% from parents of unduplicated pupils and specific outreach to parents of students with disability for the 2025-26 school year.	Overall participation on parent/student surveys will be 75% from parents of unduplicated pupils and specific outreach to parents of students with disability.	We saw a slight increase in participation in parent surveys, +5%, in 2026.
1.10	Chronic Absenteeism - School wide	Chronic absenteeism at Oak Valley Elementary in "Red" on 2023 CA	In 2024, Chronic absenteeism at Oak Valley	Chronic absenteeism at Oak Valley in 2025	Our goal to reduce the percentage of Chronic	Chronic absenteeism at Oak Valley for all

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard for all students (24.1%), SWD (34%), Hispanic (29.2%) and White (21.5%) EL (23.5%), and SED (27.8%) Student Groups.	Elementary in "Orange" on CA Dashboard for all students (17.8%), and SWD (22%); in the "Yellow" for Hispanic (18.1%) and White (18.2%) EL (20.5%), and SED (22.7%) Student Groups. In 2024, Chronic absenteeism at Jonata Elementary in "Red" on CA Dashboard for all students (12.5%), and SWD (15%); in the "Orange" for Hispanic (17.3%) and White (8.1%) EL (17.4%), and SED (15.9%) Student Groups.	was: "Orange" on CA Dashboard for all students (17.5%), and in the "Red" for SWD (27.8%); in the "Yellow" for Hispanic (17.4%) and White (17.2%) EL (8.2%), and SED (22.3%) Student Groups. Chronic absenteeism at Jonata in 2024/2025 was: "Orange" on CA Dashboard for all students (14.5%), and SWD (10%); in the "Yellow" for Hispanic (13%) and White (16.9%) EL (4.2%), and SED (17.2%) Student Groups	absenteeism at Oak Valley in 2026 will be: "Yellow" on CA Dashboard for all students (14%), and in the "Yellow" for SWD (15%); in the "Yellow" for Hispanic (12%) and White (12%) EL (5%), and SED (15%) Student Groups. Our goal to reduce the percentage of Chronic absenteeism at Jonata in 2024/2025 will be: "Yellow" on CA Dashboard for all students (13%), and SWD (9%); in the "Yellow" for Hispanic (11%) and White (11%) EL (3%), and SED (14%) Student Groups	students decreased 0.3%, increased 5.8% for SWD; decreased 0.7% for Hispanic, and increased 1.6% for White; EL decreased 12.3%, and SED decreased 0.4%. Chronic absenteeism at Jonata for all students increased 2%, decreased 5% for SWD; decreased 4.3% for Hispanic, and increased 8.8% for White; decreased 13.2% for EL , increased SED 1.3%.

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.

In the 2025-2026 School year, BUSD successfully implemented the following Actions:

Overall, the District successfully implemented the planned actions associated with maintaining safe, inclusive, and engaging learning environments while addressing the social-emotional needs of our students across both school sites. District facilities were monitored throughout the year, and the deferred maintenance plan remained current to support school facilities being maintained in good repair. Students, parents, and staff were provided multiple opportunities to participate in decision-making and provide feedback regarding school programs through surveys, meetings, leadership opportunities, advisory groups, conferences, and public forums. Student engagement and connectedness increased through expanded clubs, athletics, activities, and leadership opportunities, including student participation in Community Council activities. Parent engagement efforts were strengthened through increased communication in both English and Spanish, translation services at major meetings and conferences, and expanded access to information through ParentSquare, district websites, conferences, and direct communication with staff. Counseling and social-emotional supports were maintained through a fully credentialed counselor, while the GiveThnx application was utilized to reinforce positive school culture and student connectedness. Transportation services continued to support equitable student access to school programs and services.

In the 2025-2026 School year, BUSD experienced challenges when implementing the following Actions:

1.10 The Professional Development through a multi-year initiative with Dr. Brackett and the RULER initiative (Yale Institute) achieved the desired results at the end of the 2025 school year. Staff felt that the continued use of time and resources were not needed in these areas and chose to not continue these trainings in the 2025/2026 school year.

In the 2025-2026 School year, BUSD experienced substantive differences in the planned actions and actual implementation of the following Actions:

1.5 Parent workshop nights were held but attendance was very low despite efforts at advertising on parent square and adding interpretation services. We developed a 'Town Hall" format with our new Superintendent and added a virtual component to increase attendance in our Parent Education Programs.

1.10 Aspects of the RULER Program continued to be implemented at both school sites during the school year, while the professional development time and expenses were not implemented during the 2025/2026 school year.

1.15 has not changed , but because it meets the criteria for increasing services for unduplicated students, the way that it has been documented in the LCAP has. Action 1.15 was redesignated as a "contributing" action.

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

In 1.1 we decreased FUND 14 by $45,000, we removed the asphalt project.

In Action 1.15, Transportation, we changed the item to contributing. Budgeted at $51,000, came in at $71,128 and increase of $20,128. We added training for bus driver training for an additional driver.

1.17 - Counseling had anticipated using $7,500, contract did not go through. Plan was to bring this group back and this was not done.

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

In the 2025-2026 School year, BUSD effectively implemented the following specific actions in making progress toward the goal:

1.1 The condition of the District's facilities were evaluated throughout the year and the deferred maintenance plan is up-to-date and ensures that the District's facilities are maintained and in good repair.
Effective
Teachers, Classified Staff, and Administrators consistently maintained district facilities via routine maintenance, projects, and engaged in a successful Williams School Visit in September 2025.

1.2 Students were given opportunities to provide feedback on all aspects of the school program through surveys, meetings, and individual discussions during the year.
Effective
Meetings were held with students to encourage them to provide feedback on a frequent basis with classroom teachers, Site Principals, and in special sessions with the Superintendent. Students at Oak Valley and Jonata were given the opportunity to participate in State and local surveys designed to elicit feedback regarding the effectiveness of our current school programs.

1.3 Students were given opportunities to participate in school leadership. At Jonata, a variety of clubs, activities, sports, and other events that foster engagement and connectedness have increased. At Oak Valley, student participation in "Community Council" leadership activities.
Effective
Students in grade 3-5 participated in Monthly meetings to participate in school leadership via the Kindness Council. Students in grades 6-8 participate monthly in meetings with teachers and Principal to guide and give input on school activities for students. Students were given the opportunity to run schoolwide assemblies.

1.4 Parent engagement: parents were provided enhanced opportunities to provide feedback on all aspects of the school program via surveys, parent teacher conferences, Four Town Hall Meetings, Board Meetings, DELAC, SSC, PTSA.
Effective
Monthly meetings were held and included parents in the PTSA, DELAC, and School Site Council. the District held four Buellton Town Hall Meetings that focused on seeking and interacting with parents and their feedback on District programs. Parents were provided with opportunities to complete School Site Council Surveys, California Healthy Kids Survey, and District level LCAP surveys.

1.5 We provided Spanish and English-speaking parent square messages, translation service provided at EL Reclassification, Town Hall Meetings, and at Parent/Teacher Conferences
Partially Effective

We sent hundreds of messages from Oak Valley, Jonata, and the District. The majority of these messages were translated into Spanish. Individual translators were obtained and used during Parent/Teacher Conferences. Translators attended and were available to parents at all four Town Hall Meetings. At our Reclassification Ceremony, a Spanish speaking staff member was present and translated the events of the celebration into Spanish.

We need to do a better job of consistently scheduling and holding parent education meetings throughout the school year. We will develop the monthly town hall meetings to include a parent education focus. We will increase the surveys to parents and staff at end of each school year, seeking topics that would be of benefit to them.

Both Principals will make time this summer to plan, schedule, and invite parents to the year long schedule of events.

1.6 Staff effectively implemented the use of all forms of communication to inform parents of school and district activities and programs such as ParentSquare, the District and School Webpages, phone calls, and individual conferences.
Effective
Teachers, Administrators, and District office staff frequently email, call, and meet with parents regarding school events and activities. Links to school and district events are posted on the school and district websites. We developed a new, redesigned webpage for each school and the district office. ParentSquare and social media are used to more broadly convey information regarding upcoming school events such as the PTSA Carnival, Town Hall Meetings, and other school specific events.

1.7 Bilingual translation (English/Spanish) is provided at parent conferences and is being increased at events including Board Meetings and "Town Hall" style meetings to increase parent engagement.
Effective
Staff effectively Increased communication--bilingual support and translations via ParentSquare, and provided in-person translation services to families at Parent/Teacher Conferences, Town Hall Meetings, and DELAC that strengthened family engagement and school connectedness for families of English learners.

1.8 Staff engagement: staff need to be provided enhanced opportunities to provide feedback on all aspects of the school program.
Effective
Staff engagement: staff were provided with enhanced opportunities such as combined staff meetings, anonymous surveys, Town Hall Meetings, PLC Meetings, and site specific Staff Meetings to provide feedback on all aspects of the school program to Site Principals and District Office Staff.

1.9 Staff engagement: staff is involved in the decision-making process related to the instructional program.
Effective
Staff engagement: staff was involved in the decision-making process related to the instructional program as we had two teacher representatives on our math "Collabortrium" training, five elementary and middle school teachers involved in the math adoption process and

will pilot materials in the 26/27 school year. Staff review and provide feedback on a weekly basis with participation in PLC meetings with other staff.

1.10 Provide a safe and positive learning environment: provide Professional Development through a multi-year initiative with Dr. Brackett and the RULER initiative (Yale Institute), and discussion on effective strategies to support positive student behavior (PBIS) and enhanced MTSS planning through on-going work with Ricky Robertson.
Partially effective
We provided a safe and positive learning environment for all students during the school year by using effective classroom management techniques in and out of the classrooms and on the playground, having site and district administration out and visible during morning drop off, recess and nutrition breaks, frequent classroom visits, and after school supervision.
We did not provide training with Dr. Brackett and the RULER initiative (Yale Institute) or enhanced MTSS planning through on-going work with Ricky Robertson during this school year. Staff felt that these trainings had had done all they could to reach the desired effect of providing a safe and positive learning environment for all students. Our staff continued to implement the strategies learned on an individual, classroom, and school level.

1.11 Provide a safe and positive learning environment: counseling services will be provided to support positive student social and emotional behaviors and attitudes (1.0 FTE fully credentialed Counselor).
Effective
A fully credentialed school counselor was provided for both schools during the 2025/2026 school year.

1.12 We provided a safe and positive learning environment and conducted annual safety drills at Oak Valley and Jonata Middle School during the year to provide for disaster and crisis response.
Effective
Safety drills were planned and implemented at Oak Valley and Jonata during the 2025/2026 school year. Our Comprehensive Safe School plan was developed, implemented and share with staff, parents, community members and approved by the BUSD Board of Trustees.

1.13 We provided a safe and positive learning environment by maintaining and utilizing the visitor check-in system (Raptor) at both school sites which provided increased security on each campus.
Effective
The Raptor system is in place and utilized by Staff on a daily basis at Oak Valley and Jonata.

1.14 We provided a safe and positive learning environment: alarms and surveillance cameras were installed and utilized to increase security on each campus.
Effective
Surveillance cameras are in place and operational at both school sites. Site Principals and District Staff monitor the camera from computers and from an App on cell phones.

1.15 We provided home-to-school transportation to support student access to school services at both school sites.
Effective

We have two electric buses and one diesel bus that provide free, transportation to students on a daily basis, with service to both Oak Valley and Jonata students. We had a decrease in Chronic Absenteeism for Hispanic (-2.7) and English Learner student groups (-12.7).

1.16 We provided positive attendance incentives at Jonata Middle School and Oak Valley Elementary School to help encourage and celebrate positive school attendance, and reduce truancy and chronic absenteeism.
Effective
Attendance incentives were purchased that were appropriate for both schools and distributed during the school year. Both schools held attendance rallies that celebrated students and staff in unique ways.

1.17 Provide a safe and positive learning environment: counseling services will be provided to support positive student social and emotional behaviors and attitudes (1.0 FTE fully credentialed Counselor).
Effective
A fully credentialed school counselor was provided for both schools during the 2025/2026 school year.

1.18 We provides access for staff and students to the GiveThnx application for use in the support of a positive, encouraging, and inclusive learning environment.
Effective
Students and staff sent encouraging messages to each other during the school year.

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.

Goal 1 is no longer the district's primary focus area. Through in-person engagement activities, staff, parents, and students consistently expressed a desire for increased emphasis on academic achievement, particularly in reading, writing, and mathematics, while maintaining appropriate social-emotional supports. As a result, the district has shifted its priorities to better align with educational partner feedback and identified student academic needs.

Additionally, the dissolution of the Santa Ynez Valley Special Education Consortium (SYVSEC) required the district to transition from a shared-services model to independently operating special education programs and services across both district schools. This transition created fiscal and staffing challenges, resulting in reductions to several positions, including counseling and instructional aide support. These changes may affect students' access to social-emotional services and differentiated instructional assistance, particularly for unduplicated pupils (low-income students, English learners, and foster youth), who continue to demonstrate greater needs based on local data and educational partner input.

The following revisions have been made to Goal 1 actions and metrics for the 2026–27 LCAP:

- Actions 1.1, 1.5, and 1.7 were revised to provide greater clarity and specificity regarding the services being provided.

- Action 1.5: Added Metrics 1.8, 1.9, and 2.2 to strengthen monitoring of implementation and student outcomes.

