

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ballard School District

CDS Code: 42 69104 6045256

School Year: 2024-25

LEA contact information:

Pam Rennick

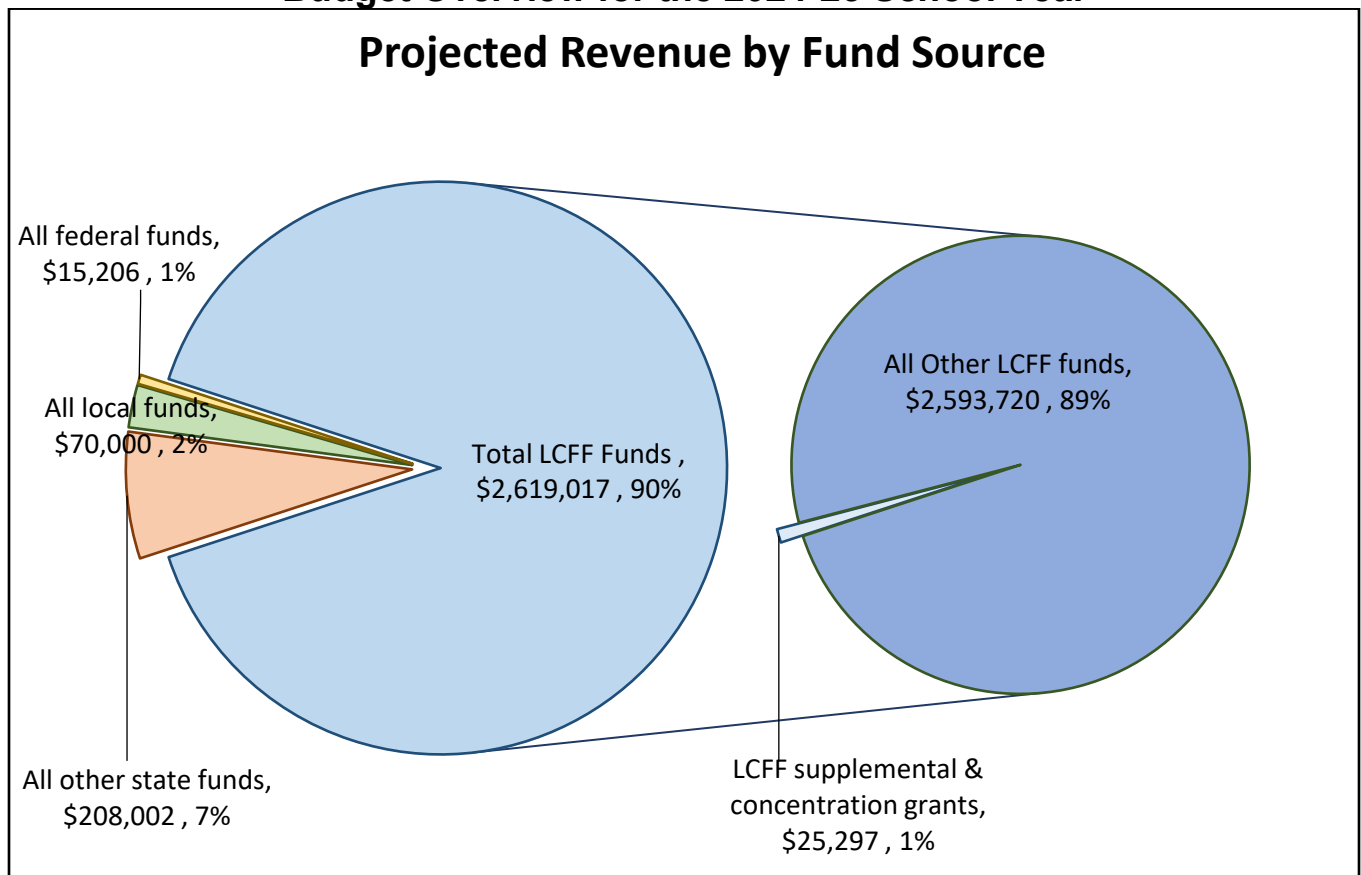
Superintendent/Principal

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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 2024-25 School Year

