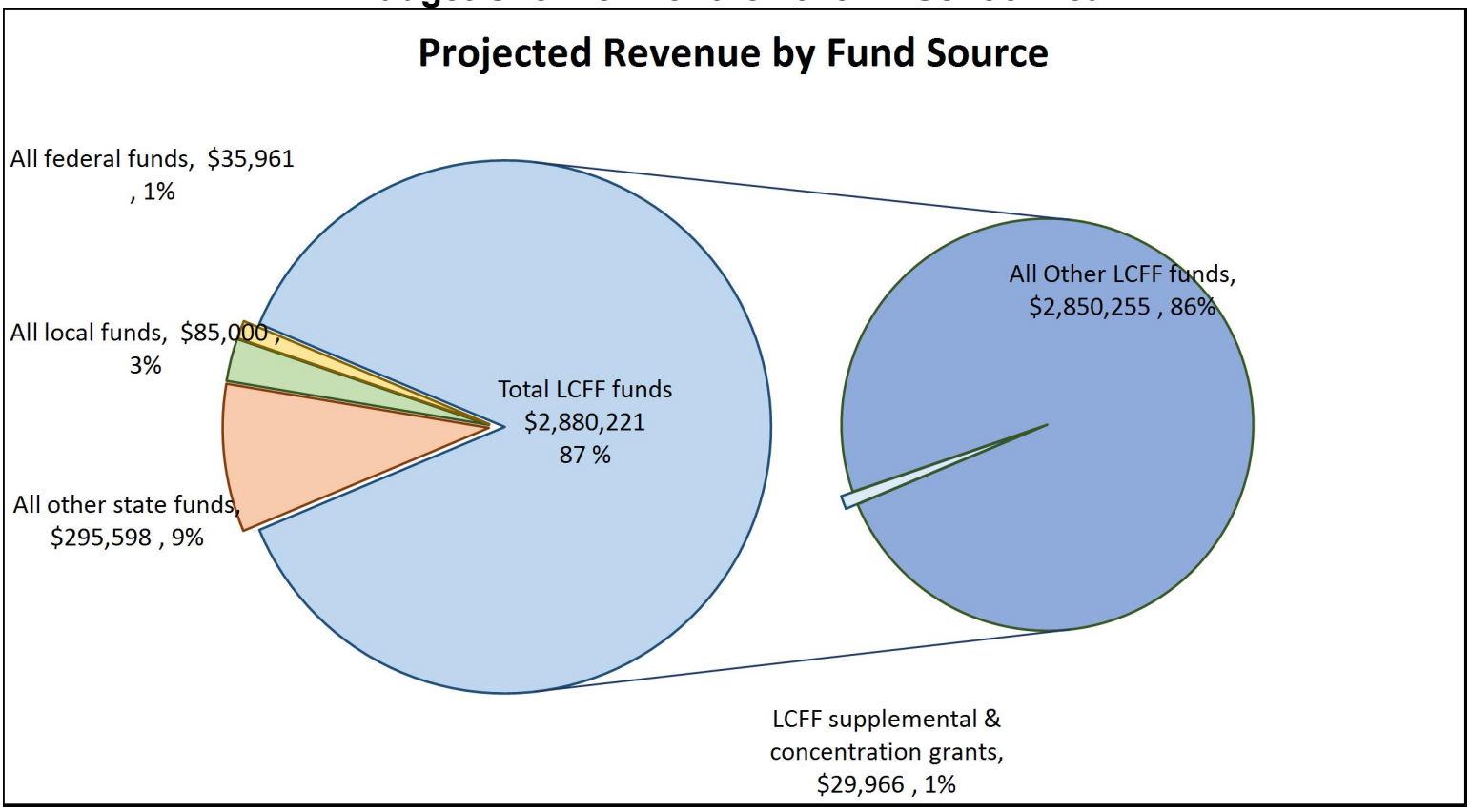
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ballard School District
CDS Code: 42 69104 6045256
School Year: 2026-27
LEA contact information:
Pam Rennick
Superintendent/Principal
prennick@ballardschool.org
(805) 688-4812

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

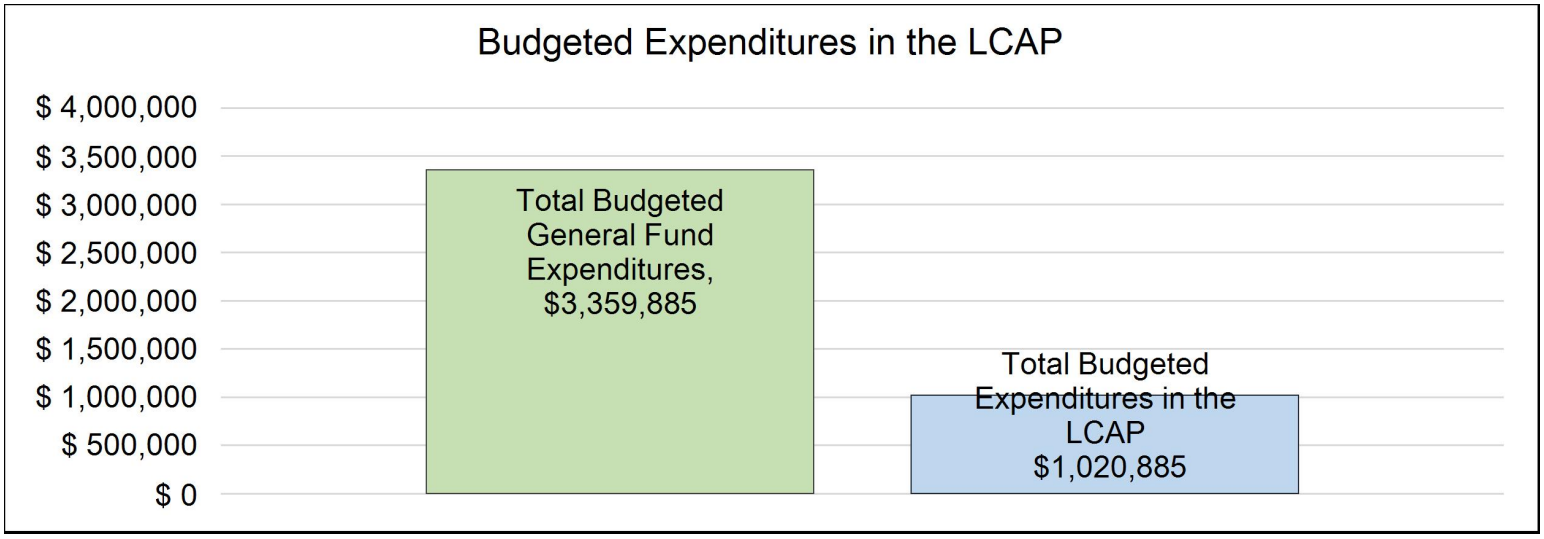


This chart shows the total general purpose revenue Ballard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ballard School District is $3,296,780, of which $2,880,221.00 is Local Control Funding Formula (LCFF), $295,598.00 is other state funds, $85,000.00 is local funds, and $35,961.00 is federal funds. Of the $2,880,221.00 in LCFF Funds, $29,966.00 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 Ballard 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: Ballard School District plans to spend $3,359,885.00 for the 2026-27 school year. Of that amount, $1,020,885.00 is tied to actions/services in the LCAP and $2,339,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