- Action 1.7: Added Metrics 1.8, 1.9 and 2.2 to strengthen monitoring of implementation and student outcomes.
- Action 1.11: Added Metric 1.5. Beginning in 2026–27, the district will replace a School Counseling position with a School Psychologist position and will partner with an external service provider to deliver counseling and mental health services. These services are principally directed toward unduplicated pupils because local data indicate greater needs related to social-emotional well-being, student engagement, and access to academic supports. Services will include individual and small-group counseling, crisis intervention, and coordination with families and community agencies. These services are expected to improve student engagement and readiness to learn because they address barriers such as unmet mental health needs that can interfere with attendance, participation, and academic progress.
- Action 1.15 has not changed , but because it meets the criteria for increasing services for unduplicated students, the way that it has been documented in the LCAP has. Action 1.15 will continue to be designated as a "contributing" action.
- Action 1.16: Revised the action description and associated metrics. The district will also utilize Learning Recovery Emergency Block Grant (LREBG) funds to support implementation of this action.
- Action 1.17: Added Metric 1.5. This action was previously identified as a contributing action; however, because the district is no longer contracting with PHP, the action has been reclassified as non-contributing.
- Action 1.18: Added Metric 1.5.
- New Action 1.19: Coordination of Services Support to Address Chronic Absenteeism. This action was added in response to ongoing attendance concerns and will be monitored using Metrics 1.2, 1.5, and 2.2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	District Facilities	The condition of the District's facilities are evaluated annually and the deferred maintenance plan is up-to-date and ensures that the District's facilities are maintained and in good repair.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Student Engagement/Connectedness	Student engagement and connectedness: students are given opportunities to provide feedback on all aspects of the school program.	$0.00	No
1.3	Student Engagement/Connectedness	Continue opportunities for students to participate in school leadership, a variety of clubs, activities, and other events that foster engagement and connectedness have increased, at the middle school level and through student participation in "Community Council" leadership activities at the elementary level. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard in the area of Chronic Absenteeism, and this action targets improvements in this area.	$13,956.00	No
1.4	Parent Engagement	Parent engagement: parents are provided enhanced opportunities to provide feedback on all aspects of the school program.	$0.00	No
1.5	Parent education workshops and translations with bilingual support designed to strengthen family engagement and school connectedness for families of English learners.	Conduct Spanish- and English-speaking parent education nights on topics requested by parents and/or parent groups.	$1,500.00	Yes
1.6	Communication	LREBG Action - Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as evidence-based resources for reducing chronic absenteeism. Continue the use of all forms of communication to inform parents of school and district activities and programs have increased and improved, especially through the use of ParentSquare. Due to "Red" on the 2023 CA Dashboard for Chronic Absenteeism for All Students (16.1%) in the district,	$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		as well as disproportionate impacts to Students with Disability (34%), Hispanic students (29.2%(, and White students (21.5%) at Oak Valley Elementary, communication will be increased daily to support school attendance, and reduce truancy and chronic absenteeism. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the 2023 California School Dashboard. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard in the area of Chronic Absenteeism, and this action targets improvements in this area. The district will use LREBG funds to support the use of Certificated and Classified Staff in communicating with families and providing resources for students and families at Oak Valley and Jonata Middle School that focus on the root causes and individual supports for chronic absenteeism. Staff will also focus on the impact of chronic absenteeism on academic achievement for students at Oak Valley and Jonata Middle School. This action is supported by research demonstrating that Ensuring a routine of regular attendance in school is crucial to nurturing an educated, healthy and skilled next generation with the hard and soft skills needed for a strong economy. Improving student well-being and academic achievement requires addressing the high levels of chronic absence which remain elevated even five years after the onset of the Covid 19 pandemic. LREBG funds supporting this action $3,500.00 Metrics to Monitor Effectiveness of LREBG funded actions: Metric 1.2- Monthly Attendance; Metric 1.10 Chronic Absenteeism (by School Site).		
1.7	Increase effective communication--bilingual support and translations for important school meetings and documents to	Bilingual translation (English/Spanish) is provided at parent conferences and is being increased at events including Board Meetings and "Town Hall" style meetings to increase parent engagement.	$2,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
	strengthen family engagement and school connectedness for families of English learners.			
1.8	Staff Engagement	Staff engagement: staff need to be provided enhanced opportunities to provide feedback on all aspects of the school program.	$600.00	No
1.9	Staff Engagement	Staff engagement: staff is involved in the decision-making process related to the instructional program.	$0.00	No
1.10	Professional Development--safe/positive environment	Provide a safe and positive learning environment: provide Professional Development through a multi-year initiative with Dr. Brackett and the RULER initiative (Yale Institute), and discussion on effective strategies to support positive student behavior (PBIS) and enhanced MTSS planning through on-going work with Ricky Robertson.	$5,000.00	No
1.11	Counseling	Provide a safe and positive learning environment: counseling services will be provided to support positive student social and emotional behaviors and attitudes.	$20,020.00	Yes
1.12	School Safety	Provide a safe and positive learning environment: annual safety drills to provide for disaster and crisis response.	$9,030.00	No
1.13	School Safety	Provide a safe and positive learning environment: visitor check-in system (Raptor) provided to increase security on each campus .	$1,390.00	No
1.14	Attendance Incentives	Provide a safe and positive learning environment: alarms and surveillance cameras installed to increase security on each campus .	$10,292.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	Transportation	Home-to-school transportation provided to support student access to school services. Due to "Red" on the 2023 CA Dashboard for Chronic Absenteeism for All Students (16.1%) in the district, as well as disproportionate impacts to Students with Disability (34%), Hispanic students (29.2%(, and White students (21.5%) at Oak Valley Elementary, use of home-to-school transportation will be encouraged to support school attendance, and reduce truancy and chronic absenteeism. This action/service will address the unique identified needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard in the area of Chronic Absenteeism, and this action targets improvements in this area.	$83,700.00	Yes
1.16	Attendance Incentives	LREBG Action This action supports the following allowable use: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism. Research shows that early identification of attendance patterns (e.g., missing 2–3 days per month) allows schools to intervene before chronic absenteeism develops. Multi-Tiered Systems of Support (MTSS) frameworks use data monitoring, early outreach, and tiered supports to address root causes. Due to "Red" on the 2023 CA Dashboard for Chronic Absenteeism for All Students (16.1%) in the district, as well as disproportionate impacts to Students with Disability (34%), Hispanic students (29.2%(, and White students (21.5%) at Oak Valley Elementary, Positive attendance incentives will be provided to encourage school attendance, and reduce truancy and chronic absenteeism. This action/service will address the unique identified	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		needs of the following student groups that in 2023 attained the lowest performance level (red rating) on the California School Dashboard. Metrics being used to monitor the action: 2.2, 1.5, 2.7 LREBG Funds supporting this action: $3,000.00		
1.17	Counseling	Provide a safe and positive learning environment: counseling services will be provided to support positive student social and emotional behaviors and attitudes (supplemental support).	$0.00	No
1.18	Positive Learning Environment	Provide tools, including the GiveThnx application for staff and student use in the support of a positive, inclusive learning environment.	$2,000.00	Yes
1.19	Coordination of Services support	Provide coordination of services to increase engagement, academic outcomes, and to reduce chronic absenteeism	$25,112.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate academic growth in core academic subjects (ELA, Math, History/Social Science and Science) and ELD.	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.

BUSD developed Goal 2, “All students will demonstrate academic growth in core academic subjects (ELA, Math, History/Social Science, Science) and ELD,” based on a comprehensive analysis of state and local data, which identified both overall performance needs and persistent student group disparities.

Local assessment and CAASPP data indicate that while overall student performance demonstrates areas of strength, a significant proportion of students are not yet meeting grade-level standards, particularly in English language arts and mathematics. For example, 55% of all students met or exceeded standards in ELA and 48% in mathematics; however, outcomes for unduplicated pupils are substantially lower, including 47% of low-income students in ELA and 29% in mathematics, with English Learners performing at 11% in ELA and 21% in mathematics. These data points demonstrate a clear performance gap between unduplicated pupils and the overall student population.

This goal was prioritized because these gaps exist across multiple core content areas, not limited to a single subject, indicating a systemic need for strengthened Tier 1 instruction, targeted academic supports, and improved access to standards-aligned instruction for all students, particularly English learners, low-income students, and students with disabilities.

This goal aligns directly with LCFF State Priorities 2 (Implementation of State Standards), 4 (Student Achievement), and 8 (Pupil Outcomes), which require LEAs to establish goals based on student performance data and address disparities among student groups. The LCAP development process is intended to use such data to identify needs, reduce disparities, and improve outcomes for all students, with particular emphasis on unduplicated pupils.

Furthermore, the LEA’s unduplicated pupil percentage is 60.74%, which exceeds the 55% threshold for concentration funding. This reinforces the need to prioritize academic growth across content areas because a majority of students generate supplemental and concentration funding, requiring the LEA to increase or improve services to address their identified academic needs.

Therefore, this goal was developed to address:

System-wide academic performance below desired proficiency levels
Significant achievement gaps for unduplicated pupil groups
Barriers to learning, including chronic absenteeism
The need for coherent, standards-aligned instruction across all core subjects and ELD

This goal establishes a broad, cohesive focus on academic growth across disciplines because improving outcomes in isolated subjects would not fully address the interconnected nature of literacy, numeracy, content knowledge, and language development required for long-term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers assignment	In the 2023-2024 school year, 75% of classroom teachers are appropriately assigned and hold a proper credential for the grade and/or subject taught.	In the 2024-2025 school year, 75% of classroom teachers are appropriately assigned and hold a proper credential for the grade and/or subject taught.	In the 2025-2026 school year, 18 of 23 (78%) of classroom teachers were appropriately assigned and held a proper credential for the grade and/or subject taught.	85% of classroom teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught.	Increase of 3%
2.2	Percentage of students in grades 3-8 who meet or exceed standard on the CAASPP Assessments.	Based on results reported on the California Dashboard in 2023, the following percentages of students in the following groups met or exceeded standard: ELA-- a) ALL: 51% b) SWD: 9% c) EL: 5%	• Based on results reported on the California Dashboard in 2024, the following percentages of students in the	Based on results reported on the California Dashboard in 2025, the following percentages of students in the following groups met or exceeded standard: ELA-- a) ALL: 55%	Based on results reported on the California Dashboard, the target for Year 3 is that the following student groups will meet or exceed standards: ELA-- a) ALL: 60% b) SWD: 40%	Based on results reported on the California Dashboard in 2025, the following percentages represent the difference from the baseline of students in the following groups that met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		d) SED 38% Mathematics-- a) ALL: 33% b) SWD: 12% c) EL: 10% d) SED 24% Science-- a) ALL: 41% b) SWD: 8% c) EL: 6% d) SED 30% Data Source: California Assessment of Student Performance and Progress (CAASPP)	following groups met or exceeded standard: ELA-- a) ALL: 51% b) SWD: 20% c) EL: 11% d) SED: 41% Mathematics-- a) ALL: 39% b) SWD: 13% c) EL: 11% d) SED: 28% Science-- a) ALL: 30% b) SWD: 8% c) EL: 0% d) SED: 22% Data Source: California Assessment of Student Performance and Progress (CAASPP)	b) SWD: 26 % c) EL: 11% d) SED: 47% Mathematics-- a) ALL: 48% b) SWD: 29% c) EL: 21% d) SED: 40% Science-- a) ALL: 45% b) SWD: 9% c) EL: 7% d) SED: 38%	c) EL: 20% d) SED: 60% Mathematics-- a) ALL: 60% b) SWD: 40% c) EL: 30% d) SED: 50% Science-- a) ALL: 60% b) SWD: 25% c) EL: 25% d) SED: 50%	exceeded standard: ELA-- a) ALL: +4% b) SWD: +6% c) EL: +0% d) SED: +6% Mathematics-- a) ALL: +9% b) SWD: +16% c) EL: +10% d) SED: +12% Science-- a) ALL: +15% b) SWD: 1% c) EL: +7% d) SED: +16% Data Source: California Assessment of Student Performance and Progress (CAASPP)
2.3	Students' grade point average in grades 4-8	69% of students in grades 4-8 received a cumulative grade point average of 3.0 or above in the 2023-2024 school year.	66% of students in grades 4-8 received a cumulative grade point average of 3.0 or above in the	Over 58% of students in grades 4-8 received a cumulative grade point average of 3.0 or above in the	Over 65% of students in grades 4-8 will receive a cumulative grade point average of 3.0 or above in the	GPA has decreased 8% in the 2026 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-2025 school year.	first semester of the 2025-2026 school year.	first semester of the 2025-2026 school year.	
2.4	English Learner Progress Indicator (ELPI) on the California Dashboard.	English Learner Acquisition Results Summative ELPAC for 2023: Progressed at least one level: 54.2% Maintained Level 4: 0% Maintained Levels 1, 2, 3: 32.2% Decreased one level: 13.6%	English Learner Acquisition Results Summative ELPAC for 2024: Progressed at least one level: 44.4% Maintained Level 4: 0% Maintained Levels 1, 2, 3: 31.5% Decreased one level: 24.1%	English Learner Acquisition Results Summative ELPAC for 2025: Progressed at least one level: 63% Maintained Level 4: 1.9% Maintained Levels 1, 2, 3: 22.2% Decreased one level: 13%	English Learner Acquisition Results Summative ELPAC: Progressed at least one level: 65% Maintained Level 4: 5% Maintained Levels 1, 2, 3: 25% Decreased one level: 5%	English Learner Acquisition Results Summative ELPAC results: Progressed at least one level: +8.8% Maintained Level 4: +1.9% Maintained Levels 1, 2, 3: -10% Decreased one level: -0.6%
2.5	EL student reclassification rates.	EL students demonstrated reclassification at a rate of 10.5% overall.	2024/2025 EL students demonstrated reclassification at a rate of 19.3% overall.	In the 2025/2026 school year, EL students demonstrated reclassification at a rate of 29.5% overall.	In the 2026/2027 school year, EL students will demonstrate reclassification at a rate of 35% overall.	EL students demonstrated reclassification at a rate of 19% overall.
2.6	All students access and enrollment in required areas of study.	All students had access to the core curriculum and were enrolled in required areas of study in the 2023-2024 school year as evidenced by the curriculum plans (elementary) and the	All students had access to the core curriculum and were enrolled in required areas of study in the 2024-2025 school year as evidenced by the curriculum	All students had access to the core curriculum and were enrolled in required areas of study in the 2025-2026 school year as evidenced by the curriculum	All students will continue to have access to the core curriculum and will be enrolled in required areas of study in the 2025-2026 school year. English learners	No difference from baseline from 2024 to 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		master schedule (middle school).	plans (elementary) and the master schedule (middle school).	plans (elementary) and the master schedule (middle school).	will receive designated and integrated supports for ELA and Math during the school day, an din intervention groups before and after school and on Saturday School.	
2.7	iReady diagnostic data	25/26 iReady diagnostic results - At or Above Grade Level, ELA All Students - 66% English Learners - 39% 25/26 iReady diagnostic results - At or Above Grade Level, Math All Students - 61% English Learners - 50%	N/A	25/26 iReady diagnostic results - At or Above Grade Level, ELA All Students - 66% English Learners - 39% 25/26 iReady diagnostic results - At or Above Grade Level, Math All Students - 61% English Learners - 50%	25/26 iReady diagnostic results - At or Above Grade Level, ELA All Students - 70% English Learners - 50% 25/26 iReady diagnostic results - At or Above Grade Level, Math All Students - 70% English Learners - 60%	No difference from baseline

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.

Overall, the District successfully implemented the planned actions associated with improving academic achievement and supporting student growth in English Language Arts, Mathematics, History/Social Science, Science, and English Language Development. The District monitored certificated staff assignments to ensure teachers were appropriately assigned and credentialed and continued implementation of a comprehensive assessment and progress monitoring system utilizing state and local multiple measures, including I-Ready and California Interim Assessments, to provide timely feedback to students, teachers, and parents. Multiple measures of school quality were communicated through the California Dashboard system, and the District continued targeted efforts to address identified areas of need for Students with Disabilities (SWD) and English Learners (ELs), particularly in Mathematics, in response to Technical Assistance/Differentiated Assistance status related to 2024 Dashboard performance.