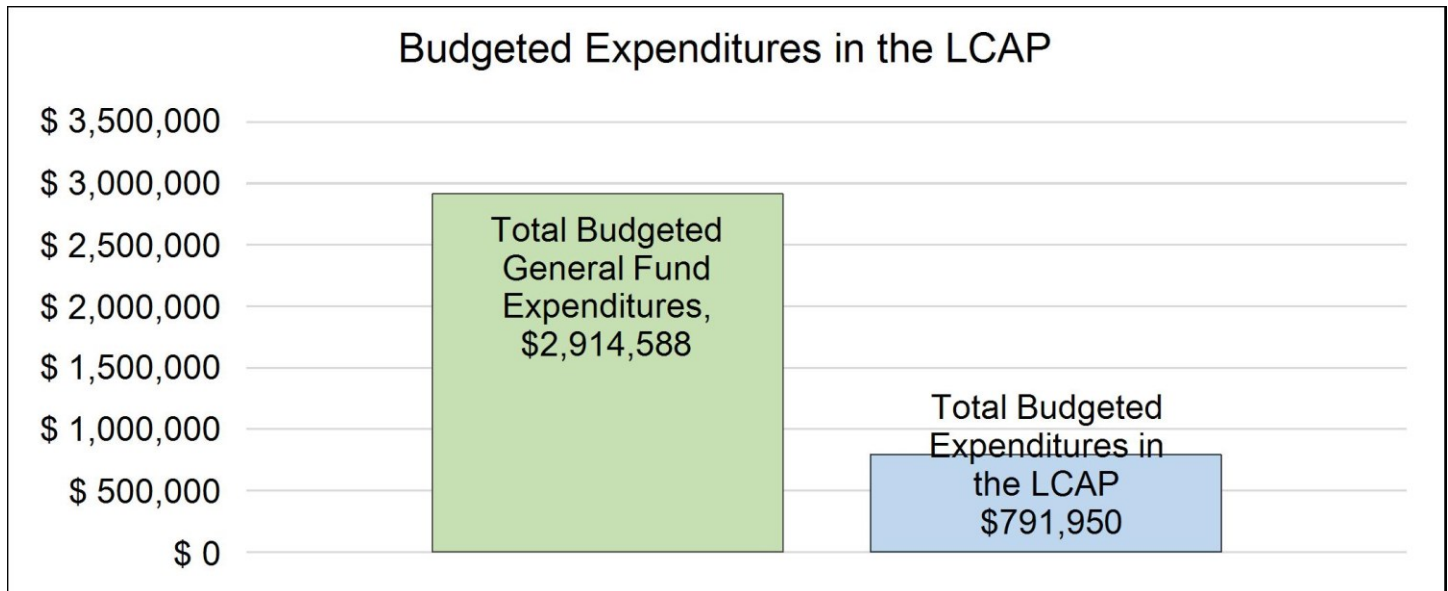


This chart shows the total general purpose revenue Ballard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ballard School District is \$2,912,225, of which \$2,619,017 is Local Control Funding Formula (LCFF), \$208,002 is other state funds, \$70,000 is local funds, and \$15,206 is federal funds. Of the \$2,619,017 in LCFF Funds, \$25,297 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 2024-25. 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 \$2,914,588 for the 2024-25 school year. Of that amount, \$791,950 is tied to actions/services in the LCAP and \$2,122,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

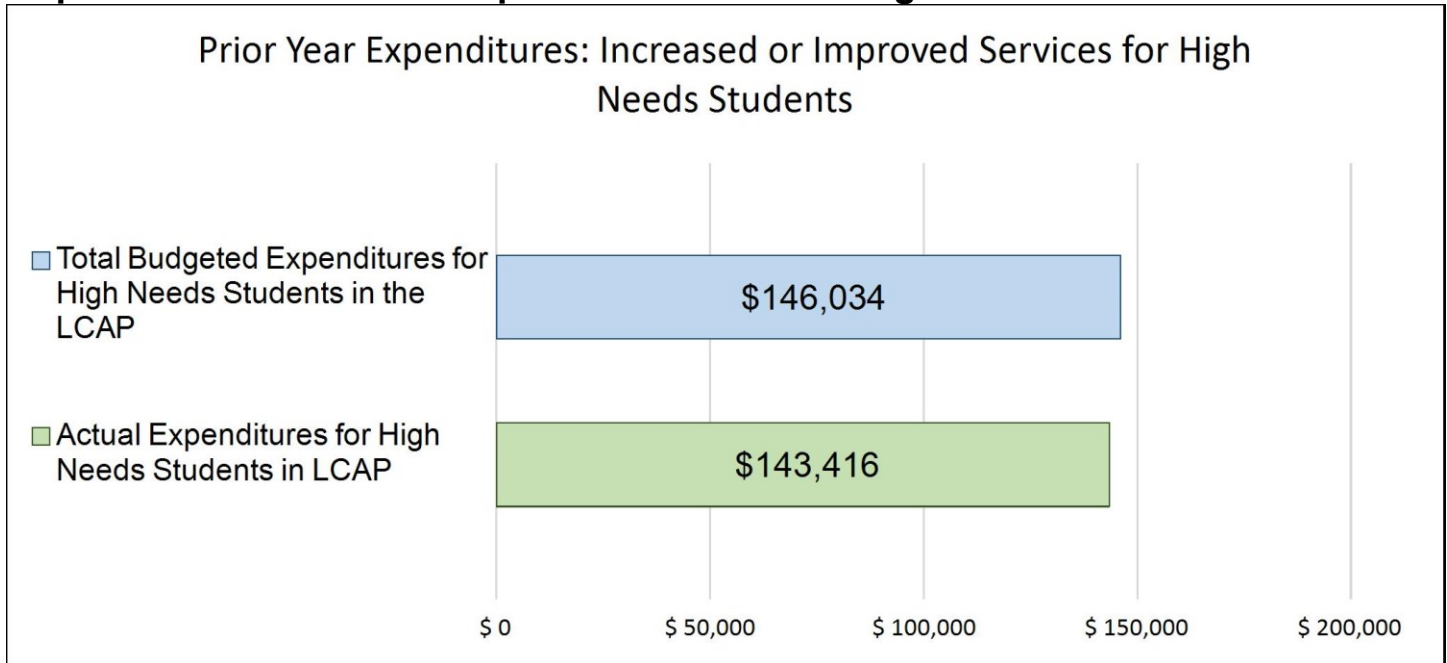
Primarily, the general fund budget expenditures that are not included in the LCAP are for salaries of certificated, classified and management staff and school operations.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Ballard School District is projecting it will receive \$25,297 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 \$120,500 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 2023-24