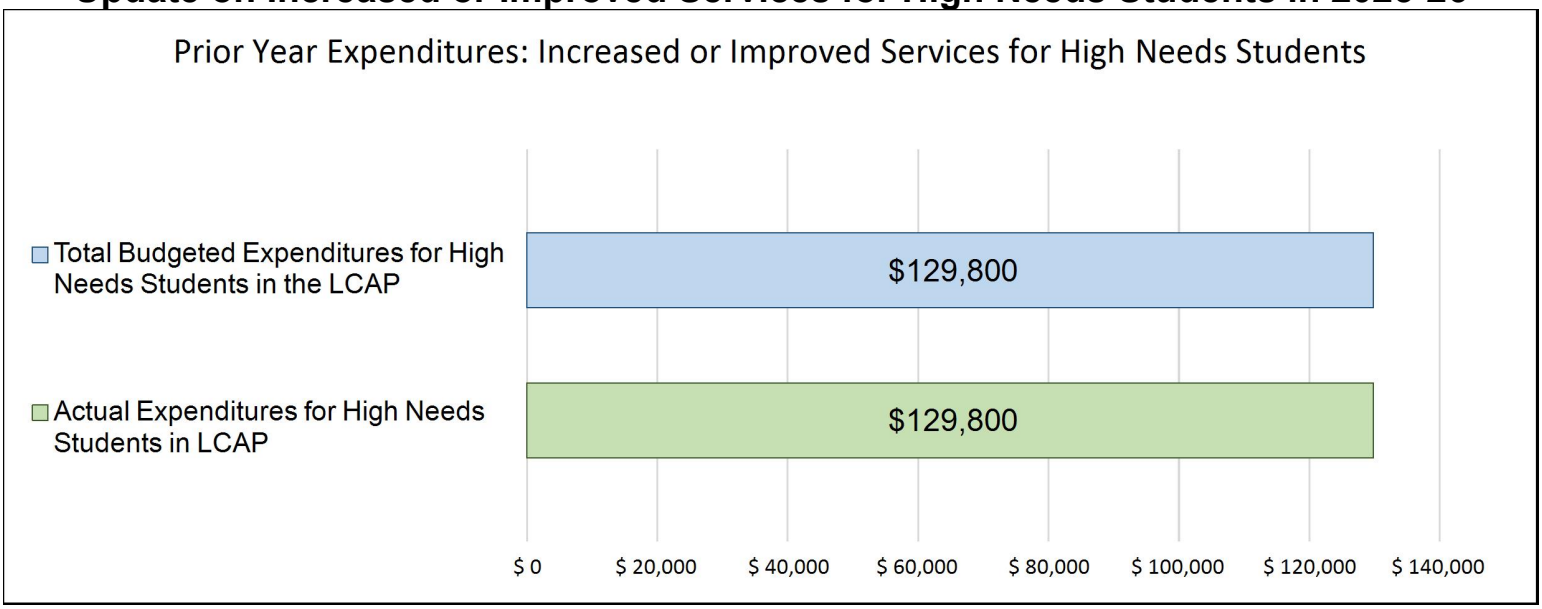
The main expenditure of the Ballard School District's General Fund Budget consists of personnel costs, which cover the salaries and benefits for both certificated staff and classified staff. Other essential expenditures not detailed in the LCAP include day-to-day student and school supplies, routine operational costs, and general institutional overhead necessary to keep the district running smoothly.

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

In 2026-27, Ballard School District is projecting it will receive $29,966.00 based on the enrollment of Foster Youth, English learner, and low-income students. Ballard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ballard School District plans to spend $133,400.00 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 Ballard 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 Ballard 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, Ballard School District's LCAP budgeted $129,800.00 for planned actions to increase or improve services for high needs students. Ballard School District actually spent $129,800.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ballard School District	Pam Rennick Superintendent/Principal	prennick@ballardschool.org (805) 688-4812

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 Ballard School District (BSD) is an elementary district in Santa Barbara County, serving a rural community in grades TK-6. The district is a single school, school district with a current enrollment of 104 students. Among these, 8 are socio-economically disadvantaged, 94 are white, 10 are Hispanic, and 13 are students with disabilities. The district has one English learner (EL) but no foster youth currently.

Ballard School boasts a rich history and tradition that have continuously propelled its success since its establishment in 1882. As the first town in the Santa Ynez Valley and the seventh in Santa Barbara County, the community's rapid growth prompted the formation of the Ballard School District, initially housed in a single-school, old-west-style, high-storefront building.

For over a century, this original schoolhouse stood as the sole classroom on campus. However, by 1982, plans were made and executed for infrastructure expansion. Today, students and staff still gather daily in front of the historic red schoolhouse, ringing its bell, reciting the pledge of allegiance, and hoisting the flag before commencing classes. Although additional buildings and classrooms have been constructed, kindergarten classes attend daily within the red schoolhouse.

The school's core curriculum is enhanced by research-based assessments and tiered MTSS (Multi-Tiered System of Supports) program. In addition to a credentialed classroom teacher at every grade level, instructional assistants are utilized in all classrooms for a portion of the day. Furthermore, Ballard employs a 60% time Literacy/Intervention Teacher on Special Assignment and currently maintains membership in the Santa Ynez Valley Special Education Consortium, providing special education support and personnel, including a part-time psychologist,

Resource Specialist, Speech Language Specialist, and nurse. Next year the district will be contracting special education services through the Santa Barbara County Education Office and all services will continue.

Beyond core content programming, Ballard offers comprehensive coursework and supports, focusing on holistic student education by incorporating music, arts, physical education, character building, and enrichment opportunities. Various staff members support these programs, including a part-time garden science educator, a part-time art teacher, and a part-time music specialist. Technology is integrated into students' learning experiences.

The staff at Ballard Elementary School are among the school's greatest assets. The Superintendent/Principal collaborates closely with students, parents, staff, and the Board of Trustees to ensure programming meets student needs. Due to its small size, teachers know each student by name and collaborate to identify strategies and interventions tailored to individual student goals. Continuously enhancing staff effectiveness is a top priority. In addition to school-wide professional development, collaborations with the Santa Barbara County Office of Education and six other small school districts in the Santa Ynez Valley have been established to provide staff development in areas such as MTSS, California State Standards, culturally responsive teaching and Social Emotional Learning.

Parent and community involvement at Ballard is extensive. The PTA diligently raises funds each year through signature events like the Old Time Ballard School Jamboree and the Ballard Farm Bash to support the school and its programming. The community actively participates in events for parents and children, working closely with the school to plan both during and after-school enrichment opportunities. The entire Ballard School community takes immense pride in the school and the success of its students.

Reflections: Annual Performance

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

The LEA is proud of the following state and local indicators.
77.47% meeting standard on CAASPP ELA Data Source: CA School Dashboard (2025)
66.20% meeting standard on CAASPP Math Data Source: CA School Dashboard (2025)
98.3% on the District Parent, Staff and Student Survey reporting connectedness with the school Data Source: Parent, Staff and Student Climate Surveys (2025-2026)

91% on the District Parent Survey agreeing that district seeks parent input Data Source: Parent Climate Survey (2025-2026)

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 1.2, 1.3 and 3.2 . These actions will continue to provide a diagnostic and formative assessment system, provide a tiered MTSS program in both ELA and Math and an annual parent, student and staff survey.