Academic intervention systems and supplemental supports continued to be implemented across both school sites to address student learning needs and accelerate academic growth. Supplemental instructional aide support for English Learners, districtwide intervention coordination through the Teacher on Special Assignment (TOSA), RTI Tier 2 intervention programs, embedded intervention and differentiation in ELA and Mathematics, and before- and after-school academic support programs provided students with additional targeted instruction and progress monitoring. Digital literacy programs continued to support reading development and student engagement with instructional content. Professional Learning Communities (PLCs) remained an integral part of implementation, providing staff with regularly scheduled opportunities to analyze student achievement data, collaborate on instructional practices, and adjust interventions to better support student learning outcomes. Additionally, during PLC collaboration time, the District worked closely with IEP teams and Special Education staff to ensure Students with Disabilities had access to rigorous core instruction and supports aligned to individualized learning goals.

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.

No material differences for Goal 2.

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

In the 2025-2026 School year, BUSD effectively implemented the following specific actions in making progress toward the goal:

2.1 Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.
Effective
We had a 3% increase in the amount of teachers appropriately assigned and credentialed.

2.2 Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures such as I-Ready to provide feedback to teachers, students, and parents.
Effective
We effectively implemented a comprehensive assessment system using multiple measures, including I-Ready and local assessments, to monitor student progress and inform instruction.

2.3 Teachers will use state Interim Assessments as part of Smarter Balanced system. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard for Students
with Disabilities (SWD) in the area of Mathematics Performance, and this action targets improvements in this area.
Effective
We effectively implemented the use of Smarter Balanced Interim Assessments to monitor student learning and guide instructional planning in mathematics. Teachers used interim assessment data to identify skill gaps, adjust instruction, and provide targeted support for Students with Disabilities (SWD).

2.4 Implement and communicate multiple measures of school quality in the new California Dashboard system.
Effective
We effectively implemented and communicated multiple measures of school quality aligned to the California School Dashboard. State and local indicator data were regularly reviewed and shared with educational partners to monitor student outcomes, identify areas of need, and inform continuous improvement efforts.

2.5 Additional support continue to be provided for intervention systems to provide progress monitoring support.
Effective
We continued to provide additional support for intervention systems and progress monitoring to identify and address student learning needs. Staff used ongoing assessment data and intervention tracking tools to monitor student progress, adjust supports, and provide timely academic interventions.

2.6 Supplemental instructional aide time continue to be provided at OV and Jonata to principally support English Learners daily.
Effective
Supplemental instructional aide time continued to be provided at OV and Jonata to principally support English Learners through daily targeted instructional assistance. Instructional aides reinforced language development, provided small-group and individualized academic support, and increased opportunities for English Learners to access grade-level content and participate in classroom instruction.

2.7 K-5 -- Continued Response to Intervention (RTI), Tier 2 support system at Oak Valley "Club Read"/"Club Math". This action primarily provides resources for personnel to support student learning needs. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard for Students with Disabilities (SWD) in the area of Mathematics Performance, and this action targets improvements in this area.
Effective
We continued implementation of the K–5 Response to Intervention (RTI) Tier 2 support system to provide targeted academic interventions and progress monitoring for students requiring additional support in mathematics. Personnel resources were used to deliver small-group instruction, targeted intervention, and data-based instructional support aligned to identified student needs.

2.8 District-wide Intervention Teacher on Special Assignment (1.0 FTE)--coordinates and provides ELA intervention and Math intervention coordination for all students.
Effective
We effectively implemented a District-wide Intervention Teacher on Special Assignment (1.0 FTE) to coordinate and provide targeted English Language Arts (ELA) and Math intervention services at both schools for students requiring additional academic support. The position supported data-informed intervention planning, collaboration with teachers, and delivery of targeted instructional strategies designed to address identified literacy skill gaps.
Math interventions were provided by classroom teachers and instructional aides during the school year and not the Teacher on Special Assignment.

2.9 TK-8: Continue to provide interventions in ELA and Math at Oak Valley and Jonata Middle Schools. This action primarily provides resources for personnel to support learning needs.
Effective
We continued to provide ELA and mathematics interventions at the elementary and middle school levels to support students with identified learning needs. Personnel resources were used to deliver targeted instruction, small-group support, and intervention services aligned to student assessment data and progress monitoring results.

2.10 6-8: Continued implementation of intervention at Jonata with embedded differentiation in ELA and Mathematics to support all learners. This action primarily provides resources for personnel to support learning needs.
Effective
We continued implementation of middle school intervention supports with embedded differentiation in ELA and mathematics to address the diverse learning needs of all students. Personnel resources were used to provide targeted instruction, differentiated learning opportunities, and academic interventions aligned to student performance data.

2.11 Before and/or after school support provided at both schools.
Effective
We continued to provide before- and after-school academic support at both schools to increase access to additional learning opportunities for students requiring intervention and enrichment. Personnel resources were used to provide targeted assistance in ELA and mathematics, reinforce classroom instruction, and support completion of academic tasks.

2.12 Continue to implement digital literacy programs to support reading skills.
Effective
We continued implementation of digital literacy programs to support the development of reading skills and improve student access to differentiated literacy instruction. Students used digital learning platforms to practice foundational reading, comprehension, and language development skills aligned to individual learning levels.

2.13 Regularly scheduled embedded professional learning communities (PLCs) continue to be used to analyze student achievement and adjust instruction and interventions as needed.
Effective

We continued implementation of regularly scheduled embedded Professional Learning Communities (PLCs) to analyze student achievement data and adjust instruction and interventions based on identified student needs. Teachers collaborated to review assessment results, monitor student progress, and develop targeted instructional strategies and interventions.

2.14 Action Step to address under-performing student group (SWD, "Red" on 2023 CA Dashboard)--During PLC time, the district will continue working with Individualized Educational Plan (IEP) teams and Special Education staff to ensure that all students, regardless of their disability, continue to have access to a rich core curriculum, and are also receiving supports appropriate to their IEP goals. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard for Students with Disabilities (SWD) in the area of Mathematics Performance, and this action targets improvements in this area.
Effective
We continued working collaboratively with Individualized Education Program (IEP) teams and Special Education staff to ensure all students, regardless of disability, had access to rigorous core curriculum and appropriate instructional supports aligned to their individualized goals. Staff monitored student progress, implemented accommodations and specialized supports, and coordinated services to increase access to grade-level instruction and improve academic outcomes for Students with Disabilities.

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.

Based on analysis of local data, educational partner input, and reflection on prior practice, the district has refined several actions and metrics within Goal 2 to strengthen implementation, improve progress monitoring, and better address the academic needs of students, particularly unduplicated pupils and students with disabilities.

Changes to Metrics

- Metric 2.1 was updated to reflect the most current and accurate data regarding teacher credentialing and assignment.
- Action 2.2: Added a new i-Ready metric to strengthen monitoring of student academic growth and intervention effectiveness.
- Actions 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.13: Added Metric 2.7 to provide additional measures of implementation and effectiveness.
- Action 2.6: The district removed GPA as a metric for students in grades 4 and 5. Staff determined that GPA is not an effective measure of academic achievement at the elementary level and does not provide meaningful information regarding student progress toward grade-level standards.

Action Title Revisions

To improve clarity and specificity regarding the services being provided, the titles of Actions 2.2, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, and 2.13 have been revised.

Staffing and Service Delivery Changes

- Action 2.1: The district added three Special Education Teacher positions to address identified student needs. In addition, the district currently has vacancies in middle school Physical Education and Mathematics positions that require single-subject credentials. Based on current staffing conditions, the district anticipates filling these positions with teachers serving under Intern Credentials, which may impact the district's teacher credentialing percentage during the 2026–27 school year. This need was documented through the district's Declaration of Need, which was approved by the Board of Trustees on May 13, 2026.

- Action 2.5: The Coordinator of Student Information has been added to support progress monitoring and data analysis efforts.

- Action 2.7: The implementation model has been revised to improve the delivery of intervention services. Instructional aide support will transition from a model utilizing three instructional aides in a pull-out setting to a model utilizing one teacher and one instructional aide to provide intervention services. During-the-school-day interventions will be prioritized based on student need, with an emphasis on classrooms serving higher concentrations of unduplicated pupils and students requiring additional academic support. This change is expected to improve access to differentiated instruction and small-group support because intervention staff will be deployed where students require additional scaffolding to access grade-level content.

- Action 2.8: The district will reconfigure intervention supports to strengthen targeted small-group instruction in English language arts and mathematics. At the middle school level, intervention services will transition from support provided primarily through the Teacher on Special Assignment (TOSA) to certificated and classified staff delivering targeted small-group academic interventions based on student assessment data and identified needs. At the elementary level, the TOSA position will continue to provide coordinated ELA and mathematics intervention services, including instructional support, teacher collaboration, and progress monitoring.

Additionally, Action 2.8 will include a Program/Position on Special Assignment (POSA) to support the academic and attendance needs of unduplicated pupils and students with disabilities. The POSA will coordinate interventions, monitor student progress, and assist with efforts to address chronic absenteeism. These services are expected to improve student outcomes because they provide timely identification of student needs, coordinated intervention supports, and increased monitoring of attendance and academic performance.

- Action 2.11: Additional health aide, classified staff, and certificated staff hours will be added at Jonata to expand Saturday Intervention opportunities. These services are intended to increase access to learning recovery supports and extended learning opportunities because students will receive additional instructional time and targeted academic assistance beyond the regular school day.

New Action

- Action 2.15: Director of Educational and Student Support Services. This new action has been added to strengthen oversight, coordination, and implementation of academic, intervention, attendance, and student support services across the district.

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	Certificated Staff Assignments	Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.	$0.00	No
2.2	The district will provide a subscription to the i-Ready Diagnostic and Instruction platform in English language arts and mathematics for all schools.	Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures such as I-Ready to provide feedback to teachers, students, and parents.	$2,500.00	Yes
2.3	Formative Assessments	Teachers will use state Interim Assessments as part of Smarter Balanced system. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard for Students with Disabilities (SWD) in the area of Mathematics Performance, and this action targets improvements in this area.	$0.00	No
2.4	Accountability	Implement and communicate multiple measures of school quality in the new California Dashboard system.	$0.00	No
2.5	Academic Intervention and Supports in ELA and Math During the School Day - RTI	Additional support continue to be provided for intervention systems to provide progress monitoring support.	$68,639.00	Yes
2.6	The district will implement an English Language	Supplemental instructional aide time continue to be provided at OV and Jonata to principally support English Learners daily.	$20,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development (ELD) program to support English learner students. The program will include additional ELD instruction, structured language development supports during core instruction, and targeted small-group support delivered by teachers, instructional assistants, and Bilingual Support Staff trained in strategies that support language acquisition and academic access.			
2.7	Academic Intervention and Supports in ELA and Math During the School Day - Oak Valley	K-5 -- Continued Response to Intervention (RTI), Tier 2 support system at Oak Valley "Club Read"/"Club Math". This action primarily provides resources for personnel to support student learning needs. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard for Students with Disabilities (SWD) and ELs in the area of Mathematics Performance, and this action targets improvements in this area. This action also is targeted to support Students with Disabilities (SWDs) in ELA, as that student group received the lowest performance level (Red) on the 2023 Dashboard.	$6,900.00	Yes
2.8	Intervention Support	District-wide Intervention Teacher on Special Assignment (1.0 FTE)--coordinates and provides ELA intervention and Math intervention	$197,883.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coordination for all students. The POSA provides focused staff development and coaching for teachers to improve instructional practices, and ultimately student outcomes, for ELs, SED, and Foster/Homeless Youth.		
2.9	Academic Intervention and Supports in Math During the School Day	LREBG Action TK-8 -- Continue to provide interventions in ELA and Math at Oak Valley and Jonata Middle Schools. This action primarily provides resources for personnel to support learning needs. The district will use LREBG funds to support the use of Certificated and Classified staff to engage UDP in grade level aligned instructional practices during the school day, including co-teaching models, lowering adult to student ratios during the school day, participate in collaboration time, parent education nights, learning recovery, and aligned supports and focus on individual goals principally for UDP along with students with disabilities. This action is supported by research demonstrating that inclusive practices and co-teaching models improve academic outcomes for students with disabilities when general and special education instruction are aligned (ESSA Tier II/III – Moderate/Promising Evidence). Metric 2.2, 2.7 LREBG funds supporting this action $29,316.00	$222,153.00	Yes
2.10	Academic Intervention and Supports in ELA and Math During the School Day - Jonata	LREBG Action 6-8 -- Continued implementation of intervention at Jonata with embedded differentiation in ELA and Mathematics to support all learners. This action primarily provides resources for personnel to support learning needs.	$75,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will use LREBG funds to support the use of Certificated and Classified staff to engage UDP in grade level aligned instructional practices during the school day, including co-teaching models, lowering adult to student ratios during the school day, participate in collaboration time, and aligned supports and focus on individual goals principally for UDP along with students with disabilities. This action is supported by research demonstrating that inclusive practices and co-teaching models improve academic outcomes for students with disabilities when general and special education instruction are aligned (ESSA Tier II/III – Moderate/Promising Evidence). Metric 2.2, 2.7 LREBG funds supporting this action $13,045.00		
2.11	Extended Learning Opportunities - Before/after and Saturday school support	Before and/or after school support provided at both schools. This also includes Saturday Intervention opportunities at Jonata.	$69,323.00	Yes
2.12	Learning supports	Continue to implement digital literacy programs to support reading skills.	$500.00	No
2.13	Facilitate structured Professional Learning Communities (PLCs) for teachers and instructional assistants focused on improving English language arts and mathematics instruction.	Regularly scheduled embedded professional learning communities (PLCs) continue to be used to analyze student achievement and adjust instruction and interventions as needed.	$80,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Professional Learning Communities/Students with Disability	Action Step to address under-performing student group (SWD, "Red" on 2023 CA Dashboard)--During PLC time, the district will continue working with Individualized Educational Plan (IEP) teams and Special Education staff to ensure that all students, regardless of their disability, continue to have access to a rich core curriculum, and are also receiving supports appropriate to their IEP goals. The district has qualified for Technical Assistance/Differentiated Assistance due to "Red" on the 2024 California Dashboard for Students with Disabilities (SWD) and English Learners (ELs) in the area of Mathematics Performance, and this action targets improvements in this area.	$7,303.00	No
2.15	Director of Educational & Student Support Services	Provide districtwide leadership and coordination of educational and student support services, including MTSS, special education, intervention programs, and support for English Learners, foster youth, and low-income students. The Director will oversee implementation of Multi-Tiered System of Supports (MTSS), special education services, intervention systems, and inclusive instructional practices to improve student outcomes and school engagement.	$112,981.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district provides a comprehensive curriculum that engages, challenges, and prepares students for future opportunities including college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
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 district developed this goal based on an analysis of state and local data, including CAASPP results and educational partner input, which identified both strengths in overall academic performance and persistent inequities in access to rigorous, engaging, and standards-aligned curriculum for unduplicated pupils.