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 2023-24, Ballard School District's LCAP budgeted \$146,034 for planned actions to increase or improve services for high needs students. Ballard School District actually spent \$143,416 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-2,618 had the following impact on Ballard School District's ability to increase or improve services for high needs students:

The two English Learners (ELs) were both reclassified as fully English proficient (RFEP'd), so there are no English learners currently requiring designated or integrated English language development, resulting in less expenditures. However, reclassified students still required support services and received those services through the bilingual instructional assistant and the intervention teacher as planned, to ensure their continued success.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

## Goals and Actions

### Goal

Goal #	Description
1	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	100%
1.B.1: Maintain the % of students with CA State Standards aligned core curriculum to	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	100%
1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	100%
2.A: Maintain the % implementation of CA State Standards for all students to	100% (2020-2021)	91% (2021-2022)	90% (2022-2023)	100% (2023-2024)	100%
2.B: Increase the % implementation of	70% (2020-2021)	91% (2021-2022)	100% (2022-2023)	100% (2023-2024)	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBE adopted ELD standards for all ELs to					
4.A.1: Increase the % meeting standard on CAASPP ELA to	87.7% (2019-2020)	N/A	69.6% (2021-2022)	88.71% (2022-2023)	90%
4.A.2: Increase the % meeting standard on CAASPP Math to	84.9% (2019-2020)	N/A	71.0% (2021-2022)	75.81% (2022-2023)	90%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above	N/A	N/A	N/A	N/A	N/A
4.E: Maintain the % of ELs reclassified (Reclassification Rate) above	N/A	0% (2021-2022)	83.9% (2022-2023)	N/A	N/A
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/A	N/A	N/A	N/A	N/A
8.A: Increase the % of students completing 2 formative local assessments to	80% (2020-2021)	85% (2021-2022)	85% (2022-2023)	90% (2023-2024)	90%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No actions in this goal had substantive differences between the planned action and the actual action with the exception of 01.04 English learner (EL) support. The 2 ELs were both Reclassified as fully english proficient (RFEP'd) so there are no ELs currently requiring designated or integrated English language development (ELD). However, reclassified students still require support services and have been receiving those support services through the bilingual instructional assistant (IA) and intervention teacher as planned, to ensure their continued progress.

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 following 2 actions had significant differences between the budgeted and the actual expenditures:

- 01.06: Expanded Learning Opportunities. Provide instructional small group support to close learning loss gaps utilizing both classroom teachers and the Intervention Teacher and instructional aides. In addition, provide expanded learning opportunities in partnership with YMCA after school as well as during summer and holiday school breaks. Planned Expenditure = \$13,500.00; Actual Estimated Expenditure = \$85,000; Difference = -\$71,500.
- 01.09: Special Education Consortium. Participate in the Santa Ynez Valley Special Education Consortium. Planned Expenditure = \$156,832; Actual Estimated Expenditure = \$207,000 ; Difference = \$50,168.

Reasons for the difference in budgeted and actual expenditures are:

- 01.06: The school purchased a van in order to transport students to the YMCA after school program. In addition, fees for the program were paid for unduplicated students.
- 01.09: The costs increased this year due to increase in shared costs for special education services, litigation and increased personnel.
- 01.10: The cost of the Memorandum of Understanding (MOU) with Solvang School for Ballard's 7th and 8th graders increased due to decreased enrollment (less students attending Solvang for the kickback of ADA funds per pupil attending)

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - (Baseline '20-21' - 100%, '23-24' - 100%)

1.B.1 - % of students with CA State Standards aligned core curriculum - ((Baseline '20-21' - 100%, '23-24' - 100% )

8.A - % of students completing 2 formative local assessments - ((Baseline '20-21'- 80%, '23-24' - 85%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness.

- 01.02: Provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math) in English language arts (ELA) and Math for Transitional Kindergarten (TK) - 6th grade that provides information on student learning loss, and individual student learning needs. - The diagnostic and formative assessments give effective data to teachers that informs instruction. These assessments are given 3 times per year to show adequate progress toward goals and guide intervention strategies.
- 01.03: Provide a tiered response to intervention (RTI) 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), and an Intervention teacher to coordinate the RTI program. - The set intervention and RTI program has helped students in reading and math. The intervention position is helpful in supporting teachers and in providing individual support to students in need. This was the highest prioritized action by the certificated staff during the meeting with certificated staff.
- 01.04: Provide a comprehensive English language development (ELD) program for all English learners (ELs) that includes both Integrated ELD and Designated ELD. This program will be coordinated by the Intervention/Literacy Teacher and will include one Instructional Assistant who will work with the Intervention / Literacy Teacher to provide additional support to the EL population. - This action has been highly effective when needed by EL students. Currently, all EL students have been reclassified, but students who have been reclassified are still requiring support services to ensure their continued progress.
- 01.05: Ensure that all students have access to CA State Standards aligned curriculum in core subjects. - Students are making adequate progress towards state standards in all core subjects in part because of completion of this action.
- 01.06: Provide instructional small group support to close learning loss gaps utilizing both classroom teachers and the Intervention Teacher and instructional

aides. In addition, provide expanded learning opportunities in partnership with YMCA after school as well as during summer and holiday school breaks. - Small group instruction is successful in helping students with math and literacy skills. The after school program and intersession break expanded learning opportunities is being utilized by families and provides enrichment and structured care.