There were no state indicators on the 2025 Dashboard in which any student group was in the Lowest Performance Band.

Local data show the following:
School attendance rate - Currently 94.8%. We have been as high as 98% in the past and we would like to return to that level of attendance.
% of households responding to the District Parent Survey (50% for the 2025-2026 school year)

Based on these local data points BSD needs to improve the School Attendance Rate and the household reporting rate, although this is a significant increase from the baseline of 15%, we would still like to have the majority of our households respond to the surveys.
With actions 2.4 and 3.2, the district will communicate to all educational partners at start of school year regarding the importance of attendance (2.4) and will increase communication regarding the importance of parent input on the annual climate survey to indicate levels of satisfaction and concern and influence change (3.2).
The chronic absenteeism rate is at 15.5% (2025-2026 school year) which is up significantly from last year (11.2%) and up from the baseline of 8.4%. This is not the direction we would like to be trending. The district will work to set up a more automated system through our student information system to communicate directly with families, notifying parents directly if/when their child is accumulating absences (excused or unexcused) and is trending toward chronic absenteeism.

BSD has unexpended LREBG funds for the 2026-2027 school year. The LREBG funds will be used to support the improvement of chronic absenteeism, Goal 2, action 2.3, with the development of an attendance team (including the superintendent/principal, the intervention teacher and the front office clerk). The funds will specifically be used to fund the expansion of the office clerk's job description to help monitor attendance and absenteeism on an ongoing basis. This team will meet monthly to review the attendance data to target supports to students who are on track for being chronically absent. This action explicitly aligns with the allowable uses of LREBG funds under EC Section 32526(c), which permits expenditures that integrate evidence-based pupil supports to address barriers to learning and promote pupil social and emotional well-being. Chronic absenteeism serves as a primary, systemic barrier to learning recovery. By utilizing LREBG funds to implement intensive attendance interventions, targeted family outreach, and systematic data tracking, the district is working directly to recover lost instructional time. Ensuring students are present in school is a foundational prerequisite for them to access and benefit from any academic or social-emotional learning recovery services.

BSD's comprehensive needs assessment revealed that the chronic absenteeism metric has increased rather than decreased, signaling an urgent area of need. Furthermore, the assessment highlighted a critical intersection between attendance and intervention access. Of the students who are currently chronically absent, 30% are eligible for specialized services, such as Multi-Tiered System of Supports (MTSS) or Special Education. Because students cannot receive vital intervention services if they are absent, addressing attendance is paramount to the success of our learning recovery efforts.

In direct response to this data, the district is shifting its operational strategy for Action 2.3. We will utilize our Student Information System (SIS) to specifically target and isolate data for students and families experiencing a high number of absences. This will enable more careful and continuous data monitoring and ongoing tracking to observe how chronic absenteeism directly impacts students who require or are actively receiving intervention services.

While the district will monitor and address attendance barriers for all students, this data-driven approach allows us to more intensely focus resources on students needing and receiving specialized services, ensuring that historical barriers to attendance do not prevent our most vulnerable student groups from receiving the support they need to succeed.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

The school is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff (including local bargaining unit)	Conducted a meeting on 3/19/26 to review LCAP's purpose, eight state priorities, current LCAP including District's goals and attributable actions. Input was collected and summarized.
Non-Certificated Staff	Conducted a meeting on 4/14/26 to review LCAP's purpose, eight state priorities, current LCAP including District's goals and attributable action. Input was collected and summarized.
Parent/Community educational partner group (all parents invited to attend)	Conducted a meeting on 4/21/26 to review LCAP's purpose, eight state priorities, current LCAP including District's goals and attributable action. Input was collected and summarized. Conducted a meeting on 2/3/26 to review parent climate survey data and progress on previous LCAP goals.
Community Partner YMCA	Conducted a meeting with community partner YMCA to discuss LCAP goals specific to partnership on 3/17/26.
Student Leadership Group	Conducted a meeting on 4/14/26 with a student leadership group to seek input on the LCAP goals and attributable actions.
Students, Staff and Parents	Administered and collected climate surveys on 1/30/26
LCAP committee (including parents of low income students and students with special needs)	Conducted a meeting on 4/21/26 where the committee reviewed the purpose of the LCAP and the eight state priorities. Once these items were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft and were given the opportunity to submit additional questions to the superintendent

Educational Partner(s)	Process for Engagement
Certificated and non-certificated staff	Conducted a meeting on 3/19/26 to review the annual update
All educational partner groups	Posted draft LCAP on the website on 6/5/26
Special Education Local Plan Area (SELPA) for Santa Barbara County	On 4/24/26, met with representative for Santa Barbara County SELPA to seek input on LCAP draft
Principal's Advisory Committee	Conducted a meeting to discuss both current year and next year's LCAP, LCFF and progress towards completion of LCAP actions on 3/18/26

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

Ballard School District values the significant role that all educational partners played in contributing to the development of this LCAP. The process used for educational partner engagement is reflective of BSD's commitment to all members of the school community. The input of educational partners was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success.

Specifically, input was gathered regarding goals and actions and educational partner groups were given the opportunity to prioritize the actions. In all partner groups, the highest valued action was the MTSS/intervention program (1.3) with all groups agreeing that the impact of this program is significant and should continue to be a highly prioritized action towards supporting academic progress for all students. All groups, staff, students and parents also highly value the goal of a broad course of study (goal 4) including the variety of specialists that the district has (art, music, garden, PE and after school enrichment opportunities). Students overwhelmingly supported the PE program. The students also placed a high value on school field trips which contribute to the positive school climate (2.1).

The climate surveys for all groups, staff, students and parents, provided a basis for new actions added to the goals of the LCAP as well as the basis for continuing on with the goals and actions from previous years. Based on this input, there is continued focus in the area of school safety (2.7). While the climate survey showed that parents, staff and students do feel safe at school (98% 2026-2027 climate surveys), the comments indicated that continued safety was a high priority. This input was also noted from the School Safety meetings conducted with parents and staff. This is what prompted the significant increased budget for action 2.5 to purchase school-wide updated phone system and intercom system.

The certificated and non-certificated staff placed a high priority on school attendance and improved school attendance actions (2.4). This was input directly from the meetings with both certificated and non-certificated staff (2.4). This input is resulting in a specific use of our student information service and additional classified personnel time to communicate directly with families via letter templates that will be set up to notify parents directly if/when their child is accumulating absenses (excused or unexcused) and is trending toward chronic absenteeism. As well, the formation of an attendance team (superintendent/principal, intervention teacher and front office clerk) to support the on-going monitoring of students trending toward chronic absenteeism with specific supports for students who receive intervention support or special education services.

The parents, in their meetings with the superintendent/principal, also emphasized the importance of a positive school climate (2.1). This continues to be a focus of the district, moving forward.

During the collaboration meeting with Santa Barbara County SELPA, it was mentioned that our LCAP was inclusive of students with special needs as well as their families. There was an understanding that we have a very small "n" size, so it is difficult to report on any particular metric that would not be overly identifying.

The meeting with the community partners (YMCA) was the basis for the action 1.6 and the extended learning opportunities program in partnership with the YMCA. This program, along with the after school enrichment opportunities for students is an area of focus for the district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students can demonstrate proficiency in math and literacy skills.	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)

An explanation of why the LEA has developed this goal.