While 55% of all students met or exceeded standards in English language arts and 48% in mathematics, significantly lower performance levels were observed for English learners (11% ELA; 21% math), students with disabilities (26% ELA; 29% math), and low-income students (47% ELA; 29% math) . These gaps indicate that a portion of students are not consistently accessing or engaging with curriculum and instruction at the level necessary to meet grade-level expectations.

The district identified that these disparities exist because unduplicated pupils experience barriers that limit access to rigorous and engaging curriculum, including the need for differentiated instruction, integrated language development, and consistent instructional practices across classrooms. When curriculum and instruction are not consistently designed to meet these needs, students are less able to access grade-level content, demonstrate mastery of standards, and build the academic skills necessary for future academic and career opportunities.

Educational partner feedback further reinforced the need for this goal, indicating that students benefit from curriculum that is both engaging and relevant, and that teachers require ongoing support to implement instructional strategies that promote critical thinking, problem-solving, and real-world application of knowledge.

This goal was prioritized to address State Priority 2 (Implementation of State Standards), Priority 4 (Student Achievement), and Priority 7 (Course Access) because ensuring that all students have access to a comprehensive, standards-aligned curriculum is foundational to improving student outcomes across content areas .

The district expects that strengthening curriculum implementation, increasing access to rigorous and engaging learning experiences, and improving instructional consistency will lead to improved student outcomes because students who are actively engaged in standards-aligned, appropriately scaffolded instruction are more likely to develop the academic knowledge, language skills, and critical thinking abilities measured by state and local assessments.

Progress toward this goal will be measured through student performance on CAASPP assessments, local benchmark assessments, and other indicators of student engagement and access to a broad course of study, disaggregated by student group to ensure that outcome gaps are reduced over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to standards aligned instructional materials in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as verified by Williams Act Resolution.	100% of the District's students had access to standards aligned instructional materials in English Language Arts, Mathematics, and English Language Development as verified by Williams Act Resolutions in 2023-2024.	100% of the District's students had access to standards aligned instructional materials in English Language Arts, Mathematics, and English Language Development as verified by Williams Act Resolutions in 2024-2025.	100% of the District's students had access to standards aligned instructional materials in English Language Arts, Mathematics, and English Language Development as verified by Williams Act Resolutions in 2025-2026.	100% of the District's students have access to standards aligned instructional materials in English Language Arts, Mathematics, and English Language Development as verified by Williams Act Resolutions.	No difference.
3.2	Comprehensive instructional program aligned with CCSS in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as measured by	100% of the District's students in 2023-2024 received a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics, and English Language	100% of the District's students in 2024-2025 received a comprehensive instructional program aligned with CCSS in English Language	100% of the District's students 2025-2026 receive a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics,	100% of the District's students receive a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics,	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional minutes, classroom schedules, pacing plans, and principal observations.	Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	Arts, mathematics, and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	and English Language Development as determined by instructional minutes, classroom schedules, and principal observations.	
3.3	Access to arts instruction in visual and performing arts.	100% of the District's students in 2023-2024 have access to arts instruction in visual and performing arts as measured by instructional calendar and master schedule.	100% of the District's students in 2024-2025 have access to arts instruction in visual and performing arts as measured by instructional calendar and master schedule.	100% of the District's students in 2025-2026 have access to arts instruction in visual and performing arts as measured by instructional calendar and master schedule.	100% of the District's students have access to arts instruction in visual and performing arts.	No difference.
3.4	Access to technology skills to enhance learning.	100% of the District's students in 2023-2024 have opportunities to gain technology skills to enhance learning as measured by instructional calendar and master schedule.	100% of the District's students in 2024-2025 have opportunities to gain technology skills to enhance learning as measured by instructional calendar, master schedule, and teacher assessment.	100% of the District's students in 2025-2026 have opportunities to gain technology skills to enhance learning as measured by instructional calendar, master schedule, and teacher assessment.	100% of the District's students have opportunities to gain technology skills to enhance learning.	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	EL access to core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	100% of ELs in 2023-2024 have access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	100% of ELs in 2024-2025 have access to core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	100% of ELs in 2025-2026 have access to core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	100% of ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations.	No difference.
3.6	Professional development in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in the school site professional development plans and determined by teacher participation rates.	100% of classroom teachers in 2023-2024 will receive professional development annually in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in the school site professional development plans.	100% of classroom teachers in 2024-2025 received professional development annually in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in the school site professional development plans.	100% of classroom teachers in 2025-2026 received professional development annually in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in the school site professional development plans.	100% of classroom teachers will receive professional development annually in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development, and SEL as identified in the school site professional development plans.	No difference.
3.7	Professional development in instructional technology to enhance instruction, communication,	100% of instructional staff will receive professional development annually in instructional	100% of instructional staff received professional development	100% of instructional staff received professional development	100% of instructional staff will receive professional development in	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	productivity as determined by staff participation rates.	technology to enhance instruction, communication, productivity in 2023-2024	annually in instructional technology to enhance instruction, communication, productivity in 2024-2025.	annually in instructional technology to enhance instruction, communication, productivity in 2025-2026.	instructional technology to enhance instruction, communication, productivity.	
3.8	Technology infrastructure to support teaching/learning as determined by bandwidth and device access to LAN resources.	The District will continue to assess/upgrade technology infrastructure to support teaching/learning with 100% of classrooms demonstrating sufficient bandwidth and resources to support learning resources in 2023-2024.	100% of classrooms demonstrate sufficient bandwidth and resources to support learning resources in 2024-2025.	100% of classrooms demonstrate sufficient bandwidth and resources to support learning resources in 2025-2026.	The District will continue to assess/upgrade technology infrastructure to support teaching/learning with 100% of classrooms demonstrating sufficient bandwidth and resources to support learning resources	No difference.

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.

In the 2025-2026 School year, BUSD successfully implemented the following Actions:

Overall, the District successfully implemented the planned actions associated with providing a comprehensive curriculum that engages, challenges, and prepares students for future college and career opportunities. The District continued to purchase, develop, and implement standards-aligned instructional materials and learning activities that supported student access to the California Common Core State

Standards (CCSS) in Mathematics, English Language Arts, History-Social Science, and the Next Generation Science Standards (NGSS). Core instructional programs, including CPM Mathematics for grades 6–8 and McGraw-Hill Wonders for K–5 ELA/ELD.

Professional development remained a significant focus throughout the year, with staff participating in collaborative planning, curriculum alignment work, and training opportunities related to CCSS implementation, NGSS, Mathematics, ELA/ELD, Social Emotional Learning (SEL), assessment practices, and instructional technology integration. These professional learning opportunities strengthened instructional practices because teachers were provided time, resources, and collaboration opportunities to analyze curriculum, refine instructional strategies, and implement standards-aligned instruction designed to improve student learning outcomes.

In the 2025-2026 School year, BUSD experienced challenges when implementing the following Actions:

3.11 - We did not provide enhanced elective options for Career Technical Education to all students.

In the 2025-2026 School year, BUSD experienced substantive differences in the planned actions and actual implementation of the following Actions:

3.11 - The enhanced elective options in CTE classes with the high school was not continued. Staff that previously implemented CTE programs at Jonata was no longer with the district in the 2025/2026 school year.

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.

No material differences were noted in Goal 3.

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

In the 2025-2026 School year, BUSD effectively implemented the following specific actions in making progress toward the goal:

3.1 Continue to purchase and develop learning activities and instructional materials that support all students' access to the CCSS including Math, ELA, and H/SS.
Effective
we continued to purchase and develop instructional materials and learning activities aligned to the California Common Core State Standards (CCSS) in mathematics, English Language Arts (ELA), and History/Social Science (H/SS). These resources were used to increase student access to standards-aligned instruction, support differentiated learning opportunities, collaborate on the piloting of new instructional materials in mathematics, and strengthen student engagement with grade-level content.

3.2 Continue implementation of CPM mathematics program for grades 6-8.
Effective

We continued implementation of the CPM mathematics program for grades 6–8 to support rigorous, standards-aligned mathematics instruction and strengthen student problem-solving and conceptual understanding skills. Teachers used the CPM instructional framework to provide collaborative, inquiry-based learning experiences designed to increase student engagement and access to grade-level mathematics content.

3.3 Continue implementation of McGraw-Hill Wonders for K-5 ELA/ELD.
Effective
We continued implementation of the McGraw-Hill Wonders curriculum for K–5 ELA/ELD to provide standards-aligned instruction in literacy and English language development. Teachers used the program's integrated instructional resources to support reading comprehension, foundational literacy skills, academic language development, and differentiated instruction for diverse learners.

3.4 Continue to review, identify, purchase and implement on-line subscriptions and apps to support student learning including CPM (Math), TCI (History-Social Science), and Mystery Science (Science).
Effective
We continued to review, identify, purchase, and implement online subscriptions and instructional applications to support student learning across content areas, including CPM for mathematics, TCI for History-Social Science, and Mystery Science for science instruction. These digital resources increased student access to standards-aligned instructional materials, interactive learning opportunities, and differentiated supports designed to meet diverse learning needs.

3.5 Professional development activities will provide staff with (1) time and materials to continue the development of CCSS-aligned learning activities, and (2) training to continue to implement the CCSS.
Effective
We continued professional development activities that provided staff with dedicated time, collaboration opportunities, and instructional materials to support the development and implementation of California Common Core State Standards (CCSS)-aligned instruction. Training focused on strengthening instructional practices in standards-based teaching, curriculum alignment, and the development of rigorous learning activities across content areas.

3.6 Professional development activities including grade level, and subject area planning.
Effective
We continued professional development activities that included grade-level and subject-area planning to strengthen collaboration, instructional alignment, and effective teaching practices. Staff engaged in collaborative planning focused on analyzing student data, aligning curriculum and instruction to standards, and developing targeted instructional strategies to address student learning needs.

3.7 Professional development activities including teacher attendance at workshops for professional development in Next Generation Science Standards (NGSS), Math, ELA/ELD, SEL and assessments.
Effective
We continued professional development activities that included teacher participation in workshops and trainings focused on Next Generation Science Standards (NGSS), mathematics, ELA/ELD, Social-Emotional Learning (SEL), and assessment practices. These learning opportunities strengthened staff capacity to implement standards-aligned instruction, use assessment data to inform teaching, and support the academic and social-emotional needs of students.

3.8 All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in Mathematics, English Language Arts, and NGSS.
Effective
We continued to provide all students, including English Learners, with a comprehensive instructional program aligned to the California Common Core State Standards (CCSS) in mathematics and English Language Arts, as well as the Next Generation Science Standards (NGSS). Instructional programs, curriculum resources, and classroom practices were designed to support access to rigorous grade-level content, language development, and differentiated instruction based on student learning needs.

3.9 Continue to provide professional development in instructional technology to enhance instruction, communication, and productivity.
Effective
We continued to provide professional development in instructional technology to enhance classroom instruction, communication, and staff productivity. Training supported teachers and staff in the effective use of digital tools, instructional platforms, and technology-based resources to increase student engagement, improve access to instructional materials, and strengthen communication with students and families.

3.10 Purchase supplemental materials to support "newcomers."
Effective
We continued to purchase supplemental instructional materials to support newcomer students in English language development. These resources were designed to increase access to foundational English language skills, academic vocabulary development, and grade-level content instruction for newly enrolled English Learners.

3.11 Develop and extend activities that challenge and enrich learning opportunities for all students, including enhanced elective options which extend Career Technical Education to all students.
Partially Effective
We continued to develop and extend activities that challenged and enriched learning opportunities for all students, including expanded elective options and enrichment experiences. These opportunities increased student access to engaging, standards-aligned learning experiences designed to support academic growth, creativity, collaboration, and student interest areas.

3.12 Provide students with learning activities in robotics, coding, and other STEAM-related learning opportunities.
Effective
We continued to provide students with learning activities in robotics, coding, and other STEAM-related opportunities to increase engagement in science, technology, engineering, arts, and mathematics. These activities supported the development of problem-solving, collaboration, critical thinking, and technology skills through hands-on, project-based learning experiences.

3.13 Increase access to music education--Additional Certificated staff (1.0 FTE).
Effective
We increased student access to music education through the addition of certificated staff (1.0 FTE) to expand instructional opportunities and support participation in music programs. Additional staffing increased student access to standards-based music instruction, enrichment opportunities, and performance-based learning experiences across grade levels.

3.14 Increase access to visual and performing arts education through Arts Outreach, and continued instrument replacement and repair for music instruction.
Effective
We continued to increase access to visual and performing arts education through Arts Outreach programming and the continued replacement and repair of musical instruments used for music instruction. These efforts expanded student participation in arts-based learning experiences and ensured students had access to functional instructional materials and performance opportunities.

3.15 Increase network support for instruction and student learning.
Effective
We continued to increase network support for instruction and student learning to strengthen access to digital learning resources, instructional technology, and online educational platforms. Improved network infrastructure supported reliable connectivity for students and staff, increased access to technology-based instruction, and enhanced the delivery of digital learning opportunities across classrooms and grade levels.

3.16 Enhance student and staff access to technology devices for instruction and learning support.
Effective
We continued to enhance student and staff access to technology devices to support instruction, learning, and communication across educational settings. Increased access to devices supported participation in digital learning activities, access to online instructional resources, collaboration, and technology-integrated instruction aligned to classroom learning goals.

3.17 Garden Education--partnership with Explore Ecology through PTSA.
Effective
We continued to support Garden Education opportunities through a partnership with Explore Ecology and the PTSA to provide hands-on, experiential learning activities connected to science, environmental literacy, and student wellness. Students participated in garden-based learning experiences designed to strengthen engagement, collaboration, and connections between classroom instruction and real-world applications.

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.

Based on analysis of local data, educational partner input, and reflection on prior practice, the district has refined selected actions within Goal 3 to improve clarity and better align services with identified student needs.

Changes to Metrics
Action 3.10-Added Metric 2.2 and 2.7
Action 3.12-Added Metric 2.7

Action Title Revisions

To provide greater clarity and specificity regarding the services being delivered, the titles of Actions 3.10 and 3.12 have been revised.

Action Revisions

- Action 3.10: The scope of services has been expanded to include additional support for Long-Term English Learners (LTELs) and newcomer students. Local data and staff observations indicate that both student groups require targeted language development, academic support, and monitoring to successfully access grade-level curriculum and make progress toward English proficiency. The expanded services are intended to improve academic achievement and language acquisition because students will receive more targeted instructional support, intervention, and progress monitoring designed to address their specific learning needs.

Action 3.11: this action will change and be provided in this manner moving forward: develop and extend activities that challenge and enrich learning opportunities for all students, including expanded elective options and enrichment experiences. These opportunities increased student access to engaging, standards-aligned learning experiences designed to support academic growth, creativity, collaboration, and student interest areas.