- 01.07: Provide bilingual instructional assistant (IA) to support ELs in their ELD and other learning as well as to provide outreach to their families. - Reclassified EL students are making adequate progress in math and language arts. All ELs have been reclassified so the aide helps the R-FEP students.
- 01.08: Utilize the services of a CalPads consultant - The consultant is very effective and helps staff have access to data to use for making informed decisions regarding student achievement.
- 01.09: Participate in the Santa Ynez Valley Special Education Consortium - These services are effective in supporting our students with special needs.
- 01.10: Continue MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students. - The 7th and 8th grade services are effective.



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

This goal remains unchanged in the 2024-25 LCAP.

No metrics in this goal were added as new or deleted in the 2024-25 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- 01.01: Develop and execute a comprehensive PD plan for teachers and paraprofessionals that focuses strengthening teacher understanding of the RLA and Math programs, but also provides training on some of the following: intervention systems (academic, social-emotional, behavioral ) Twig Science Curriculum, digital learning resources and Cultural Proficiency.

Modified to read: Principal/Superintendent will develop and execute a Professional Development (PD) plan for teachers and paraprofessionals that focuses on strengthening teacher 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.

This change was made to include project based learning, as a priority from staff and parents, it was also modified to include an emphasis on meeting the needs of students with disabilities as was suggested in our meeting with SELPA

- 01.06: Provide instructional small group support to close learning loss gaps utilizing both classroom teachers and the Intervention Teacher and instructional aides. In addition, provide expanded learning opportunities in partnership with YMCA after school as well as during summer and holiday school breaks.

Modified to read: Provide expanded learning opportunities as before and after school enrichment opportunities, and in partnership with YMCA after school, as well as during summer and holiday school breaks.

The change was made to reflect the state's priority for expanded learning opportunities to occur explicitly outside of the school day.

**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.**

## Goals and Actions

### Goal

Goal #	Description
2	Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 .C: Maintain the % on the Facilities Inspection Tool overall rating above	98.9% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	90%
5.A: Maintain the School attendance rate above	98.2% (2020-2021)	94.2% (2021-2022)	94.5% (2022-2023)	94.7% (2023-2024)	96%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	3.0% (2020-2021)	3.6% (2020-2021)	11.5% (2021-2022)	8.4% (2022-2023)	2.5%
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) at	0% (2021-2022)	0% (2020-2021)	0% (2021-2022)	0% (2022-2023)	0%
6.B: Maintain the % on Expulsion rate (CA Dashboard Status) at	0% (2021-2022)	0% (2020-2021)	0% (2021-2022)	0% (2022-2023)	0%
6.C.1: Maintain the # on the District School Climate Survey overall index rating above	82.7 (2020-2021)	81.3 (2021-2022)	78.6 (2022-2023)	80% (2023-2024)	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.C.2: Maintain the % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents) above	97.4% (2020-2021)	94.1% (2021-2022)	96.6% (2022-2023)	98% (2023-2024)	95.0%
6.C.3: Maintain the % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents) above	86.7% (2020-2021)	83.0% (2021-2022)	82.7% (2022-2023)	97.3% (2023-2024)	85.0%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

One action in this goal had substantive differences between the planned action and the actual action.

- 02.04: Communication to all educational partners at start of school year regarding the importance of attendance. Use letters to families reporting on excessive absences and tardies. 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. Participate with SARB as needed.

The following is the substantive difference for the action listed above.

- 02.04: The district could do a more consistent job of sending letters to report excessive absences and of meeting with parents to discuss absences. This happens only at conferences / SST.

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 following action had significant difference between the budgeted and the actual expenditures:

- 02.07: No cost because the climate surveys were administered directly by the school rather than using a consultant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.C - % on the Facilities Inspection Tool overall rating - ( Baseline '20-21' - 98.9%, '23-24' - 100% )

6.E - % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) - (Baseline '20-21'- 86.7%, '23-24' - 97.3% )

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above.

- 02.01: Continue to provide activities designed to increase student and parent engagement and connectivity with the school. 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 activities like tutorial, enrichment activities, and Homework Club. - This action was deemed effective. On the climate surveys, students, staff and parents, collectively 97.3% of those surveyed reported high connectedness with the school. As well, total participation in school-wide activities, such as parent-teacher conferences, Barn Bash, Spring Sing and Back to School Night is at 92% of all parents attending.
- 02.02: Support students who face barriers to academic achievement by: monitoring progress using an early intervention screener, coaching students in developing goals and assessing their progress, collaborating with colleagues to address barriers to success, facilitating intervention supports and referrals to the Student Study Team (SST) and continuing outreach to families. - This action was deemed effective by educational partners groups. In addition, 88.7% of students were proficient on CAASPP ELA and 75.8% were proficient on Math CAASPP.
- 02.03: Implement social emotional supports including: superintendent and teachers contacting parents to determine school participation barriers for students, hiring a school counselor to provide education support and counseling services 1 day /week and utilizing the Second Step SEL program. - These social emotional supports have been very effective. On the student climate survey only 8% (23-24) of students reported feeling sad and 91% reported feeling that they had an adult at school that they could go to if they were feeling sad or had a problem that they wanted to discuss.
- 02.05: Teachers regularly utilize 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. (2 additional teacher days prior to the beginning of the school year.) - This action is effective based on the teacher feedback provided as prioritizing this collaboration time.
- 02.06: Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and

staff members. - The staff superintendent and staff have made tremendous progress on this action. Evidence is from the parent climate survey where 100% of the parents surveyed responded that they either agree or strongly agree that the school has taken adequate measures to protect against the spread of COVID

- 02.07: Survey parents, certificated staff, classified staff and students annually using the Climate survey or comparable survey tool. Share and discuss the results at a staff meeting and also at a PTA meeting. - The survey was given and staff and parents were shown the results. The percentage of households responding to the Parent Survey was only 15% (down from 30% in 22/23).