Analysis of student performance on CAASPP showed that 77.47% of students are proficient in ELA and 66.20% of students are proficient in Math. While the ELA percentage is slightly increased and the Math percentage is slightly decreased from last year, they are closely aligned with the two years prior, but they are not as high as the school has experienced in the past, and leave room for improvement. Educational partner focus groups considered academic proficiency for all students in reading, writing and math as their highest priority. We plan to improve English language arts and math skills performance by closely monitoring metrics for CAASPP ELA and CAASPP Math as well as providing intervention for students not meeting standards. We will achieve this by implementing a dual-layered data monitoring strategy. Because Ballard School District's student subgroups possess a small "n" size, they are not distinctly disaggregated or called out on the California School Dashboard. Consequently, the district uses a local assessment (STAR 360) three times per year alongside annual CAASPP data. This local benchmarking process allows staff to carefully track student progress, ensuring that targeted intervention is matched to the specific students who are not yet meeting state standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	100% (23/24)	100% (24/25)	86% (25/26)	100%	-14%
1.2	Students with access to CA state standards core	100% (23/24)	100% (24/25)	100% (25/26)	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	curriculum and instructional materials					
1.3	Implementation of CA State Standards for all students	100% (23/24)	100% (24/25)	100% (25/26)	100%	0%
1.4	Meeting standard on CAASPP ELA	88.7% (22/23 CA Dashboard)	77.05% (23/24 CA Dashboard)	77.47% (24/25 CA Dashboard)	90%	-11.23%
1.5	Meeting standard on CAASPP Math	75.1% (22/23 CA Dashboard)	72.13% (23/24 CA Dashboard)	66.20% (24/25 CA Dashboard)	90%	-8.9%
1.6	English Learners making progress towards English Proficiency (CA Dashboard, Status)	N/A due to small group size	N/A due to small group size	N/A due to small group size	N/A due to small group size	N/A
1.7	English Learners reclassified (Reclassification Rate)	N/A due to small group size	N/A due to small group size	N/A due to small group size	N/A due to small group size	N/A
1.8	Access to CA state standards and ELD standards.	100% (25/26)	N/A	N/A	100%	N/A

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.

There were not any specific challenges associated with the implementation of this goal.
BSD has one language learner this year, so the English language supports (1.4) that were put in place to support EL students have been implemented as planned.

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.

The material differences between budgeted expenditures and estimated actual expenditures were:
1.1 Professional Development. The district pays a portion of the Valley wide Professional Development. This year the Professional Development was provided by the County Office of Education, so there was less cost to the districts.

1.5 Traditional and digital curriculum. The district planned to spend $15,000 and only spent $5,000 on digital and traditional curriculum as we did not subscribe to all of the online programs that we had intended to. The programs are costly, and after a thorough review of which programs we felt had the greatest impact on student success, we decided not to purchase all of them. In addition, BSD expected to pilot and purchase a new math program, which is still planned, but did not happen this year.
1.6 Extended Learning Opportunities. The district had budgeted for $50,000 initially, but the state increased the ELOP funding to $100,000. BSD used the additional funding to pay for the expanded after school program.
1.8 Special Education Consortium. BSD planned to spend $207,000 but the actual estimated expenditures were increased to $256,000. This was primarily the result of increase special education legal settlements for the Santa Ynez Valley Special Education Consortium of which Ballard is responsible for roughly 5% of the shared costs.
1.9 7th and 8th grade student Memorandum of Understanding. The MOU with Solvang fluctuates by the number of students attending. We had fewer students attending than we expected and the cost increases with the fewer number of students. Ballard pays Solvang School District for 3.25 FTEs and Solvang discounts the cost by refunding back to BSD, the ADA for each student attending. The end result is that the more students we send, the less of the 3.25 FTE that we pay. This year, we sent less students than expected, so the cost went up.

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

BSD considers the specified actions to be effective in making progress toward the goal. There is a very slight increase in the percentage of students meeting and exceeding standards for language arts and a decrease in the percentage of students meeting and exceeding standards in math, but in a very small sample size, either of these changes could mean a difference of just a few students. While we will continue to monitor and work toward an increase in the percentage of students meeting and exceeding standards in both language arts and math, we feel confident that our continued vigilance toward ensuring that all students can demonstrate proficiency in math and literacy skills is effective in making progress toward this goal.
Effectiveness per Action
1.1: A survey of teachers shows that 100% of the teachers considered the Valley-wide professional development on social emotional learning as well as the professional development on the math framework and a new writing program, to have been effective.
1.2-1.3: All students in all grades are assessed 3 times per year. 19% of students qualified for MTSS for ELA and 16% of students qualified for MTSS in math. 82% of the students receiving MTSS in ELA made progress (progress indicated by an "average", "above average" or "well above average" growth in at least 3 categories of DIBELS testing for grades 1-3 ELA or by a growth of at least 5 percentile points on the STAR reading and STAR math). Grades TK/K are assessed using the reading difficulty screener. Sixteen students were tested and 4 students qualified for MTSS. 100% of TK/K students made progress (progress indicated by an "average", "above average" or "well above average" growth in at least 3 categories of DIBELS testing).
1.4 BSD has too low of incidence of English Language Learners to disclose or discuss specific student outcome data, but generally indicators demonstrate progress.
1.5 100% of students have access to California State Standards aligned curriculum in core subjects via traditional and digital curriculum. The curriculum supports students effectively in content standards as indicated by our CAASPP test scores. Additionally, classroom observations as well as platform analytics affirm that the platforms are being used.
1.6 BSD coordinates extended learning opportunities for students in partnership with the YMCA effectively (effectiveness measured by participation). We have 12 students (including 3 unduplicated pupils) take advantage of the program. 60% of BSD students attend other BSD after school enrichment opportunities.

1.7 A survey of teachers shows that 100% of BSD teachers feel that their collaboration time is effective or highly effective. In a school where there is only one teacher per grade level, any opportunity to work with the teachers in the grade above or below you, is highly valued.
1.8 BSD has been in partnership with the Santa Ynez Valley Special Education Consortium (SYVSEC) for the past 13 years. This has been a highly effective model of providing special education services for BSD students. Unfortunately, SYVSEC will be dissolved in the 2026-2027 school year so BSD will coordinate Special Education services with the County of Santa Barbara and look forward to a continued partnership and collaborative model so that BSD students can continue to receive all their specialized services. BSD has too low of incidence of students with special needs to disclose or discuss specific student outcome data, but generally indicators demonstrate progress.
1.9 The 7th and 8th grade Memorandum of Understanding (MOU) with Solvang Middle School is an effective collaboration where BSD 7th and 8th graders are able to attend a middle school with a large selection of electives, and a true middle school model day (7 periods) with subject specific teachers to effectively bridge them to the high school model.

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.