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	Instructional Materials	Continue to purchase and develop learning activities and instructional materials that support all students' access to the CCSS including Math, ELA, and H/SS.	$100,000.00	No
3.2	Implementation of CPM Mathematics	Continue implementation of CPM mathematics program for grades 6-8.	$4,900.00	No
3.3	Implementation of "Wonders" (K-5)	Continue implementation of McGraw-Hill Wonders for K-5 ELA/ELD.	$1,852.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Technology Learning Supports	Continue to review, identify, purchase and implement on-line subscriptions and apps to support student learning including CPM (Math), TCI (History-Social Science), and Mystery Science (Science).	$6,045.00	No
3.5	Professional Development--training	Professional development activities will provide staff with (1) time and materials to continue the development of CCSS-aligned learning activities, and (2) training to continue to implement the CCSS.	$2,000.00	No
3.6	Professional Development--planning	Professional development activities including grade level, and subject area planning.	$5,700.00	No
3.7	Professional Development--workshops	Professional development activities including teacher attendance at workshops for professional development in Next Generation Science Standards (NGSS), Math, ELA/ELD, SEL and assessments.	$10,000.00	No
3.8	Instructional Program	All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in Mathematics, English Language Arts, and NGSS.	$8,000.00	No
3.9	Professional Development	Continue to provide professional development in instructional technology to enhance instruction, communication, and productivity.	$5,000.00	No
3.10	Implement a Newcomer English Language Development (ELD) program to support recently arrived English learner students.	Purchase supplemental materials and provide support for "newcomers" and LTEL students.	$1,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Enrichment--extended learning	Develop and extend activities that challenge and enrich learning opportunities for all students, including enhanced elective options which extend Career Technical Education to all students.	$1,000.00	No
3.12	Provide expanded enrichment and STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning opportunities	Provide students with learning activities in robotics, coding, and other STEAM-related learning opportunities.	$1,000.00	Yes
3.13	Arts education	Increase access to music education--Additional Certificated staff (1.0 FTE).	$93,608.00	No
3.14	Arts Education	Increase access to visual and performing arts education through Arts Outreach, and continued instrument replacement and repair for music instruction.	$12,450.00	No
3.15	Assess/Upgrade technology	Increase network support for instruction and student learning.	$40,000.00	No
3.16	Assess/Upgrade technology	Enhance student and staff access to technology devices for instruction and learning support.	$56,000.00	No
3.17	Enrichment-extended learning	Garden Education--partnership with Explore Ecology through PTSA.	$14,500.00	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
$838,404.00	$27,618.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.045%	0.000%	$0.00	13.045%

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
1.5	**Action:** Parent education workshops and translations with bilingual support designed to strengthen family engagement and school connectedness for families of English learners. **Need:** District analysis of state assessment data indicates that English learners are performing significantly below the overall student	This action increases and improves services for English learners by strengthening communication and collaboration between schools and families of multilingual students. BUSD Staff will provide parent education workshops and the translation of important school documents and develop and send messages in Spanish that will provide families with information about grade-level expectations, instructional programs, and strategies that support literacy and	Metric 1.8 Metric 1.9 Metric 2.2

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
	population in English language arts and mathematics. On the most recent CAASPP administration: English Language Arts 11% of English learners met or exceeded standard 55% of all students met or exceeded standard Mathematics 21% of English learners met or exceeded standard 48% of all students met or exceeded standard These results indicate significant academic gaps between English learners and the overall student population. Educational partner feedback from families and staff indicates that some families of English learners may face barriers to fully participating in school activities or supporting academic learning at home due to language barriers or limited familiarity with the U.S. school system. Because family engagement and communication between schools and families can influence student motivation, attendance, and academic persistence, strengthening family-school partnerships with BUSD bilingual staff can support improved student outcomes.	mathematics learning at home. Because these workshops will be offered with bilingual support and translated materials, families will be better able to understand school expectations and available academic supports for their children. When families understand how to support reading, language development, and problem-solving skills at home, students are more likely to receive additional opportunities to practice academic skills outside of the classroom. Because students benefit from consistent support for learning both at school and at home, stronger family engagement can reinforce the instructional strategies students experience during the school day. These workshops, translated documents, and messages developed and shared in Spanish will also create opportunities for families to build relationships with BUSD teachers and school staff. Because families who feel connected to their child's school are more likely to participate in school activities, communicate with educators, and support consistent attendance and engagement in learning, strengthening school connectedness can contribute to improved academic outcomes for students. This action is principally directed and effective in meeting the needs of unduplicated pupils because it focuses on removing language and access barriers that may limit participation for families of English learners. Providing bilingual family engagement opportunities ensures that families of English learners have equitable access to	

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
	Scope: LEA-wide	information, resources, and partnerships that support their children's academic success.	
1.7	**Action:** Increase effective communication--bilingual support and translations for important school meetings and documents to strengthen family engagement and school connectedness for families of English learners. **Need:** District analysis of state assessment data indicates that English learners are performing significantly below the overall student population in English language arts and mathematics. On the most recent CAASPP administration: English Language Arts 11% of English learners met or exceeded standard 55% of all students met or exceeded standard Mathematics 21% of English learners met or exceeded standard 48% of all students met or exceeded standard These results indicate significant academic gaps between English learners and the overall student population. Educational partner	This action increases and improves services for English learners by strengthening communication and collaboration between schools and families of multilingual students. BUSD Staff will provide translations of important school documents, attend meetings and translate for parents, and develop and send messages in Spanish that will provide families with information about grade-level expectations, instructional programs, and strategies that support literacy and mathematics learning at home. Because these workshops will be offered with bilingual support and translated materials, families will be better able to understand school expectations and available academic supports for their children. When families are more likely to attend and engage in important school meetings with translation services, students are more likely to be effective in the classroom and engage in school activities outside of the classroom. Because students benefit from consistent support for learning both at school and at home, stronger family engagement and involvement can reinforce the instructional experiences during the school day and get more bilingual parents involved with important school activities. These translated documents, translation services provided at school meetings and events, and messages developed and shared in Spanish will also create opportunities for families to build	Metric 1.8 Metric 1.9 Metric 2.2

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
	feedback from families and staff indicates that some families of English learners may face barriers to fully participating in school activities or supporting academic learning at home due to language barriers or limited familiarity with the U.S. school system. Because family engagement and helping families more effectively engage in important school meetings and activities can influence student motivation, attendance, and academic persistence, strengthening family-school partnerships with BUSD bilingual staff can support improved student outcomes. **Scope:** LEA-wide	relationships with BUSD teachers and school staff. Because families who feel connected to their child's school are more likely to participate in school activities, communicate with educators, and support consistent attendance and engagement in learning, strengthening school connectedness can contribute to improved academic outcomes for students. This action is principally directed and effective in meeting the needs of unduplicated pupils because it focuses on removing language and access barriers that may limit participation for families of English learners. Providing bilingual family engagement opportunities ensures that families of English learners have equitable access to information, resources, and partnerships that support their children's academic success.	
1.11	**Action:** Counseling **Need:** BUSD's Socioeconomically Disadvantaged (SED) students (n=325) had a chronic absenteeism rate of 21.4% in 2024/2025, resulting in a "Red" performance level on the California School Dashboard. This represents a 0.7% increase from the prior year. In comparison, BUSD's All Student group (n=557) had a chronic absenteeism rate of 17.1% ("Orange" performance level), reflecting a 4.3 percentage point gap between SED students and all students. SED students in BUSD experience higher rates of absenteeism because they are disproportionately impacted by barriers such	To address these barriers, the School Psychologist and school site staff will provide increased counseling and attendance case-management services principally directed toward SED students, including: • Individual attendance intervention plans • Tier 2 and Tier 3 MTSS attendance supports • Family outreach and problem-solving meetings • Coordination with community agencies • Social-emotional skill development to address school avoidance These services increase and improve support for unduplicated pupils because they provide targeted intervention beyond universal attendance messaging, focusing on the root causes contributing to absenteeism for SED and EL	Metric 1.5

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
	as housing instability, limited access to transportation, family economic stress, and increased social-emotional and mental health needs. **Scope:** LEA-wide	students. By increasing access to structured attendance interventions, social-emotional counseling, and family engagement supports, SED and EL students will experience fewer barriers to daily attendance because individualized problem-solving and case management reduce conditions that contribute to chronic absence. This action is being implemented LEA-wide because unduplicated pupils experiencing chronic absenteeism are enrolled across both schools in the district. Providing counseling services and support across the district ensures that all students along with Students with Disabilities are supported and monitored for positive attendance and school connectedness.	
1.15	**Action:** Transportation **Need:** BUSD's Socioeconomically Disadvantaged (SED) students (n=325) had a chronic absenteeism rate of 21.4% in 2024/2025, resulting in a "Red" performance level on the California School Dashboard. This represents a 0.7% increase from the prior year. In comparison, BUSD's All Student group (n=557) had a chronic absenteeism rate of 17.1% ("Orange" performance level), reflecting a 4.3 percentage point gap between SED students and all students. SED students in BUSD experience higher rates of absenteeism because they are disproportionately impacted by barriers such as housing instability, limited access to	The district will provide home-to-school transportation to ensure students have consistent access to instructional programs, interventions, student support services, and other educational opportunities available during the school day. This action is principally directed toward unduplicated pupils because educational partner feedback and attendance data indicate that transportation barriers contribute to missed instructional time and chronic absenteeism for many low-income students and families. Providing transportation increases access to daily attendance because students who have reliable transportation are less likely to miss school due to transportation-related barriers. Increased attendance allows students to participate more consistently in core instruction, academic interventions, and support services intended to improve educational outcomes.	Metric 1.2 Metric 1.5 Metric 1.10

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
	transportation, family economic stress, and increased social-emotional and mental health needs. **Scope:** LEA-wide	Although principally directed toward addressing barriers experienced by unduplicated pupils, the action is provided on an LEA-wide basis because transportation routes cannot practically be limited to only unduplicated pupils and because providing transportation districtwide maximizes access to school for all students while ensuring that unduplicated pupils receive the intended benefit of improved access and attendance. The district expects this action to contribute to reductions in chronic absenteeism and improved student engagement, particularly for unduplicated pupils.	
1.18	**Action:** Positive Learning Environment **Need:** Increased engagement with school, social-emotional learning support, which will lead to reduced absenteeism. California Healthy Kids Survey (CHKS) and School Site Council feedback identified a need to strengthen students' sense of belonging and connection to school. CHKS results indicate that 81% of Grade 5 students and 65% of Grade 7 students reported that they feel close to people at school, are happy to be at school, and feel like they are part of their school all or most of the time, indicating an opportunity to improve school connectedness, particularly among middle school students. **Scope:** LEA-wide	The LEA will provide access to the GiveThx platform to support student well-being, positive peer and staff interactions, and school connectedness. GiveThx creates structured opportunities for students and staff to recognize positive actions, express gratitude, celebrate achievements, and strengthen relationships within the school community. This action is principally directed toward unduplicated pupils because educational partner feedback and local data identified a need to increase students' sense of belonging and connection to school. By providing consistent opportunities for recognition, positive interactions, and relationship-building, the GiveThx platform is designed to address barriers related to student engagement and connectedness. Increased feelings of belonging and positive school relationships are expected to contribute to improved school climate and student well-being because students who feel connected to their school community are more likely to engage	Metric 1.5

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
		positively in school and participate in school activities. This action is being implemented LEA-wide because unduplicated pupils experiencing low engagement and chronic absenteeism are enrolled across both schools in the district. Providing this service across the district ensures that all students are supported and monitored for positive attendance and school connectedness. Effectiveness will be monitored through California Healthy Kids Survey measures related to school connectedness and belonging, including the percentage of students who report feeling close to people at school, being happy to be at school, and feeling like they are part of their school community.	
1.19	**Action:** Coordination of Services support **Need:** Educational partner feedback and local data indicate that unduplicated pupils experience higher rates of chronic absenteeism and barriers to consistent school engagement, including transportation challenges, housing instability, limited access to services, and language barriers. **Scope:** LEA-wide	The LEA will provide coordination of services to increase engagement, improve academic outcomes, and reduce chronic absenteeism for unduplicated pupils, including low-income students, English learners, foster youth, and students experiencing homelessness. Services will include case management, attendance monitoring, family outreach, referrals to community resources, and coordination with counselors and support staff. This action addresses those barriers by providing targeted support, improving communication between school and home, and connecting students and families to needed resources. These coordinated services are intended to improve attendance, increase access to instruction, strengthen student engagement, and support	Metric 1.2 Metric 1.5 Metric 2.2

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
		improved academic outcomes for unduplicated pupils.	
2.2	**Action:** The district will provide a subscription to the i-Ready Diagnostic and Instruction platform in English language arts and mathematics for all schools. **Need:** District analysis of state assessment data indicates that unduplicated pupils are performing below grade-level expectations in English language arts and mathematics. On the most recent CAASPP administration: ELA • 47% of low-income students met or exceeded standard • 11% of English learners met or exceeded standard • 26% of Students with Disabilities met or exceeded standard • 55% of all students met or exceeded standard Mathematics • 29% of low-income students met or exceeded standard • 21% of English learners met or exceeded standard • 29% of Students with Disabilities met or exceeded standard • 48% of all students met or exceeded standard These results indicate substantial achievement gaps between unduplicated pupils, Students with Disabilities, and the overall student	The i-Ready diagnostic assessment will provide frequent, standards-aligned data about students' specific literacy and mathematics skill levels, including information about foundational skills and grade-level readiness. Because teachers will receive detailed diagnostic reports throughout the school year identifying the specific skills students have not yet mastered, they will be able to: • Identify targeted, individualized instructional needs in students • Group students for targeted instruction • Adjust lessons to address specific skill gaps • Provide differentiated supports and interventions This action increases and improves services for unduplicated pupils because many English learners and low-income students are performing below grade-level standards and require more targeted instruction based on detailed diagnostic data. By providing teachers with frequent diagnostic information and instructional resources aligned to student skill levels, teachers will be able to deliver more targeted instruction and interventions during core instruction and supplemental support periods. This improves services for unduplicated pupils because instruction will be more responsive to their specific learning needs and skill gaps. This action is being implemented LEA-wide because unduplicated pupils experiencing academic gaps are enrolled across all schools in the district. Providing the diagnostic system across	Metric 2.2 Metric 2.7