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

This goal remains unchanged in the 2024-25 LCAP.

No metrics in this goal were added as new or deleted in the 2024-25 LCAP.

**Actions Deleted:**

02.06 - Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members. While maintaining a safe and healthy learning and work environment is still a priority, it no longer requires a specific action with regard to COVID and the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention.

02.08 - Special Education. This was removed as an action item in this section as it is adequately covered under goal 1, action 01.09.

**Actions Added:**

02.07: School Safety. We added an action for school safety as it was brought up in both the parent climate survey and the staff climate survey, in the open comment section, as well as in the meetings with educational partners, as an area of concern.

02.08: Technology Safety. We added an action for technology safety as it was brought up in the meetings with educational partners, as an area of concern. Parents and staff would like to have safe guards put into place to protect students with online safety.

**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.**

## Goals and Actions

### Goal

Goal #	Description
3	Maintain high levels of parent and community participation in and connectedness with the schools will increase.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.A.1: Maintain the % on the District Parent Survey agreeing that district seeks parent input (Item 24) above	87% (2020-2021)	71.0% (2021-2022)	79.2% (2022-2023)	92% (2023-2024)	85%
3.A.2: Increase the % of households responding to the District Parent Survey to	29% (2020-2021)	40% (2021-2022)	31% (2022-2023)	15% (2023-2024)	30%
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for Unduplicated Students (per UDS average) above	7.9 (2020-2021)	12.0 (2021-2022)	5.3 (2022-2023)	5 (2023-2024)	7.9
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a	7.2 (2020-2021)	6.1 (2021-2022)	6.5 (2022-2023)	3 (2023-2024)	7.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school program or service for Exceptional Needs Students (per ENS average) above					

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, Ballard School District was able to maintain high levels of parent and community participation in and connectedness with the school as we reported on the parent survey data in high levels of connectedness and a high percentage reporting that the school seeks parental input. However, the number of parents responding to the survey was lower than expected and will continue to be a focus. BSD did make an effort to increase communication with families by purchasing and using Parent Square as a district wide communication tool. During the LCAP annual update review, this was mentioned as a positive step in consistently communicating with families and increasing connectedness. No actions in this goal had substantive differences between the planned action and the actual action.

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

There were no material differences, other than what is listed below for item 3.02, between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 03.02: There was no cost because the survey was administered directly by the school instead of using a consultant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

3.A.1 - % on the District Parent Survey agreeing that district seeks parent input- (Baseline - 87% '23-24' - 92%) and % on District Parent Survey agreeing that feel that the school makes a significant effort to communicate with families - (100%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above.

- 03.01: On the District Parent Survey 92% of parents agreed with the statement that the district seeks parent input.
- 03.02: Survey parents annually regarding priorities for the district, district execution on objectives, and parent perceptions of safety and the academic program. The parent surveys have been effective at providing valuable insight into parent perceptions of the district. However, the district would like to see an increase in parent participation on the survey. The district will work to encourage parents to fill out the survey in an effort to improve the percentage (Baseline-30%, '23-24' 15%)
- 03.03: In partnership with the PTA, 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

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

This goal remains unchanged in the 2024-25 LCAP.

One metric in this goal was added as new in the 2024-25 LCAP. The metric of parent participation in school wide events (parent conferences, back-to-school night, open house, fundraisers) was added as an indication of parent participation, involvement and connectedness.

No actions in this goal were added, changed, completed, deleted or deleted and combined in next year's 2024-25 LCAP

**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.**



## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7.A: Maintain the % of students enrolled in required courses of study at	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100%(2023-2024)	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) above	4.7 (2020-2021)	6.7 (2021-2022)	2.5 (2022-2023)	5 (2023-2024)	4.7
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above	4.8 (2020-2021)	3.8 (2021-2022)	4.1 (2022-2023)	3 (2023-2024)	4.8

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Ballard School District was able to ensure that all students received a broad course of study. This will continue to be a focus moving forward. In this goal, 1 action had substantive differences between the planned action and the actual action.

- 04.05: Develop and implement, more project based activities that are aligned with CASS including STEAM units and lessons.

The following are the substantive difference for the actions listed above.

- 04.05: Project based activities are implemented, usually within the science/social studies curriculum, but not to the degree we were hoping to. It will continue to be a focus, moving forward.

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 following 3 actions had significant differences between the budgeted and the actual expenditures:

- 04.01: Ballard will employ and/or contract with the following part time personnel as available: Technology educator, Music educator, School Garden educator, Science Teacher, Arts Outreach, 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: Spanish, drama, science, technology, art, etc. Planned Expenditure = \$81,120; Actual Estimated Expenditure = \$90,440; Difference = \$9,320.
- 04.02: Planned expenditure = \$10,000, Estimated Actual Expenditure = \$11,898; Difference: \$1,898. Increased cost was due to new hardware and software for the technology consultant to train staff and students on, which required additional hours.
- 04.03: Purchase additional hardware and software to ensure that all students have access to a learning device that has connectivity. Ensure that technology

hardware is working and well maintained. Planned Expenditure = \$20,000; Actual Estimated Expenditure = \$84,100; Difference = \$64,100.