One significant change to action 1.8 is that BSD will no longer be receiving Special Education Services through the Santa Ynez Valley Special Education Consortium (SYVSEC) and will instead be contracting all special education services through Santa Barbara County Office of Education (SBCEO). Additionally, BSD will be expanding after school learning opportunities and enrichment to expend the increased funding for ELOP (action 1.6). No other significant changes are being made to the planned goal, metrics, target outcomes, or actions for the coming year. We added metric 1.8 to provide assurances that ELs when enrolled have full access to California State standards and ELD standards for the purposes of gaining academic content language and English language proficiency.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	The superintendent/principal will lead the development of a professional development plan, for teachers and paraprofessionals, that focuses on strengthening understanding of the ELA and Math programs and standards and also provides training on some of the following: intervention strategies and systems (academic, social-emotional, behavioral), meeting the needs of students with disabilities, project-based learning and cultural proficiency. The funding pays for the annual valley-wide professional development day, conferences, presentations, webinars and classes for the teachers and paraprofessionals.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Assessment System	BSD will provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math), to be administered by the intervention teacher, in ELA and Math for TK - 6th grade that provides information on individual student learning needs in order to target needed intervention. The funding pays for the subscriptions to provide these assessments.	$9,800.00	Yes
1.3	Interventions (academic supports)	The intervention teacher will coordinate and provide a multi-tiered system of supports (MTSS) program in both ELA and math that provides appropriate instruction to address the needs of students who are in need of additional support including: early screening, progress monitoring, student development of academic goals, additional instructional supports to address academic gaps, teacher collaboration to address barriers to academic success, intervention supports and referrals to the Student Study Team(SST). The funding pays for the intervention teacher to coordinate the MTSS program.	$117,200.00	Yes
1.4	English Learner Support	BSD teachers will continue to provide a comprehensive English language development (ELD) program for all English learners (ELs) that includes both intergrated ELD and designated ELD. English learners will be further supported by the coordinated efforts of the Intervention/Literacy Teacher and a bilingual instructional assistant who will work together to provide expanded language supports to the English learners. This is contingent on the district having ELs. The funding pays for a portion of the bilingual instructional assistant's salary to provide designated support to the ELs.	$6,400.00	Yes
1.5	Traditional and digital curriculum	BSD, through the coordination of the superintendent/principal, will ensure that all students have access to California State Standards aligned curriculum in core subjects. The funds pay for digital subscriptions to online curriculum and will pay for an updated math adoption from our current math program.	$20,000.00	No
1.6	Extended Learning Opportunities	BSD will provide expanded learning opportunities as before and after school enrichment opportunities, and in partnership with YMCA after	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school, as well as during summer and holiday school breaks. This program will be coordinated by the superintendent/principal. Funds are used to provide the program to unduplicated pupils at no cost, provide transportation and to supplement the enrichment opportunities.		
1.7	Teacher Collaboration	BSD will continue to provide funding to provide teacher work days for teachers to collaborate at the beginning of the school year. Teachers expand on this time by regularly utilizing time built into the school year calendar (non-student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction. This funding pays for the teacher work days at the beginning of the year.	$23,650.00	No
1.8	Special Education Services (formerly Special Education Consortium)	BSD will provide special education services through the Santa Barbara County Education Office (SBCEO). These funds pay for the direct costs and shared costs of BSDs contract with SBCEO to provide these services.	$337,000.00	No
1.9	7th & 8th grade student Memorandum of Understanding (MOU)	BSD will continue the MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students. The funding pays for the MOU.	$220,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain a school environment that is physically, socially and emotionally safe.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Chronic Absenteeism Rate, while improving slightly over time, is still higher than desired. The baseline for 22/23 was 8.4% (down from 11.5% 21/22) but is back up to 11.2% in 24/25 and increased again in 25/26 to 15.5%. This shows that engagement and connectedness with the school can increase. Educational partner focus groups showed the desire to have students be more emotionally healthy and self-aware. These focus groups also agreed that students need to be in school to best develop these traits. BSD plans to improve the outcomes on the Chronic Absenteeism Rate over the next year by utilizing a student information system to more closely track absences and increase communication with parents. BSD anticipates that the percentage of students who are chronically absent will decrease significantly. As well, the educational partner focus group expressed their desire to continue to make physical school safety a high priority. BSD will measure school safety improvements with the implementation of specific safety measures (Standard Response Safety Protocols training, and increase safety measures such as an improved indoor and outdoor intercom system as well as an updated phone system).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Inspection Tool overall rating	100% (23/24)	100% (24/25)	100% (25/26)	100%	0%
2.2	School attendance rate	94.7% (23/24)	94.8% (24/25)	94.8% (25/26)	96%	0%
2.3	Chronic absenteeism rate (CA Dashboard)	8.4% (22/23)	11.2% (23/24)	15.5% (24/25 CA Dashboard)	2.5%	+7.1%
2.4	Suspension rate (CA Dashboard)	0% (22/23)	.9% (23/24)	.8% (24/25 CA Dashboard)	0%	+.8%
2.5	Expulsion rate	0% (22/23)	0% (23/24)	0% (24/25)	0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents)	98% (23/24)	98% (24/25)	98.3% (25/26)	95%	+.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.

Overall, BSD continues to implement this goal with a high degree of fidelity. One significant difference between our planned actions and actual implementation occurred in response to input on our School Safety Plan; to increase campus security, BSD pivoted to install shutters in every classroom, allowing them to be closed immediately during a lockdown. Another substantive change involved our technology safety plan: during implementation, we discovered that our older computers were incompatible with the planned GoGuardian software deployment, meaning we were unable to carry out this specific action this 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.

The material differences between budgeted expenditures and estimated actual expenditures were:
2.5 School Safety. BSD had planned to spend $1,000 on school safety this year, but had an opportunity to install shutters for each of the classrooms, whereby allowing them to be closed immediately in a lock-down situation. So the actual expenditure was $62,000 this year.
2.6 Technology Safety. BSD had planned to contract with GoGuardian as a technology safety measure, but the computers that we had, were not compatible with the system, so this was not possible. The planned expenditure was $5,000, but the actual expenditure was $0. BSD has since replaced and upgraded our computers so that we will be able to employ a technology safety system in the future.

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

The specific actions (2.1-2.6) for Goal 2 all contribute effectively to maintain a school environment that is physically, socially and emotionally safe and are currently supporting BSD in making progress toward this goal. BSD enjoys a high level of effectiveness in this area.
Typically, BSD has had a very low (0%) suspension rate, which increased due to the suspension of one student. Due to a small "n" size sensitivity, the suspension of one student caused the suspension rate to remain relatively stable at .8% (almost 1%). The chronic absenteeism continues to be a challenge. The year one outcome is higher than the baseline significantly, and this will continue to be an area of focus. Specifically, the school has been utilizing Aeries, a student information system, to more closely monitor student absenteeism and more readily communicate with families about the importance of attendance.
Effectiveness per Action

2.1 Positive School Climate Activities - The activities were designed to increase student and parent engagement and were effective as evidenced by our climate surveys that show that students, staff and parents collectively report that the school is safe (98.3% climate survey 2026), students are connected to adults and peers (97% climate survey 2026), and are happy to be at school (98% student climate survey 2026)
2.2 Intervention (Social Emotional Supports) BSD was able to utilize the school psychologist to have a dual role of serving students with special needs requiring counseling and also serve as our general education counselor for students in need. During the year, 4 general education students were referred to counseling services by their teachers and 3 of the 4 were able to exit the services after 4-6 sessions. One student required more intensive counseling services and was able to be seen all year.
2.3 Improved Attendance Actions- This action was not effective as evidenced by the rise in the chronic absenteeism rate. Continued and increased efforts will be made in this area.
2.4 Climate Surveys-These are an effective avenue for parents, students and staff to provide input to the school. The students participated in the climate surveys 100%, the staff participated 100% and the parents and families participated at 50% this year.
2.5 School Safety- This was an area of focus, as evidenced by the increased expenditure. BSD reviews the goals of the safety plan in conjunction with the LCAP and effectively makes and takes actions that support school safety. As well, BSD also enjoys a consistent 100% on the overall rating of the Facilities Inspection Tool
2.6 Technology Safety- This action was not effective this year as it was not fully implemented. New devices were purchased so that the school could provide a baseline of technology safety and will continue to prioritize this in the future.