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
	population. Teacher feedback and classroom assessment data also indicate that many students who are not meeting standards have unfinished learning in foundational literacy and mathematics skills. Teachers need more detailed and timely diagnostic information to determine the specific skills students have not yet mastered. Utilizing frequent diagnostic data aligned to grade-level standards, will help teachers to more effectively identify learning gaps and provide targeted instruction to address those gaps. **Scope:** LEA-wide	the district ensures that all teachers have consistent access to high-quality assessment data and instructional tools needed to identify and address learning gaps for unduplicated pupils while also supporting improved instruction for students with disabilities along with all students.	
2.5	**Action:** Academic Intervention and Supports in ELA and Math During the School Day - RTI **Need:** District analysis of state and local data indicates that unduplicated pupils are performing below grade-level expectations in English language arts and mathematics. On the most recent CAASPP administration, only 47% of low-income students and 11% of English learners met or exceeded standard in ELA, compared to 55% of all students. In mathematics, 29% of low-income students and 21% of English learners met or exceeded standard, compared to 48% of all students.	To address the identified academic gaps, the district will implement during the school day, Response to Intervention (RTI) tutoring in English language arts and mathematics, prioritizing unduplicated pupils, including English learners, low-income students, and foster youth. This action is designed to increase access to targeted academic support for students who are not yet meeting grade-level standards. The tutoring program will provide small-group instruction aligned with grade-level curriculum, delivered by certificated staff who will focus on reteaching specific literacy and mathematics skills identified through classroom assessments and benchmark data. Because small-group reteaching/pre-teaching allows teachers to provide guided practice, targeted intervention, and	Metric 2.2 Metric 2.7

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
	Teacher feedback and educational partner input indicate that some unduplicated pupils may have limited access to individualized academic support outside the school day due to barriers such as limited availability of academic support at home, competing family responsibilities, or lack of access to tutoring resources. Because these students often require additional time and targeted instruction to master grade-level standards, providing before- and after-school tutoring will increase access to small-group instruction aligned to grade-level curriculum. This tutoring will allow certificated staff to provide targeted instruction, guided practice, and immediate feedback on specific literacy and mathematics skills that students have not yet mastered. Because unduplicated pupils will receive additional instructional time focused on identified skill gaps, they will have increased opportunities to practice and receive corrective feedback on grade-level content, which supports improved academic proficiency. Progress will be monitored through CAASPP ELA and Mathematics performance, district benchmark assessments, and course performance data, disaggregated for unduplicated pupils to determine whether additional instructional time results in improved academic outcomes. **Scope:** LEA-wide	immediate feedback on skills students have not yet mastered, students will receive more individualized academic support than is typically possible during whole group, core instructional time. This additional instructional time will be principally directed and effective in meeting the needs of unduplicated pupils to practice grade-level skills and receive corrective feedback, which supports the development of foundational literacy and mathematics skills needed for improved academic performance. Additionally, the Coordinator of Student Information will coordinate intervention systems and progress monitoring processes that are principally directed toward unduplicated pupils, including low-income students, English learners, and foster youth, who demonstrate higher rates of academic risk, chronic absenteeism, and disengagement. The coordinator will analyze student performance, attendance, and behavioral data to identify barriers to learning and ensure timely interventions, case management, and targeted support. This action is being provided on an LEA-wide basis because unduplicated pupils experiencing similar academic gaps are enrolled across two schools in the district, and providing RTI opportunities districtwide ensures that all eligible students have equitable access to additional instructional support. While the tutoring program will be available to students with disabilities along with all students who need additional support, unduplicated pupils will be prioritized for	

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
		participation, ensuring that the services principally address the needs of the student groups generating the supplemental and concentration funding.	
2.7	**Action:** Academic Intervention and Supports in ELA and Math During the School Day - Oak Valley **Need:** In Spring 2025 CAASPP results, BUSD's English Learners (n=71) had 11% of students meeting or exceeding standards in ELA, and Socioeconomically Disadvantaged students (n=180) had 26% meeting or exceeding standards. In comparison, 55% of All Students (n=312) met or exceeded standards. This represents a performance gap of 44 percentage points for English Learners and 29 percentage points for Socioeconomically Disadvantaged students. Data analysis indicates that many English Learners and Socioeconomically Disadvantaged students may demonstrate unfinished learning in foundational literacy skills, academic vocabulary, reading comprehension, and the ability to analyze complex grade-level text. Without targeted instructional scaffolds and additional structured practice, these students may not be accessing grade-level standards at the same rate as their peers. In Spring 2025 CAASPP Mathematics results, BUSD's English Learners (n=71) had 21% of students meeting or exceeding standards, and Socioeconomically Disadvantaged students	Small group targeted instruction aligned to grade-level standards • In-class academic scaffolding • Pre-teaching of academic vocabulary and key concepts • Reteaching of standards not yet mastered • Targeted literacy skill development connected to CAASPP item types This action increases and improves services for English Learners and Socioeconomically Disadvantaged students because it: • Provides additional instructional time beyond core Tier I instruction • Reduces student-to-teacher ratios during literacy instruction • Delivers explicit language development supports aligned to English Learner needs • Provides immediate feedback and corrective instruction during the instructional day These services are principally directed to unduplicated pupils because student identification for intervention is based on assessment data demonstrating performance below grade-level standards. Providing intervention during the school day removes barriers related to transportation, after-school availability, and inconsistent attendance that disproportionately impact Socioeconomically Disadvantaged students. Because students will receive explicit, scaffolded instruction aligned to grade-level standards and	Metric 2.2 Metric 2.7

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
	(n=180) had 40% meeting or exceeding standards. In comparison, 48% of All Students (n=312) met or exceeded standards. This represents a performance gap of 27 percentage points for English Learners and 8 percentage points for Socioeconomically Disadvantaged students. Data analysis indicates that many English Learners and Socioeconomically Disadvantaged students experience difficulty with mathematical academic vocabulary, multi-step problem solving, and conceptual understanding of grade-level standards. Without targeted instructional scaffolds and structured practice opportunities, these students are not accessing grade-level mathematics content at the same rate as their peers. **Scope:** Schoolwide	CAASPP blueprints, they will strengthen reading comprehension, vocabulary acquisition, and analytical writing skills. Improvement in these skills is directly measured by CAASPP ELA performance levels. Although principally directed to English Learners and Socioeconomically Disadvantaged students, this action is provided on an LEA-wide basis to ensure that students with disabilities along with all students performing below grade level have access to structured intervention, while prioritizing unduplicated pupils for service. To address these identified barriers, the District will provide structured mathematics intervention during the school day delivered by credentialed teachers and Instructional Assistants. Services will include: • Small group targeted instruction aligned to grade-level math standards • Pre-teaching of academic vocabulary and mathematical concepts • Reteaching of standards not yet mastered • Guided practice with multi-step problem solving • Immediate corrective feedback to strengthen procedural fluency and conceptual understanding This action increases and improves services for English Learners and Socioeconomically Disadvantaged students because it provides additional instructional time beyond core Tier I instruction and reduces student-to-teacher ratios during mathematics instruction. English Learners will receive explicit instruction in mathematical language structures and vocabulary, enabling	

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
		them to better access word problems and reasoning tasks. Students are identified for intervention based on local benchmark and formative assessment data demonstrating performance below grade-level standards. Providing intervention during the school day ensures consistent access and reduces barriers such as transportation and after-school availability that disproportionately impact Socioeconomically Disadvantaged students. Because students will receive structured, scaffolded instruction aligned to CAASPP mathematics domains, they will strengthen conceptual understanding, procedural fluency, and problem-solving skills, which are directly measured by CAASPP Mathematics performance levels. Although principally directed to English Learners and Socioeconomically Disadvantaged students, this action is provided on an LEA-wide basis to ensure access to intervention for students with disabilities along with all students performing below grade level, while prioritizing unduplicated pupils for service.	
2.8	**Action:** Intervention Support **Need:** In Spring 2025 CAASPP results, BUSD's English Learners (n=71) had 11% of students meeting or exceeding standards in ELA, and Socioeconomically Disadvantaged students (n=180) had 26% meeting or exceeding standards. In comparison, 55% of All Students (n=312) met or exceeded standards. This represents a performance gap of 44 percentage points for English Learners and 29	Small group targeted instruction aligned to grade-level standards • In-class academic scaffolding • Pre-teaching of academic vocabulary and key concepts • Reteaching of standards not yet mastered • Targeted literacy skill development connected to CAASPP item types This action increases and improves services for English Learners and Socioeconomically Disadvantaged students because it: • Provides additional instructional time beyond core Tier I instruction	Metric 2.2 Metric 2.7

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
	percentage points for Socioeconomically Disadvantaged students. Data analysis indicates that many English Learners and Socioeconomically Disadvantaged students may demonstrate unfinished learning in foundational literacy skills, academic vocabulary, reading comprehension, and the ability to analyze complex grade-level text. Without targeted instructional scaffolds and additional structured practice, these students may not be accessing grade-level standards at the same rate as their peers. **Scope:** Schoolwide	• Reduces student-to-teacher ratios during literacy instruction • Delivers explicit language development supports aligned to English Learner needs • Provides immediate feedback and corrective instruction during the instructional day These services are principally directed to unduplicated pupils because student identification for intervention is based on assessment data demonstrating performance below grade-level standards. Providing intervention during the school day removes barriers related to transportation, after-school availability, and inconsistent attendance that disproportionately impact Socioeconomically Disadvantaged students. Because students will receive explicit, scaffolded instruction aligned to grade-level standards and CAASPP blueprints, they will strengthen reading comprehension, vocabulary acquisition, and analytical writing skills. Improvement in these skills is directly measured by CAASPP ELA performance levels. Although principally directed to English Learners and Socioeconomically Disadvantaged students, this action is provided on an LEA-wide basis to ensure that students with disabilities along with all students performing below grade level have access to structured intervention, while prioritizing unduplicated pupils for service.	
2.9	**Action:** Academic Intervention and Supports in Math During the School Day **Need:**	To address these identified barriers, the District will provide structured mathematics intervention during the school day delivered by credentialed teachers and Instructional Assistants. Services will include:	Metric 2.2 Metric 2.7

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
	In Spring 2025 CAASPP Mathematics results, BUSD's English Learners (n=71) had 21% of students meeting or exceeding standards, and Socioeconomically Disadvantaged students (n=180) had 40% meeting or exceeding standards. In comparison, 48% of All Students (n=312) met or exceeded standards. This represents a performance gap of 27 percentage points for English Learners and 8 percentage points for Socioeconomically Disadvantaged students. Data analysis indicates that many English Learners and Socioeconomically Disadvantaged students experience difficulty with mathematical academic vocabulary, multi-step problem solving, and conceptual understanding of grade-level standards. Without targeted instructional scaffolds and structured practice opportunities, these students are not accessing grade-level mathematics content at the same rate as their peers. **Scope:** LEA-wide	• Small group targeted instruction aligned to grade-level math standards • Pre-teaching of academic vocabulary and mathematical concepts • Reteaching of standards not yet mastered • Guided practice with multi-step problem solving • Immediate corrective feedback to strengthen procedural fluency and conceptual understanding This action increases and improves services for English Learners and Socioeconomically Disadvantaged students because it provides additional instructional time beyond core Tier I instruction and reduces student-to-teacher ratios during mathematics instruction. English Learners will receive explicit instruction in mathematical language structures and vocabulary, enabling them to better access word problems and reasoning tasks. Students are identified for intervention based on local benchmark and formative assessment data demonstrating performance below grade-level standards. Providing intervention during the school day ensures consistent access and reduces barriers such as transportation and after-school availability that disproportionately impact Socioeconomically Disadvantaged students. Because students will receive structured, scaffolded instruction aligned to CAASPP mathematics domains, they will strengthen conceptual understanding, procedural fluency, and problem-solving skills, which are directly measured by CAASPP Mathematics performance levels. Although principally directed to English Learners and Socioeconomically Disadvantaged students,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		this action is provided on an LEA-wide basis to ensure access to intervention for students with disabilities along with all students performing below grade level, while prioritizing unduplicated pupils for service.	
2.10	**Action:** Academic Intervention and Supports in ELA and Math During the School Day - Jonata **Need:** In Spring 2025 CAASPP results, BUSD's English Learners (n=71) had 11% of students meeting or exceeding standards in ELA, and Socioeconomically Disadvantaged students (n=180) had 26% meeting or exceeding standards. In comparison, 55% of All Students (n=312) met or exceeded standards. This represents a performance gap of 44 percentage points for English Learners and 29 percentage points for Socioeconomically Disadvantaged students. Data analysis indicates that many English Learners and Socioeconomically Disadvantaged students may demonstrate unfinished learning in foundational literacy skills, academic vocabulary, reading comprehension, and the ability to analyze complex grade-level text. Without targeted instructional scaffolds and additional structured practice, these students may not be accessing grade-level standards at the same rate as their peers. In Spring 2025 CAASPP Mathematics results, BUSD's English Learners (n=71) had 21% of	Small group targeted instruction aligned to grade-level standards • In-class academic scaffolding • Pre-teaching of academic vocabulary and key concepts • Reteaching of standards not yet mastered • Targeted literacy skill development connected to CAASPP item types This action increases and improves services for English Learners and Socioeconomically Disadvantaged students because it: • Provides additional instructional time beyond core Tier I instruction • Reduces student-to-teacher ratios during literacy instruction • Delivers explicit language development supports aligned to English Learner needs • Provides immediate feedback and corrective instruction during the instructional day These services are principally directed to unduplicated pupils because student identification for intervention is based on assessment data demonstrating performance below grade-level standards. Providing intervention during the school day removes barriers related to transportation, after-school availability, and inconsistent attendance that disproportionately impact Socioeconomically Disadvantaged students.	Metric 2.2 Metric 2.7