Reasons for the difference in budgeted and actual expenditures are:

- 04.01: The costs of contracting with outside providers was more expensive than planned.
- 04.03: The additional expenditures were largely the Compuvision contract to repair the severe internet connectivity issues that the district was having. This investment has dramatically improved internet access in the district

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

7.A - % of students enrolled in required courses of study - ( Baseline - 100% '23-24' - 100% )

7.B - # of instances each unduplicated student (UDS) participates in programs or services for UDS (per UDS average) - (Baseline - 4.7 '23-24' - 5)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above.

- 04.03: Purchase additional hardware and software to ensure that all students have access to a learning device that has connectivity. Ensure that technology hardware is working and well maintained. - The action has been effective because the network has been significantly improved from the replacement of network hardware.
- 04.04: Increase TK instructional time during the year by including all students with birthdays between 9/2 and 4/2. - It has been effective. We have had a consistent number of TK students enrolled each year (average of 2).

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

This goal remains unchanged in the 2024-25 LCAP.

No metrics in this goal were added as new or deleted in the 2024-25 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- 04.03: Technology Access. This goal was removed as the technology access has been improved and the two phase upgrade project has been completed.
- 04.04: Increase TK instructional time during the year by including all students with birthdays between 9/2 and 2/2. - Modified, to read  
04.04: Increase TK

instructional time during the year by including all students with birthdays between 9/2 and 6/2.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# 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 [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 106 students. Among these, 10 are socio-economically disadvantaged, 100 are white, 23 are Hispanic, and 13 are students with disabilities. The district has no English learners (ELs) or foster youth.

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 Response to Intervention (RTI) strategies. 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 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.

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 two music specialists. 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 RTI, 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 Barn 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.

88.7% - % meeting standard on CAASPP ELA Data Source: CA School Dashboard (2023)

75.8% - % meeting standard on CAASPP Math Data Source: CA School Dashboard (2023)

97.3% - % on the District Parent, Staff and Student Survey reporting connectedness with the school Data Source: Parent, Staff and Student Climate Surveys (2023-2024)

92% - % on the District Parent Survey agreeing that district seeks parent input Data Source: Parent Climate Survey (2023-2024)

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.02, 01.03 and 03.02 .

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 2023 Dashboard in which any student group was in the Lowest Performance Band.

Local data show the following:

- School attendance rate - Currently 94.7%. 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 (15% for the 2023-2024 school year)

Based on these local data points BSD needs to improve the School Attendance Rate and the household reporting rate.

With actions 02.04 and 03.02, the district will communicate to all educational partners at start of school year regarding the importance of attendance (02.04) 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 (03.02).

## 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 3/13/24 to review LCAP's purpose, eight state priorities, current LCAP including District's goals and attributable action. Input was collected and summarized.
Non-Certificated Staff	Conducted a meeting on 3/13/24 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 3/19/24 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 2/7/24 to review progress on previous LCAP goals.
Community Partner YMCA	Conducted a meeting with community partner YMCA to discuss LCAP goals specific to partnership on 12/4/23
Student Leadership Group	Conducted a meeting on 4/30/24 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 1/30/24
LCAP committee (including parents of low income students and students with special needs)	Conducted a meeting on 5/1/24 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

Educational Partner(s)	Process for Engagement
	to the draft and were given the opportunity to submit additional questions to the superintendent
Certificated and non-certificated staff	Conducted a meeting on 5/2/24 to review the annual update
All educational partner groups	Posted draft LCAP on the website on 6/12/24
Special Education Local Plan Area (SELPA) for Santa Barbara County	On 5/2/24, 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 2/29/24

#### 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). 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. The new actions were specifically in the area of technology safety (2.8) and school safety (2.7) which was added as a result of the parent, staff and student input. While the climate survey showed that parents, staff and students do feel safe at school (98% 2023-2024 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.

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)

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

During the collaboration meeting with Santa Barbara County SELPA, it was suggested that the professional development goals of the district include working with students with disabilities, which was added to 1.1.

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 88.7% of students are proficient in both ELA and 75.81.0% of students are proficient in Math. While these percentages are increases from the two previous years, 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.

## 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%			100%	
1.2	Students with access to CA state standards core curriculum and instructional materials	100%			100%	
1.3	Implementation of CA State Standards for all students	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Meeting standard on CAASPP ELA	88.7%			90%	
1.5	Meeting standard on CAASPP Math	75.1%			90%	
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	
1.7	English Learners reclassified (Reclassification Rate)	N/A due to small group size			N/A due to small group size	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$5,300.00	No
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.	\$8,800.00	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.	\$105,500.00	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 the bilingual instructional assistant.	\$6,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	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.	\$15,000.00	No
<b>1.6</b>	Extended Learning Opportunities	BSD will provide expanded learning opportunities as before and after school enrichment opportunities, and in partnership with YMCA after 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.	\$50,000.00	No
<b>1.7</b>	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 regularly utilize 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.	\$14,000.00	No
<b>1.8</b>	Special Education Consortium	BSD will continue to provide special education services through participation in the Santa Ynez Valley Special Education Consortium (SYVSEC). These funds pay for the direct costs and shared costs of BSDs portion of the SYVSEC.	\$207,000.00	No
<b>1.9</b>	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.	\$170,000.00	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, is still higher than desired. The baseline for 22/23 is 8.4% (down from 11.5% 21/22). 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. 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 (indoor locking mechanisms on all doors, staff training on new Standard Response Safety Protocols).