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.

One specific change in action 2.3 that is a result of the chronic absenteeism metric increasing instead of decreasing, is that we will be utilizing the student information system very specifically to focus on students and families that have a high number of absences. More consistent communication is the goal and more careful and consistent monitoring of the data will support this effort. As a result of the needs assessment done to account for the LREBG fund spending, we will additionally be continuously monitoring chronic absenteeism as it may relate to the students needing and receiving intervention services and special education services. If students needing intervention are absent, they cannot receive the services. According to the needs assessment, of the students who are chronically absent, 30% are eligible for services (MTSS or special education). So we will be monitoring and addressing any barriers to attendance for ALL students, but more specifically students needing and receiving specialized services and intervention. Additionally, to support the action of technology safety (2.6), BSD will be implementing additional safety measures through the technology consultant, to put safeguards into place on the newly purchased devices.

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	Positive school climate activities	BSD will continue to provide activities designed to increase student and parent engagement and connectivity with the school through the coordination efforts of the superintendent/principal and teachers. These include in-school activities like Character Counts with monthly recognition and student awards assemblies, field trips, enrichment classes and outside speakers.These also include after school enrichment activities. These funds will pay for field trips, enrichment classes, outside speakers and assemblies.	$8,000.00	No
2.2	Intervention (social-emotional supports)	BSD will implement social emotional supports including: superintendent and teachers contacting parents to determine school participation barriers for students and utilizing the Second Step (social emotional learning) program. The school will also provide a school psychologist who will provide general education counseling services when needed. Their caseload will be determined by referrals from teachers and staff. The school psychologist is paid for as part of the direct services cost to the Santa Barbara County Education Office (action 1.8), so there is no additional cost for this support.	$0.00	No
2.3	Improved Attendance Actions	Superintendent/principal will communicate with all educational partners at start of school year regarding the importance of attendance and will send out letters to families reporting on excessive absences and tardies throughout the year. The superintendent/principal will also meet with parents of students identified as chronically absent (prior year) at the beginning of the school year and meet with the parents of those students approaching 'chronically absent' during the school year. BSD utilizes a student information system, Aeries, to closely monitor attendance and communicate with families. BSD will participate with School Attendance Review Team (SART) as needed. The funds will pay for the annual Aeries system contract. This is an LREBG action. The LREBG funds will be used to support the improvement of chronic absenteeism with the development of an attendance team (including the superintendent/principal, the intervention teacher and the front office clerk). The funds ($1,385) will specifically be used to fund the expansion of the office clerk's job description to help monitor attendance and absenteeism on an ongoing basis. This team will	$9,785.00	No

Action #	Title	Description	Total Funds	Contributing
		meet monthly to review the attendance data to target supports to students who are on track for being chronically absent. This action explicitly aligns with the allowable uses of LREBG funds under EC Section 32526(c), which permits expenditures that integrate evidence-based pupil supports to address barriers to learning and promote pupil social and emotional well-being. Chronic absenteeism serves as a primary, systemic barrier to learning recovery. By utilizing LREBG funds to implement intensive attendance interventions, targeted family outreach, and systematic data tracking, the district is working directly to recover lost instructional time. Ensuring students are present in school is a foundational prerequisite for them to access and benefit from any academic or social-emotional learning recovery services. BSD's comprehensive needs assessment revealed that the chronic absenteeism metric has increased rather than decreased, signaling an urgent area of need. Furthermore, the assessment highlighted a critical intersection between attendance and intervention access. Of the students who are currently chronically absent, 30% are eligible for specialized services, such as Multi-Tiered System of Supports (MTSS) or Special Education. Because students cannot receive vital intervention services if they are absent, addressing attendance is paramount to the success of our learning recovery efforts. In direct response to this data, the district is shifting its operational strategy for Action 02.03. We will utilize our Student Information System (SIS) to specifically target and isolate data for students and families experiencing a high number of absences. This will enable more careful and continuous data monitoring and ongoing tracking to observe how chronic absenteeism directly impacts students who require or are actively receiving intervention services. While the district will monitor and address attendance barriers for all students, this data-driven approach allows us to more intensely focus resources on students needing and receiving specialized services, ensuring that historical barriers to attendance do not prevent our most vulnerable student groups from receiving the support they need to succeed.		

Action #	Title	Description	Total Funds	Contributing
2.4	Climate Surveys	Superintendent/principal will survey parents, certificated staff, classified staff and students annually using the BSD Climate survey. The results will be shared and discussed at a staff meeting and also at a PTA meeting.	$0.00	No
2.5	School Safety	The superintendent/principal and maintenance director will implement specific safety measures (upgraded phone and intercom system) and provide staff training on new Standard Response Safety Protocols. BSD staff will continue to conduct monthly safety drills. The funds will pay for the safety measures and staff trainings.	$20,000.00	No
2.6	Technology Safety	BSD will invest in a technology safety system to help ensure student safety while on the internet. The funds will be used to pay for the technology safety system.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain high levels of parent and school community participation and connectedness with the school	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of the Ballard School District parent climate survey data shows that 91% of the parents surveyed agree that the district seeks parent input. This is a significant percentage considering that half (50%) of families completed the survey. We would like to maintain the percentage of households that respond to the parent survey above 50%. The district will continue to increase the % of households that respond to the parent climate survey to ensure that we are serving community needs. Analysis of all three climate surveys (parents, students and staff) data shows a high percentage (98.3%) of educational partners that feel connected with the school. The district recognizes that this is an important metric to maintain as a significant indicator of a positive school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District Parent Survey agreeing that district seeks parent input above	92% (23/24)	90% (24/25)	91% (25/26)	95%	+3%
3.2	Households responding to the District Parent Survey	15% (23/24)	49% (24/25)	50% (25/26)	30%	+35%
3.3	Parent participation in school-wide events, specifically including parents of ELs, SED and SWD students (parent conferences, back-to-school night, open	95% (23/24)	98% (24/25)	98% (25/26)	95%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	house, fundraising events, school performances)					
3.4	Educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents).	97.3% (23/24)	98.6% (24/25)	98.3%(25/26)	95%	+1%

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.