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
	students meeting or exceeding standards, and Socioeconomically Disadvantaged students (n=180) had 40% meeting or exceeding standards. In comparison, 48% of All Students (n=312) met or exceeded standards. This represents a performance gap of 27 percentage points for English Learners and 8 percentage points for Socioeconomically Disadvantaged students. Data analysis indicates that many English Learners and Socioeconomically Disadvantaged students experience difficulty with mathematical academic vocabulary, multi-step problem solving, and conceptual understanding of grade-level standards. Without targeted instructional scaffolds and structured practice opportunities, these students are not accessing grade-level mathematics content at the same rate as their peers. **Scope:** Schoolwide	Because students will receive explicit, scaffolded instruction aligned to grade-level standards and CAASPP blueprints, they will strengthen reading comprehension, vocabulary acquisition, and analytical writing skills. Improvement in these skills is directly measured by CAASPP ELA performance levels. Although principally directed to English Learners and Socioeconomically Disadvantaged students, this action is provided on an LEA-wide basis to ensure that students with disabilities along with all students performing below grade level have access to structured intervention, while prioritizing unduplicated pupils for service. To address these identified barriers, the District will provide structured mathematics intervention during the school day delivered by Credentialed Teachers, and Instructional Assistants. Services will include: • Small group targeted instruction aligned to grade-level math standards • Pre-teaching of academic vocabulary and mathematical concepts • Reteaching of standards not yet mastered • Guided practice with multi-step problem solving • Immediate corrective feedback to strengthen procedural fluency and conceptual understanding This action increases and improves services for English Learners and Socioeconomically Disadvantaged students because it provides additional instructional time beyond core Tier I instruction and reduces student-to-teacher ratios during mathematics instruction. 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
		will receive explicit instruction in mathematical language structures and vocabulary, enabling them to better access word problems and reasoning tasks. Students are identified for intervention based on local benchmark and formative assessment data demonstrating performance below grade-level standards. Providing intervention during the school day ensures consistent access and reduces barriers such as transportation and after-school availability that disproportionately impact Socioeconomically Disadvantaged students. Because students will receive structured, scaffolded instruction aligned to CAASPP mathematics domains, they will strengthen conceptual understanding, procedural fluency, and problem-solving skills, which are directly measured by CAASPP Mathematics performance levels. Although principally directed to English Learners and Socioeconomically Disadvantaged students, this action is provided on an LEA-wide basis to ensure access to intervention for students with disabilities along with all students performing below grade level, while prioritizing unduplicated pupils for service.	
2.11	**Action:** Extended Learning Opportunities - Before/after and Saturday school support **Need:** District analysis of state and local data indicates that unduplicated pupils are performing below grade-level expectations in English language arts and mathematics. On the most recent CAASPP administration, only 47% of low-income students and 11% of	To address the identified academic gaps, the district will implement before- and after-school tutoring in English language arts and mathematics, prioritizing unduplicated pupils, including English learners, low-income students, and foster youth. This action is designed to increase access to targeted academic support for students who are not yet meeting grade-level standards. The tutoring program will provide small-group instruction aligned with grade-level curriculum, delivered by certificated staff who will focus on	Metric 2.2 Metric 2.7

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 met or exceeded standard in ELA, compared to 55% of all students. In mathematics, 29% of low-income students and 21% of English learners met or exceeded standard, compared to 48% of all students. Teacher feedback and educational partner input indicate that many unduplicated pupils have limited access to individualized academic support outside the school day due to barriers such as limited availability of academic support at home, competing family responsibilities, or lack of access to tutoring resources. Because these students often require additional time and targeted instruction to master grade-level standards, providing before- and after-school tutoring will increase access to small-group instruction aligned to grade-level curriculum. This tutoring will allow certificated staff to provide targeted instruction, guided practice, and immediate feedback on specific literacy and mathematics skills that students have not yet mastered. Because unduplicated pupils will receive additional instructional time focused on identified skill gaps, they will have increased opportunities to practice and receive corrective feedback on grade-level content, which supports improved academic proficiency. Progress will be monitored through CAASPP ELA and Mathematics performance, district benchmark assessments, and course performance data, disaggregated for unduplicated pupils to determine whether additional instructional time results in improved academic outcomes.	reteaching specific literacy and mathematics skills identified through classroom assessments and benchmark data. Because small-group tutoring allows teachers to provide guided practice, targeted intervention, and immediate feedback on skills students have not yet mastered, students will receive more individualized academic support than is typically possible during core instructional time. This additional instructional time will be principally directed and effective in meeting the needs of unduplicated pupils to practice grade-level skills and receive corrective feedback, which supports the development of foundational literacy and mathematics skills needed for improved academic performance. Additionally, this action supports Saturday Learning Recovery Academy at Jonata. This program provides students with the opportunity to receive intervention and enrichment to accelerate learning, principally directed at students with the largest learning gaps, specifically ELs, socio-economically disadvantaged students, and Foster/Homeless youth. This action is being provided on an LEA-wide basis because unduplicated pupils experiencing similar academic gaps are enrolled across multiple schools in the district, and providing tutoring opportunities districtwide ensures that students with disabilities along with all eligible students have equitable access to additional instructional support. While the tutoring program will be available to all students who need additional support, unduplicated pupils will be prioritized for participation, ensuring that the services principally address the needs of the student groups	

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
	Scope: LEA-wide	generating the supplemental and concentration funding.	
2.13	**Action:** Facilitate structured Professional Learning Communities (PLCs) for teachers and instructional assistants focused on improving English language arts and mathematics instruction. **Need:** District analysis of state assessment data indicates that unduplicated pupils are performing below grade-level expectations in English language arts and mathematics compared to the overall student population. On the most recent CAASPP administration: English Language Arts 47% of low-income students met or exceeded standard 11% of English learners met or exceeded standard 55% of all students met or exceeded standard Mathematics 29% of low-income students met or exceeded standard	This action is designed to increase and improve services for unduplicated pupils by strengthening Classroom Teachers and Instructional Assistants ability to use student data to deliver targeted instruction and interventions in English language arts and mathematics. Through PLC collaboration, educators will regularly analyze student performance data to identify specific literacy and mathematics skills that students have not yet mastered. Because educators will work collaboratively to analyze assessment results and plan instructional responses, teachers and instructional assistants will be better able to align core instruction, small-group instruction, and intervention supports during the school day to address identified learning gaps. Instructional assistants participating in PLCs will strengthen the effectiveness of classroom interventions because they will receive direct guidance on the instructional strategies and skill areas teachers are prioritizing during instruction. This alignment increases the likelihood that supplemental instructional time reinforces grade-level learning goals rather than operating independently from classroom instruction. This action is principally directed and effective in meeting the needs of unduplicated pupils because the PLC process will focus on analyzing achievement data for student groups performing	Metric 2.2 Metric 2.7

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
	21% of English learners met or exceeded standard 48% of all students met or exceeded standard These results indicate significant achievement gaps between unduplicated pupils and all students. Classroom assessment data and educator feedback also indicate that many students who are not meeting standards demonstrate unfinished learning in foundational literacy and mathematics skills, which requires targeted instruction and coordinated intervention strategies across classrooms and support staff. However, teachers and instructional assistants need dedicated time and structured collaboration to analyze student data, identify learning gaps, and plan coordinated instructional responses to address the needs of students performing below grade level. **Scope:** LEA-wide	below grade-level standards and planning targeted instructional responses to address those gaps. Because English learners and low-income students are currently demonstrating lower rates of meeting or exceeding standards in ELA and mathematics, strengthening educators' capacity to analyze student learning data and coordinate targeted instruction will improve the effectiveness of instruction provided to these student groups. This action is being implemented LEA-wide because unduplicated pupils experiencing these academic gaps are enrolled across all schools in the district. Implementing PLC structures districtwide ensures that educators at every site have the time, support, and expertise needed to analyze student performance data and implement targeted instructional strategies designed to improve outcomes for unduplicated pupils while strengthening instructional practices for students with disabilities along with all students.	
2.15	**Action:** Director of Educational & Student Support Services **Need:** On the most recent CAASPP administration, significant achievement gaps existed between unduplicated pupils and all students in both English Language Arts and Mathematics. In	The Director of Educational and Student Support Services will provide leadership and coordination of services that support English learners, socioeconomically disadvantaged students, foster youth, homeless students, and students with disabilities through oversight of MTSS implementation, evidence-based ELA and Math interventions, progress monitoring systems, inclusive instructional practices, family engagement, staff training, and coordination of	Metric 2.2 Metric 2.4 Metric 2.7

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
	ELA, 47% of low-income students and 11% of English learners met or exceeded standards, compared to 55% of all students. In Mathematics, 29% of low-income students and 21% of English learners met or exceeded standards, compared to 48% of all students. These data indicate that English learners and socioeconomically disadvantaged students are not achieving at the same levels as their peers and require additional academic, instructional, and coordinated support to access grade-level standards and improve outcomes. Educational partner input and local data also identified the need for stronger coordination of intervention systems, increased support for Multi-Tiered System of Supports (MTSS), improved progress monitoring, and greater alignment between general education, special education, and student support services to ensure unduplicated pupils receive timely and effective interventions. **Scope:** LEA-wide	Tier 1–3 academic and behavioral supports. The position will also support implementation and monitoring of LCAP actions and services designed to improve outcomes for unduplicated pupils. This action is being provided on an LEA-wide basis because unduplicated pupils are enrolled across all district schools and continue to demonstrate districtwide achievement gaps in ELA and Mathematics. LEA-wide coordination and oversight are necessary to ensure consistent implementation of interventions, equitable access to supports, alignment of services across programs, and ongoing monitoring of effectiveness for unduplicated pupils. These services are principally directed toward meeting the identified needs of unduplicated pupils because the position is specifically responsible for supporting programs and interventions designed to improve academic achievement, engagement, and access to services for English learners, socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities.	
3.10	**Action:** Implement a Newcomer English Language Development (ELD) program to support recently arrived English learner students. **Need:** District analysis of student achievement data indicates that English learners are performing significantly below the overall student	This action increases and improves services for English learners by providing targeted English Language Development instruction and supports specifically designed for Newcomer students. The program will provide structured language development instruction and targeted instructional scaffolds that support comprehension, vocabulary development, and academic language. Because Newcomer students often have limited English	Metric 2.2 Metric 2.4 Metric 2.7

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
	population in English language arts and mathematics. On the most recent CAASPP administration: English Language Arts 11% of English learners met or exceeded standard 55% of all students met or exceeded standard Mathematics 21% of English learners met or exceeded standard 48% of all students met or exceeded standard These results indicate substantial achievement gaps between English learners and the overall student population. Newly arrived English learner students (Newcomers) often enter school with limited English proficiency and varying levels of prior formal education, which can make it difficult for them to access grade-level academic content while they are simultaneously learning English. Because Newcomer students must develop English language proficiency while learning academic content, they require instructional supports that explicitly address language development alongside grade-level curriculum. **Scope:**	proficiency, they may struggle to access grade-level instruction delivered primarily in English. By providing explicit language instruction and structured supports such as vocabulary development, modeled language structures, and opportunities for guided academic discussion, instruction becomes more accessible to students who are still developing English proficiency. When students receive instruction that explicitly develops language skills while also supporting engagement with grade-level content, they are more able to understand classroom instruction and participate in academic learning activities. Because these instructional supports help students develop the language needed to read, write, and discuss academic content, students are more likely to build both English proficiency and academic knowledge simultaneously. This action is principally directed and effective in meeting the needs of unduplicated pupils because it focuses specifically on improving language development and academic access for English learners, particularly newly arrived students who require additional support to develop English proficiency and participate successfully in grade-level instruction.	

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		
3.12	**Action:** Provide expanded enrichment and STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning opportunities **Need:** District analysis of state assessment data indicates that socioeconomically disadvantaged students and English learners are performing below the overall student population in English language arts and mathematics. On the most recent CAASPP administration: English Language Arts 47% of socioeconomically disadvantaged students met or exceeded standard 11% of English learners met or exceeded standard 55% of all students met or exceeded standard Mathematics 29% of socioeconomically disadvantaged students met or exceeded standard 21% of English learners met or exceeded standard 48% of all students met or exceeded standard	This action is designed to increase and improve services for socioeconomically disadvantaged students and English learners by providing enrichment opportunities that connect academic learning with engaging, hands-on STEAM experiences. STEAM enrichment activities will integrate literacy, mathematics, and problem-solving skills through collaborative projects and inquiry-based learning. Because these activities require students to read informational texts, communicate ideas, analyze data, and apply mathematical reasoning to real-world challenges, students will practice grade-level academic skills in engaging contexts that encourage persistence and collaboration. Students who participate in STEAM enrichment will also have increased opportunities to work collaboratively with peers, share ideas, and participate in meaningful learning experiences connected to real-world applications. Because students who feel connected to their school and learning experiences are more likely to participate actively in academic tasks, strengthening school connectedness can increase student motivation and engagement with academic content. This action is principally directed and effective in meeting the needs of unduplicated pupils because socioeconomically disadvantaged students and English learners currently demonstrate lower rates of meeting or exceeding standards in English language arts and mathematics and may have	Metric 2.2 Metric 2.7

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
	These results indicate significant academic gaps between unduplicated pupils and the overall student population. Educational partner input and student engagement data also indicate that some students who are struggling academically demonstrate lower levels of school engagement, chronic absenteeism, and connection to learning experiences, which can limit their motivation to persist with challenging academic tasks. Because students are more likely to engage deeply in learning when instruction includes meaningful, collaborative, and hands-on experiences, providing enrichment opportunities that integrate academic content with engaging STEAM activities can support both academic learning and student engagement. **Scope:** LEA-wide	fewer opportunities to participate in enrichment experiences outside of school. Providing STEAM enrichment opportunities increases access to engaging academic learning experiences that strengthen both academic skills and student engagement for these student groups. This action is implemented on a schoolwide or LEA-wide basis because socioeconomically disadvantaged students and English learners experiencing these academic gaps are enrolled across multiple schools in the district. Providing enrichment opportunities broadly ensures equitable access to these learning experiences while prioritizing participation for students whose academic data indicate the greatest need for additional engagement and support.	

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
2.6	**Action:**	The program will provide structured language development instruction and targeted instructional	Metric 2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The district will implement an English Language Development (ELD) program to support English learner students. The program will include additional ELD instruction, structured language development supports during core instruction, and targeted small-group support delivered by teachers, instructional assistants, and Bilingual Support Staff trained in strategies that support language acquisition and academic access. **Need:** District analysis of student achievement data indicates that English learners are performing significantly below the overall student population in English language arts and mathematics. On the most recent CAASPP administration: English Language Arts 11% of English learners met or exceeded standard 55% of all students met or exceeded standard Mathematics 21% of English learners met or exceeded standard 48% of all students met or exceeded standard	scaffolds that support comprehension, vocabulary development, and academic language. Because English Learner students often have limited English proficiency, they may struggle to access grade-level instruction delivered primarily in English. By providing explicit language instruction and structured supports such as vocabulary development, modeled language structures, and opportunities for guided academic discussion, instruction becomes more accessible to students who are still developing English proficiency. When English Learners receive instruction that explicitly develops language skills while also supporting engagement with grade-level content, they are more able to understand classroom instruction and participate in academic learning activities. Because these instructional supports help students develop the language needed to read, write, and discuss academic content, students are more likely to build both English proficiency and academic knowledge simultaneously. This action is principally directed and effective in meeting the needs of unduplicated pupils because it focuses specifically on improving language development and academic access for English learners who require additional support to develop English proficiency and participate successfully in grade-level instruction.	Metric 2.4 Metric 2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	These results indicate substantial achievement gaps between English learners and the overall student population. English learner students often have limited English proficiency, which can make it difficult for them to access grade-level academic content while they are simultaneously learning English. Because English Learner students must develop English language proficiency while learning academic content, they require instructional supports that explicitly address language development alongside grade-level curriculum. **Scope:** Limited to Unduplicated Student Group(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.

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.

New concentration funding of $27,618 will be used by the district for Goal 2, Action 2.9 to fund Instructional Aide direct services in intervention for unduplicated pupils to address academic achievement in Reading/Language Arts and Mathematics.