## 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%			100%	
2.2	School attendance rate	94.7%			96%	
2.3	Chronic absenteeism rate (CA Dashboard)	8.4%			2.5%	
2.4	Suspension rate (CA Dashboard)	0%			0%	
2.5	Expulsion rate	0%			0%	
2.6	Educational partners that perceive school as safe	98%			95%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or very safe (weighted equally by certificated staff, classified staff, students and parents)					

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$8,400.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	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 general education counselor whose caseload will be determined by referrals from teachers and staff. The funds will be used to pay for the general education counselor.	\$28,000.00	No
<b>2.3</b>	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 will participate with School Attendance Review Board (SARB) as needed.	\$0.00	No
<b>2.4</b>	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
<b>2.5</b>	School Safety	The superintendent/principal and maintenance director will implement specific safety measures (indoor locking mechanisms on all doors) 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.	\$1,400.00	No
<b>2.6</b>	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.	\$10,000.00	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 92% of the parents surveyed agree that the district seeks parent input. This is an extremely good number but we recognize that there was a low percentage of parents who completed the survey. We would like to maintain the percentage of households that respond to the parent survey above 30%. The district will 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 (97.3%) 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%			95%	
3.2	Households responding to the District Parent Survey	15%			30%	
3.3	Parent participation in school-wide events (parent conferences, back-to-school night, open house, fundraising events, school performances)	95%			95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents)	97.3%			95%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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	\$3,600.00	No

Action #	Title	Description	Total Funds	Contributing
		parent/school communication. The funds are used to pay for Parent Square.		
<b>3.2</b>	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
<b>3.3</b>	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 enrolled in required courses of study	100%			100%	
4.2	Students participating in before and after school enrichment opportunities.	50%			60%	

## Goal Analysis [2023-24]

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.

Not Applicable.
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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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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, Arts Outreach, 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: Spanish,drama, science, technology, art, etc. The funds will pay for the personnel.	\$88,000.00	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 [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$25,297	\$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
1.327%	0.000%	\$0.00	1.327%

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	<p><b>Action:</b> Assessment System</p> <p><b>Need:</b> Students who are in need of additional supports as identified by the diagnostic and formative assessments</p> <p><b>Scope:</b></p>	The unduplicated students are specifically identified to determine needed supports, but all students are given the assessments and receive intervention if they are identified as needing additional supports as well. Historically, data trends demonstrate that Ballard's SED students are identified on these assessments as needing additional support and access intervention services, at a rate that is roughly twice that of non-SED students.	% of unduplicated students meeting or exceeding standards on the CAASPP ELA and Math matches the rate for non-duplicated students. As well, % of SED students that are meeting or exceeding standards on formative assessments such as the STAR 360

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		reading and STAR 360 math.
<b>1.3</b>	<p><b>Action:</b> Interventions (academic supports)</p> <p><b>Need:</b> Students who are in need of additional supports as identified by the diagnostic and formative assessments (action 1.2)</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The unduplicated students are specifically identified to determine needed supports, but all students are given the assessments and receive intervention if they are identified as needing additional supports as well. Historically, data trends demonstrate that Ballard's SED students access intervention services at a rate that is roughly twice that of non-SED students.	% of unduplicated students meeting or exceeding standards on the CAASPP ELA and Math. As well, % of SED students that are meeting or exceeding standards on formative assessments such as the STAR 360 reading and STAR 360 math.

### **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
<b>1.4</b>	<p><b>Action:</b> English Learner Support</p> <p><b>Need:</b> English Learners</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Specific EL support to students identified as EL	% of EL students making progress on the ELPAC, % of EL students meeting or exceeding standards on CAASPP in ELA and Math.

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.

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 ratio of certificated staff providing direct services to students		

2024-25 Total 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	\$1,905760	\$25,297	1.327%	0.000%	1.327%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$622,200.00	\$63,000.00	\$46,750.00		\$731,950.00	\$251,700.00	\$480,250.00

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			All Schools	Ongoing	\$0.00	\$5,300.00	\$5,300.00	\$0.00	\$0.00	\$0.00	\$5,300.00	0
1	1.2	Assessment System	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$8,800.00	\$8,800.00	\$0.00	\$0.00	\$0.00	\$8,800.00	0
1	1.3	Interventions (academic supports)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools	Ongoing	\$105,500.00	\$0.00	\$105,500.00	\$0.00	\$0.00	\$0.00	\$105,500.00	0
1	1.4	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$6,200.00	\$0.00	\$6,200.00	\$0.00	\$0.00	\$0.00	\$6,200.00	0
1	1.5	Traditional and digital curriculum	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	0
1	1.6	Extended Learning Opportunities	All Unduplicated students will attend without cost	No			All Schools	Ongoing	\$0.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	0
1	1.7	Teacher Collaboration	All	No			All Schools	Ongoing	\$14,000.00	\$0.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00	0
1	1.8	Special Education Consortium	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$207,000.00	\$207,000.00	\$0.00	\$0.00	\$0.00	\$207,000.00	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
1	1.9	7th & 8th grade student Memorandum of Understanding (MOU)	All 7th and 8th graders	No			All Schools	2 Years	\$0.00	\$170,000.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	0
2	2.1	Positive school climate activities	All	No			All Schools	Ongoing	\$0.00	\$8,400.00	\$2,400.00	\$0.00	\$6,000.00	\$0.00	\$8,400.00	0
2	2.2	Intervention (social-emotional supports)	All	No			All Schools	Ongoing	\$28,000.00	\$0.00	\$28,000.00	\$0.00	\$0.00	\$0.00	\$28,000.00	0
2	2.3	Improved Attendance Actions	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
2	2.4	Climate Surveys	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
2	2.5	School Safety	All	No			All Schools	Ongoing	\$0.00	\$1,400.00	\$1,400.00	\$0.00	\$0.00	\$0.00	\$1,400.00	0
2	2.6	Technology Safety	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0
3	3.1	Parent Communication	All	No			All Schools	Ongoing	\$0.00	\$3,600.00	\$3,600.00	\$0.00	\$0.00	\$0.00	\$3,600.00	0
3	3.2	Parent Survey	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
3	3.3	PTA Partnership	All	No			All Schools	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			All Schools	Ongoing	\$88,000.00	\$0.00	\$35,000.00	\$13,000.00	\$40,000.00	\$0.00	\$88,000.00	0
4	4.2	Technology Consultant	All	No			All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0
4	4.3	Project Based Learning	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0