All planned actions were implemented as expected and there were no relevant challenges experienced with this implementation.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

BSD continues to maintain high levels of parent and school community participation and connectedness with the school. The parent survey results shows that 91% of our families agree that BSD seeks parent input. BSD maintained a high number of families responding to the survey (50%) which makes this high percentage a strong indicator. Data and feedback indicate that the specific actions implemented are effective in making progress toward this goal. In particular, the significant increase in families participating in the input surveys indicating that BSD seeks input from families. As well, the very high percentage (98%) of parent and family participation in school-wide events.
Effectiveness per Action
3.1-3.3 all relate to the high levels of parent and school community participation and connectedness with the school. These are effective actions as evidenced by 100% of families connected to Parent Square, and the high levels of parent participation (98%) in school-wide events, specifically including parents of ELs, SED and SWD students (parent conferences, back-to-school night, open house, fundraising events, school performances). As well, by the percentage of educational partners that report high connectedness with school (98.3%).

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

One specific change to the metric was to include more specifically, parents of EL, SED and SWD students. However, because of the small sample size, BSD will not add a specific metric for their participation separately, but rather wanted to note that there is a specific outreach effort towards the inclusion of these families. BSD will continue to reach out to these families and monitor to be sure that this specific population of families has a high level of participation. There were no other specific changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice in this area.

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	Parent Communication	BSD superintendent/principal and teachers will continue to utilize Parent Square, email and the school website to regularly communicate with parents. The superintendent/principal will continue to host coffee and conversation meetings regularly with an open agenda to promote parent/school communication. The funds are used to pay for Parent Square.	$3,300.00	No
3.2	Parent Survey	The superintendent/principal will survey parents annually regarding priorities for the district, district execution on objectives, and parent perceptions of safety and the academic program.	$0.00	No
3.3	PTA Partnership	In partnership with the PTA, BSD will host two evening events related to issues relevant to parenting issues. Work with the PTA's social media chair to provide information about and promote both the PTA and the district. The funds will pay for the two evening events.	$750.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure that all students receive a broad course of study.	Broad Goal

State Priorities addressed by this goal.

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.

Analysis of student data showed that all students are receiving a broad course of study. Educational partner focus groups discussed their desire to have students be problem solvers and to be well-rounded individuals. This relates to receiving a broad course of study. BSD plans to continue to ensure that 100% of students are enrolled in required courses of study and receive a broad course of study.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Students, including ELs, SED and SWD students, enrolled in required courses of study	100% (23/24)	100% (24/25)	100% (25/26)	100%	0%
4.2	Students, including ELs, SED and SWD students, participating in before and after school enrichment opportunities.	50% (23/24)	60% (24/25)	60% (25/26)	60%	+10%

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.

BSD continues to ensure that all students receive a broad course of study with high fidelity. There were not any substantive differences in planned actions and actual implementation. This is an area of focus and consistent implementation. One specific area of challenge to each of the metrics (4.1 and 4.2) was to include more specifically, participation of EL, SED and SWD students. However, because of the small sample size, BSD did not add a specific metric for their participation separately, but rather wanted to note that there is a specific outreach effort towards the inclusion of these students. BSD will continue monitor to be sure that this specific population of students has a proportionate level of participation.

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.

While there is no significant degree of difference for implementation, there was an increase in the estimated actual expenditures ($30,000 increase) for action 4.1 Broad Course of Study, as the cost of part time personnel and specialty consultants increased.

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

The specific actions are effective in helping BSD maintain the goal of ensuring that all students receive a broad course of study.
Effectiveness per Action
4.1 All students receive a broad course of study including: art, music, garden science and PE during the school day. As well, all students have the opportunity to participate in after school activities, both in partnership with YMCA and also in BSD after school programs such as drama. Currently 60% of BSD students participate in after school opportunities, which is a 10% increase from the baseline of 50%. This is a high percentage of participation.
4.2 BSD utilizes Parent Square to communicate with families with 100% of families connected. As well, BSD uses Google Classroom and also Aeries to communicate with families about classroom assignments and attendance. All of these are effective modes of communication and all of these require consistent technological support.
4.3 BSD staff is effective at offering various Project Based Learning opportunities for students at all grade levels, periodically throughout the year. These include school-wide STEM projects, garden projects, a school newspaper, a community haunted house and several community projects led by the student leadership group. All of these opportunities are effective opportunities for students to employ cross-curricular, real world applications to their learning. The evidence that shows that this is effective is the high participation rate of 100%.

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

There were no specific changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice in this area.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Broad course of study	BSD will employ and/or contract with the following part time personnel as available: Technology educator, music educator, school garden science educator, Art educator, and physical education educator. Students will also have the opportunity to participate in a variety of before and after school enrichment classes. These may include: Drama, science, technology, art, etc. The funds will pay for the personnel.	$125,000.00	No
4.2	Technology Consultant	BSD will provide a technology consultant to support teachers in utilizing technology including Parent Square and Google Classroom to communicate with parents about classroom activities. The funds will pay for the consultant.	$10,000.00	No
4.3	Project Based Learning	The superintendent/principal and teachers will develop and implement, more project based activities that are aligned with California State Standards including STEAM units and lessons.	$0.00	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
$29,966.00	$0

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
1.607%	0.000%	$0.00	1.607%

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
1.2	**Action:** Assessment System **Need:** Unduplicated students perform at lower levels on state and local assessments compared with non-unduplicated students. While all students require periodic academic benchmarking, our state and local assessment data reveals a disproportionate achievement gap for our unduplicated student groups (English	This action is provided on an LEA-wide basis because substantial educational research, including studies from the National Center for Education Evaluation (NCEE) and CDE guidelines, demonstrates that a systemic, universal screening and assessment system is a prerequisite for successful Multi-Tiered System of Supports (MTSS). Although an assessment infrastructure is implemented across the district, it is principally	Percentage of unduplicated students meeting or exceeding standards on the CAASPP ELA and Mathematics assessments (Not reportable due to small "n" size)

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
	Learners, Foster Youth, and Low-Income students). Data trends demonstrate that Ballard's UDP students are identified as needing intensive academic intervention and supports at a rate that is roughly three times that of non-duplicated students. To effectively target resources and monitor progress, there is an urgent need for a cohesive, district-wide assessment infrastructure that provides real-time, disaggregated data to catch learning gaps early. **Scope:** LEA-wide	directed to meet the specific needs of unduplicated pupils. It ensures that vulnerable students who traditionally experience systemic barriers to academic progress are immediately identified, monitored, and assigned targeted intervention resources without delay.	
1.3	**Action:** Interventions (academic supports) **Need:** Unduplicated students perform at lower levels on state and local assessments compared with non-unduplicated students and following the systematic identification process established in Action 1.2, our district data highlights a disparity in core academic proficiency. Ballard's unduplicated pupils (UDP) access intensive intervention services at a rate roughly three times that of non-UDP students. There is a significant need to provide structured, evidence-based academic interventions, specifically individualized and small-group targeted instruction in English Language Arts (ELA) and Mathematics, to mitigate learning loss and accelerate academic recovery for these student groups.	This action is delivered on an LEA-wide basis to optimize resource allocation, ensure curricular alignment, and guarantee that any student across the district who falls behind has access to the same high-quality academic supports and interventions. This action is principally directed toward and effective in meeting the needs of our unduplicated student populations because small-group, targeted intervention directly addresses the achievement gaps magnified by socio-economic challenges, language barriers, and instructional disruptions. By scaling this intervention, the district ensures that our English Learners, low-income students, and foster youth receive the disproportionate share of direct instructional intervention hours they require to reach grade-level mastery. This action is provided on an LEA-wide basis because substantial educational research,	Percentage of unduplicated students meeting or exceeding standards on the CAASPP ELA and Math assessments. (Not reportable due to small "n" size).