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	1 classified staff: 30.1 students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 certificated staff: 19.32 students

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	6,426,936.00	838,404.00	13.045%	0.000%	13.045%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,073,777.00	$154,604.00	$156,950.00	$74,754.00	$1,460,085.00	$1,105,939.00	$354,146.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	District Facilities	All	No			All Schools	Annually	$0.00	$50,000.00	$20,000.00	$0.00	$30,000.00	$0.00	$50,000.00	
1	1.2	Student Engagement/Connectedness	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Student Engagement/Connectedness	All	No			All Schools	On-going	$13,956.00	$0.00	$13,956.00	$0.00	$0.00	$0.00	$13,956.00	
1	1.4	Parent Engagement	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Parent education workshops and translations with bilingual support designed to strengthen family engagement and school connectedness for families of English learners.	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$1,500.00	$0.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
1	1.6	Communication	All	No			All Schools	On-going	$0.00	$3,500.00	$0.00	$3,500.00	$0.00	$0.00	$3,500.00	
1	1.7	Increase effective communication--bilingual support and translations for important school meetings and documents to strengthen family engagement and school connectedness for families of English learners.	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$2,400.00	$0.00	$2,400.00	$0.00	$0.00	$0.00	$2,400.00	
1	1.8	Staff Engagement	All	No				On-going	$0.00	$600.00	$600.00	$0.00	$0.00	$0.00	$600.00	
1	1.9	Staff Engagement	All	No				On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Professional Development--safe/positive environment	All	No				On-going	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	1.11	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$20,020.00	$0.00	$20,020.00	$0.00	$0.00	$0.00	$20,020.00	

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
						Low Income										
1	1.12	School Safety	All	No				On-going	$0.00	$9,030.00	$9,030.00	$0.00	$0.00	$0.00	$9,030.00	
1	1.13	School Safety	All	No				On-going	$0.00	$1,390.00	$1,390.00	$0.00	$0.00	$0.00	$1,390.00	
1	1.14	Attendance Incentives	All	No				On-going	$0.00	$10,292.00	$10,292.00	$0.00	$0.00	$0.00	$10,292.00	
1	1.15	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$68,635.00	$15,065.00	$83,700.00	$0.00	$0.00	$0.00	$83,700.00	
1	1.16	Attendance Incentives	All	No				On-going	$0.00	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	
1	1.17	Counseling	All	No				On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.18	Positive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4-8	On-going	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
1	1.19	Coordination of Services support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$25,112.00	$0.00	$25,112.00	$0.00	$0.00	$0.00	$25,112.00	
2	2.1	Certificated Staff Assignments	All	No				Annually	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	The district will provide a subscription to the i-Ready Diagnostic and Instruction platform in English language arts and mathematics for all schools.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
2	2.3	Formative Assessments	All	No				Annually	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.4	Accountability	All	No				On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	Academic Intervention and Supports in ELA and Math During the School Day - RTI	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$68,639.00	$0.00	$68,639.00	$0.00	$0.00	$0.00	$68,639.00	
2	2.6	The district will implement an English Language Development (ELD) program to support English learner students. The program will include additional ELD instruction, structured language development supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$20,470.00	$0.00	$17,228.00	$0.00	$0.00	$3,242.00	$20,470.00	

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
		during core instruction, and targeted small-group support delivered by teachers, instructional assistants, and Bilingual Support Staff trained in strategies that support language acquisition and academic access.														
2	**2.7**	Academic Intervention and Supports in ELA and Math During the School Day - Oak Valley	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Oak Valley Elementary School	On-going	$6,900.00	$0.00	$6,900.00	$0.00	$0.00	$0.00	$6,900.00	
2	**2.8**	Intervention Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Oak Valley Elementary School	On-going	$197,883.00	$0.00	$126,871.00	$0.00	$0.00	$71,012.00	$197,883.00	
2	**2.9**	Academic Intervention and Supports in Math During the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$222,153.00	$0.00	$192,837.00	$29,316.00	$0.00	$0.00	$222,153.00	
2	**2.10**	Academic Intervention and Supports in ELA and Math During the School Day - Jonata	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	$75,983.00	$0.00	$62,938.00	$13,045.00	$0.00	$0.00	$75,983.00	
2	**2.11**	Extended Learning Opportunities - Before/after and Saturday school support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$69,323.00	$0.00	$69,323.00	$0.00	$0.00	$0.00	$69,323.00	
2	**2.12**	Learning supports	All	No				On-going	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
2	**2.13**	Facilitate structured Professional Learning Communities (PLCs) for teachers and instructional assistants focused on improving English language arts and mathematics instruction.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$80,873.00	$0.00	$80,873.00	$0.00	$0.00	$0.00	$80,873.00	
2	**2.14**	Professional Learning Communities/Students with Disability	All Students with Disabilities	No			All Schools	On-going	$7,303.00	$0.00	$7,303.00	$0.00	$0.00	$0.00	$7,303.00	
2	**2.15**	Director of Educational & Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$112,981.00	$0.00	$112,981.00	$0.00	$0.00	$0.00	$112,981.00	

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
3	3.1	Instructional Materials	All	No				On-going	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	$0.00	$100,000.00	
3	3.2	Implementation of CPM Mathematics	All	No			All Schools Specific Schools: Jonata Middle School 6-8	On-going	$0.00	$4,900.00	$0.00	$4,900.00	$0.00	$0.00	$4,900.00	
3	3.3	Implementation of "Wonders" (K-5)	All	No			All Schools Specific Schools: Oak Valley Elementary School K-5	On-going	$0.00	$1,852.00	$600.00	$1,252.00	$0.00	$0.00	$1,852.00	
3	3.4	Technology Learning Supports	All	No				On-going	$0.00	$6,045.00	$0.00	$6,045.00	$0.00	$0.00	$6,045.00	
3	3.5	Professional Development--training	All	No				On-going	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
3	3.6	Professional Development--planning	All	No				On-going	$5,700.00	$0.00	$5,700.00	$0.00	$0.00	$0.00	$5,700.00	
3	3.7	Professional Development--workshops	All	No				On-going	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
3	3.8	Instructional Program	All	No				On-going	$0.00	$8,000.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	
3	3.9	Professional Development	All	No				On-going	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.10	Implement a Newcomer English Language Development (ELD) program to support recently arrived English learner students.	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$0.00	$1,022.00	$522.00	$0.00	$0.00	$500.00	$1,022.00	
3	3.11	Enrichment--extended learning	All	No				On-going	$500.00	$500.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
3	3.12	Provide expanded enrichment and STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4-8	On-going	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
3	3.13	Arts education	All	No				On-going	$93,608.00	$0.00	$62.00	$93,546.00	$0.00	$0.00	$93,608.00	
3	3.14	Arts Education	All	No				On-going	$0.00	$12,450.00	$0.00	$0.00	$12,450.00	$0.00	$12,450.00	

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
3	3.15	Assess/Upgrade technology	All	No				On-going	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
3	3.16	Assess/Upgrade technology	All	No				On-going	$6,000.00	$50,000.00	$56,000.00	$0.00	$0.00	$0.00	$56,000.00	
3	3.17	Enrichment-extended learning	All	No				On-going	$0.00	$14,500.00	$0.00	$0.00	$14,500.00	$0.00	$14,500.00	

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
6,426,936.00	838,404.00	13.045%	0.000%	13.045%	$877,344.00	0.000%	13.651 %	**Total:**	$877,344.00
								LEA-wide Total:	$663,407.00
								Limited Total:	$17,228.00
								Schoolwide Total:	$196,709.00

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	**1.5**	Parent education workshops and translations with bilingual support designed to strengthen family engagement and school connectedness for families of English learners.	Yes	LEA-wide	English Learners	All Schools	$1,500.00	
1	**1.7**	Increase effective communication--bilingual support and translations for important school meetings and documents to strengthen family engagement and school connectedness for families of English learners.	Yes	LEA-wide	English Learners	All Schools	$2,400.00	
1	**1.11**	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,020.00	
1	**1.15**	Transportation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$83,700.00	

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 (%)
					Low Income			
1	1.18	Positive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4-8	$2,000.00	
1	1.19	Coordination of Services support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,112.00	
2	2.2	The district will provide a subscription to the i-Ready Diagnostic and Instruction platform in English language arts and mathematics for all schools.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.5	Academic Intervention and Supports in ELA and Math During the School Day - RTI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,639.00	
2	2.6	The district will implement an English Language Development (ELD) program to support English learner students. The program will include additional ELD instruction, structured language development supports during core instruction, and targeted small-group support delivered by teachers, instructional assistants, and Bilingual Support Staff trained in strategies that support language acquisition and academic access.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,228.00	
2	2.7	Academic Intervention and Supports in ELA and Math During the School Day - Oak Valley	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oak Valley Elementary School	$6,900.00	
2	2.8	Intervention Support	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Oak Valley	$126,871.00	

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 (%)
					Low Income	Elementary School		
2	2.9	Academic Intervention and Supports in Math During the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$192,837.00	
2	2.10	Academic Intervention and Supports in ELA and Math During the School Day - Jonata	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$62,938.00	
2	2.11	Extended Learning Opportunities - Before/after and Saturday school support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,323.00	
2	2.13	Facilitate structured Professional Learning Communities (PLCs) for teachers and instructional assistants focused on improving English language arts and mathematics instruction.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,873.00	
2	2.15	Director of Educational & Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,981.00	
3	3.10	Implement a Newcomer English Language Development (ELD) program to support recently arrived English learner students.	Yes	LEA-wide	English Learners	All Schools	$522.00	
3	3.12	Provide expanded enrichment and STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4-8	$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,450,523.00	$1,349,845.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Facilities Condition	No	$120,000.00	$75,000.00
1	**1.2**	Student Engagement/Connectedness	No	$0.00	$0.00
1	**1.3**	Student Engagement/Connectedness	No	$13,956.00	$12,966.00
1	**1.4**	Parent Engagement	No	0.00	$0.00
1	**1.5**	Parent Education--bilingual support	Yes	$1,500.00	$770.00
1	**1.6**	Communication	No	$3,500.00	$3,522.00
1	**1.7**	Communication--bilingual support	Yes	$2,400.00	$2,400.00
1	**1.8**	Staff Engagement	No	$600.00	$300.00
1	**1.9**	Staff Engagement	No	$0.00	$0.00
1	**1.10**	Professional Development--safe/positive environment	No	$12,300.00	$4,625.00
1	**1.11**	Counseling	Yes	$132,712.00	$135,366.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	School Safety	No	$2,000.00	$2,000.00
1	1.13	School Safety	No	$1,320.00	$1,390.00
1	1.14	School Safety	No	$10,292.00	$1,216.00
1	1.15	Transportation	Yes	$51,000.00	$71,128.00
1	1.16	Attendance Incentives	No	$3,000.00	$3,000.00
1	1.17	Counseling	Yes	$7,500.00	$0.00
1	1.18	Positive Learning Environment	Yes	$2,000.00	$2,000.00
2	2.1	Certificated Staff Assignments	No	$0.00	$0.00
2	2.2	Comprehensive Assessment System	Yes	$2,500.00	$2,500.00
2	2.3	Formative Assessments	No	$0.00	$0.00
2	2.4	Accountability	No	$0.00	$0.00
2	2.5	Intervention	Yes	$1,000.00	$1,000.00
2	2.6	English Language Development (ELD)	Yes	$23,150.00	$20,429.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Intervention	Yes	$25,661.00	$30,288.00
2	2.8	Intervention	Yes	$146,996.00	$149,633.00
2	2.9	Intervention	Yes	$327,574.00	$314,244.00
2	2.10	Intervention (Middle School)	Yes	$62,938.00	$62,938.00
2	2.11	Extended Learning Opportunities	Yes	$46,573.00	$47,241.00
2	2.12	Learning supports	No	$500.00	$500.00
2	2.13	Professional Learning Communities	Yes	$80,147.00	$80,147.00
2	2.14	Professional Learning Communities/Students with Disability	No	$3,130.00	$3,130.00
3	3.1	Instructional Materials	No	$100,000.00	$100,000.00
3	3.2	Implementation of CPM Mathematics	No	$4,900.00	$4,900.00
3	3.3	Implementation of "Wonders" (K-5)	No	$1,852.00	$0.00
3	3.4	Technology Learning Supports	No	$21,494.00	$6,045.00
3	3.5	Professional Development--training	No	$2,000.00	$2,000.00
3	3.6	Professional Development--planning	No	$5,700.00	$5,700.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Professional Development--workshops	No	$10,000.00	$5,000.00
3	**3.8**	Instructional Program	No	$15,000.00	$7,873.00
3	**3.9**	Professional Development	No	$5,000.00	$1,378.00
3	**3.10**	English Language Development--"Newcomers"	Yes	$1,022.00	$1,022.00
3	**3.11**	Enrichment--extended learning	No	$1,000.00	$950.00
3	**3.12**	Enrichment--STEAM	Yes	$1,000.00	$1,000.00
3	**3.13**	Arts education	No	$82,356.00	$89,931.00
3	**3.14**	Arts Education	No	$12,450.00	$3,151.00
3	**3.15**	Assess/Upgrade technology	No	$32,000.00	$17,535.00
3	**3.16**	Assess/Upgrade technology	No	$56,000.00	$61,127.00
3	**3.17**	Enrichment-extended learning	No	$14,500.00	$14,500.00

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)
$825,808.00	$842,590.00	$836,368.00	$6,222.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Parent Education--bilingual support	Yes	$1,500.00	$770.00		
1	1.7	Communication--bilingual support	Yes	$2,400.00	$2,400.00		
1	1.11	Counseling	Yes	$132,712.00	$135,366.00		
1	1.15	Transportation	Yes	$51,000.00	$71,128.00		
1	1.17	Counseling	Yes	$7,500.00	$0.00		
1	1.18	Positive Learning Environment	Yes	$2,000.00	$2,000.00		
2	2.2	Comprehensive Assessment System	Yes	$2,500.00	$2,500.00		
2	2.5	Intervention	Yes	$1,000.00	$1,000.00		
2	2.6	English Language Development (ELD)	Yes	$14,167.00	$11,446.00		
2	2.7	Intervention	Yes	$25,661.00	$30,288.00		
2	2.8	Intervention	Yes	$83,396.00	$73,378.00		
2	2.9	Intervention	Yes	$327,574.00	$314,244.00		
2	2.10	Intervention (Middle School)	Yes	$62,938.00	$62,938.00		

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)
2	**2.11**	Extended Learning Opportunities	Yes	$46,573.00	$47,241.00		
2	**2.13**	Professional Learning Communities	Yes	$80,147.00	$80,147.00		
3	**3.10**	English Language Development--"Newcomers"	Yes	$522.00	$522.00		
3	**3.12**	Enrichment--STEAM	Yes	$1,000.00	$1,000.00		

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)
$6,193,048.00	$825,808.00	0.00%	13.334%	$836,368.00	0.000%	13.505%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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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