# 2024-25 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
\$1,905,760	\$25,297	1.327%	0.000%	1.327%	\$120,500.00	0.000%	6.323 %	<b>Total:</b>	\$120,500.00
								<b>LEA-wide Total:</b>	\$114,300.00
								<b>Limited Total:</b>	\$6,200.00
								<b>Schoolwide Total:</b>	\$114,300.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development				All Schools	\$5,300.00	0
1	1.2	Assessment System	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$8,800.00	0
1	1.3	Interventions (academic supports)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$105,500.00	0
1	1.4	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,200.00	0
1	1.5	Traditional and digital curriculum				All Schools	\$15,000.00	0
1	1.6	Extended Learning Opportunities				All Schools	\$0.00	0
1	1.7	Teacher Collaboration				All Schools	\$14,000.00	0
1	1.8	Special Education Consortium				All Schools	\$207,000.00	0
1	1.9	7th & 8th grade student Memorandum of Understanding (MOU)				All Schools	\$170,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Positive school climate activities				All Schools	\$2,400.00	0
2	2.2	Intervention (social-emotional supports)				All Schools	\$28,000.00	0
2	2.3	Improved Attendance Actions				All Schools	\$0.00	0
2	2.4	Climate Surveys				All Schools	\$0.00	0
2	2.5	School Safety				All Schools	\$1,400.00	0
2	2.6	Technology Safety				All Schools	\$10,000.00	0
3	3.1	Parent Communication				All Schools	\$3,600.00	0
3	3.2	Parent Survey				All Schools	\$0.00	0
3	3.3	PTA Partnership				All Schools	\$0.00	0
4	4.1	Broad course of study				All Schools	\$35,000.00	0
4	4.2	Technology Consultant				All Schools	\$10,000.00	0
4	4.3	Project Based Learning				All Schools	\$0.00	0

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$694,100.00	\$854,098.00

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	\$5,000
1	1.2	Assessment system	No	\$6,000.00	\$6,000
1	1.3	Interventions (academic supports )	Yes	\$151,886.00	\$152,000
1	1.4	EL support	Yes	\$1,200.00	\$1,200
1	1.5	Traditional and digital curriculum	No	\$15,304.00	\$15,000
1	1.6	Expanded learning opportunities	No	\$13,500.00	\$25,000
1	1.7	Bilingual instructional support	Yes	\$5,948.00	5,948
1	1.8	Utilize the services of a CalPads consultant	No	\$750.00	\$750
1	1.9	Special Education Consortium	No	\$156,832.00	\$207,000
1	1.10	7th & 8th grade student MOU	No	\$120,000.00	\$140,000
2	2.1	School climate activities	No	\$3,000.00	\$3,000



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	Interventions ( behavior supports )	No	\$0.00	0
2	2.3	Interventions ( social emotional supports )	No	\$25,000.00	\$28,000
2	2.4	Improved Attendance Actions	No	\$0.00	0
2	2.5	Teachers collaboration	No	\$4,600.00	\$4,600
2	2.6	Learning Environment	No	\$3,000.00	\$3,000
2	2.7	Climate surveys	No	\$1,000.00	0
2	2.8	Special Ed Services	No	\$10,000.00	\$10,000
3	3.1	Parent communication	No	\$4,000.00	\$3000
3	3.2	Parent Survey	No	\$500.00	0
3	3.3	PTA Partnership	No	\$750.00	\$500
4	4.1	Broad course of study	No	\$83,932.00	\$90,000
4	4.2	Technology support	No	\$11,898.00	\$20,000
4	4.3	Technology Access	No	\$20,000.00	\$84,100

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)
4	4.4	TK Expansion	No	\$50,000.00	\$50,000
4	4.5	Project Based Learning	No	\$0.00	0

# 2023-24 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)
\$25,025	\$146,034.00	\$143,416.00	\$2,618.00	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	1.3	Interventions (academic supports )	Yes	138,886	138,886		
1	1.4	EL support	Yes	1,200.00	1,200		
1	1.7	Bilingual instructional support	Yes	5,948.00	3,330		

## 2023-24 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)
\$2,013,791	\$25,025	0%	1.243%	\$143,416.00	0.000%	7.122%	\$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](mailto: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.

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.

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.
- 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.

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements



**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of 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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