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	including studies from the National Center for Education Evaluation (NCEE) and CDE guidelines, demonstrates that a systemic, universal screening and assessment system is a prerequisite for successful Multi-Tiered System of Supports (MTSS).	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Support **Need:** English Learners (EL) face barriers to meeting standards as evidenced by state and local assessment data. English Learners (EL) and newly Reclassified Fluent English Proficient (RFEP) students need systematic, targeted language development that goes beyond general academic instruction. Local diagnostic data, language proficiency assessments, and academic tracking demonstrate that these students require explicit, structured support to build academic vocabulary, grammatical fluency, and literacy skills in English. This foundational language development is absolutely critical to grant them equitable access to core, grade-level academic content.	This action is explicitly designed to meet the unique linguistic needs of English Learners by delivering a comprehensive English Language Development (ELD) program. This program includes dedicated, specific Designated ELD support targeting individual language proficiency gaps, which serves as a vital framework alongside day-to-day Integrated ELD support woven throughout all content-areas. Currently, Ballard School District has only one enrolled English Learner receiving these direct services. However, the district maintains this dedicated infrastructure, staffing capability, and curriculum to ensure equity and compliance. This guarantees that our current EL student receives the legally mandated, intensive support required to achieve language proficiency, while ensuring the necessary structural systems remain firmly in	ELPAC Progress: The percentage of ELs making annual progress toward language proficiency, or maintaining the highest level of proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC). (Not reportable due to small "n" size) Academic Achievement: The percentage of EL and RFEP students meeting or exceeding standards on the CAASPP ELA and Mathematics. (Not

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	High quality English language development support is needed to ensure timely reclassification. **Scope:** Limited to Unduplicated Student Group(s)	place to immediately serve any additional EL students who may enroll in the future.	reportable due to small "n" size) Reclassification Rate: The annual percentage of EL students who successfully meet all local and state criteria to be reclassified as Fluent English Proficient (RFEP). (Not reportable due to small "n" size)

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.

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.

N/A

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		

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 certificated staff providing direct services to 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	$1,864,212.00	29,966.00	1.607%	0.000%	1.607%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$847,750.00	$116,385.00	$56,750.00	$0.00	$1,020,885.00	$273,635.00	$747,250.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All	No				Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	1.2	Assessment System	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$9,800.00	$9,800.00	$0.00	$0.00	$0.00	$9,800.00	0
1	1.3	Interventions (academic supports)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$117,200.00	$0.00	$117,200.00	$0.00	$0.00	$0.00	$117,200.00	0
1	1.4	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$6,400.00	$0.00	$6,400.00	$0.00	$0.00	$0.00	$6,400.00	0
1	1.5	Traditional and digital curriculum	All	No				Ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0
1	1.6	Extended Learning Opportunities	All Unduplicated students will attend without cost	No				Ongoing	$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0
1	1.7	Teacher Collaboration	All	No				Ongoing	$23,650.00	$0.00	$23,650.00	$0.00	$0.00	$0.00	$23,650.00	0
1	1.8	Special Education Services (formerly Special Education Consortium)	Students with Disabilities	No				Ongoing	$0.00	$337,000.00	$337,000.00	$0.00	$0.00	$0.00	$337,000.00	0
1	1.9	7th & 8th grade student Memorandum of Understanding (MOU)	All 7th and 8th graders	No				2 Years	$0.00	$220,000.00	$220,000.00	$0.00	$0.00	$0.00	$220,000.00	0
2	2.1	Positive school climate activities	All	No				Ongoing	$0.00	$8,000.00	$2,000.00	$0.00	$6,000.00	$0.00	$8,000.00	0
2	2.2	Intervention (social-emotional supports)	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Improved Attendance Actions	All	No				Ongoing	$1,385.00	$8,400.00	$8,400.00	$1,385.00	$0.00	$0.00	$9,785.00	0
2	2.4	Climate Surveys	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.5	School Safety	All	No				Ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0
2	2.6	Technology Safety	All	No				Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
3	3.1	Parent Communication	All	No				Ongoing	$0.00	$3,300.00	$3,300.00	$0.00	$0.00	$0.00	$3,300.00	0
3	3.2	Parent Survey	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.3	PTA Partnership	All	No				Ongoing	$0.00	$750.00	$0.00	$0.00	$750.00	$0.00	$750.00	0
4	4.1	Broad course of study	All	No				Ongoing	$125,000.00	$0.00	$60,000.00	$15,000.00	$50,000.00	$0.00	$125,000.00	0
4	4.2	Technology Consultant	All	No				Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0
4	4.3	Project Based Learning	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,864,212.00	29,966.00	1.607%	0.000%	1.607%	$133,400.00	0.000%	7.156 %	**Total:**	$133,400.00
								LEA-wide Total:	$127,000.00
								Limited Total:	$6,400.00
								Schoolwide Total:	$0.00

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	**1.2**	Assessment System	Yes	LEA-wide	English Learners Low Income	All Schools	$9,800.00	0
1	**1.3**	Interventions (academic supports)	Yes	LEA-wide	English Learners Low Income	All Schools	$117,200.00	0
1	**1.4**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,400.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$723,800.00	$935,000.00

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**	Professional Development	No	$5,000.00	$2,500.00
1	**1.2**	Assessment System	Yes	$9,800.00	$9,800.00
1	**1.3**	Interventions (academic supports)	Yes	$113,800.00	$113,800.00
1	**1.4**	English Learner Support	Yes	$6,200.00	$6,200.00
1	**1.5**	Traditional and digital curriculum	No	$15,000.00	$5,000.00
1	**1.6**	Extended Learning Opportunities	No	$50,000.00	$100,000.00
1	**1.7**	Teacher Collaboration	No	$22,950.00	$23,650.00
1	**1.8**	Special Education Consortium	No	$207,000.00	$256,000.00
1	**1.9**	7th & 8th grade student Memorandum of Understanding (MOU)	No	$170,000.00	$208,000.00
2	**2.1**	Positive school climate activities	No	$8,000.00	$8,000.00

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	2.2	Intervention (social-emotional supports)	No	$0.00	$0.00
2	2.3	Improved Attendance Actions	No	$6,000.00	$6,000.00
2	2.4	Climate Surveys	No	$0.00	$0.00
2	2.5	School Safety	No	$1,000.00	$62,000.00
2	2.6	Technology Safety	No	$5,000.00	$0.00
3	3.1	Parent Communication	No	$3,300.00	$3,300.00
3	3.2	Parent Survey	No	$0.00	$0.00
3	3.3	PTA Partnership	No	$750.00	$750.00
4	4.1	Broad course of study	No	$90,000.00	$120,000.00
4	4.2	Technology Consultant	No	$10,000.00	$10,000.00
4	4.3	Project Based Learning	No	$0.00	$0.00

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)
$26,544.00	$129,800.00	$129,800.00	$0.00	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	1.2	Assessment System	Yes	$9,800.00	$9,800.00	0	
1	1.3	Interventions (academic supports)	Yes	$113,800.00	$113,800.00	0	
1	1.4	English Learner Support	Yes	$6,200.00	$6,200.00	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,863,247.00	$26,544.00	0%	1.425%	$129,800.00	0.000%	6.966%	$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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