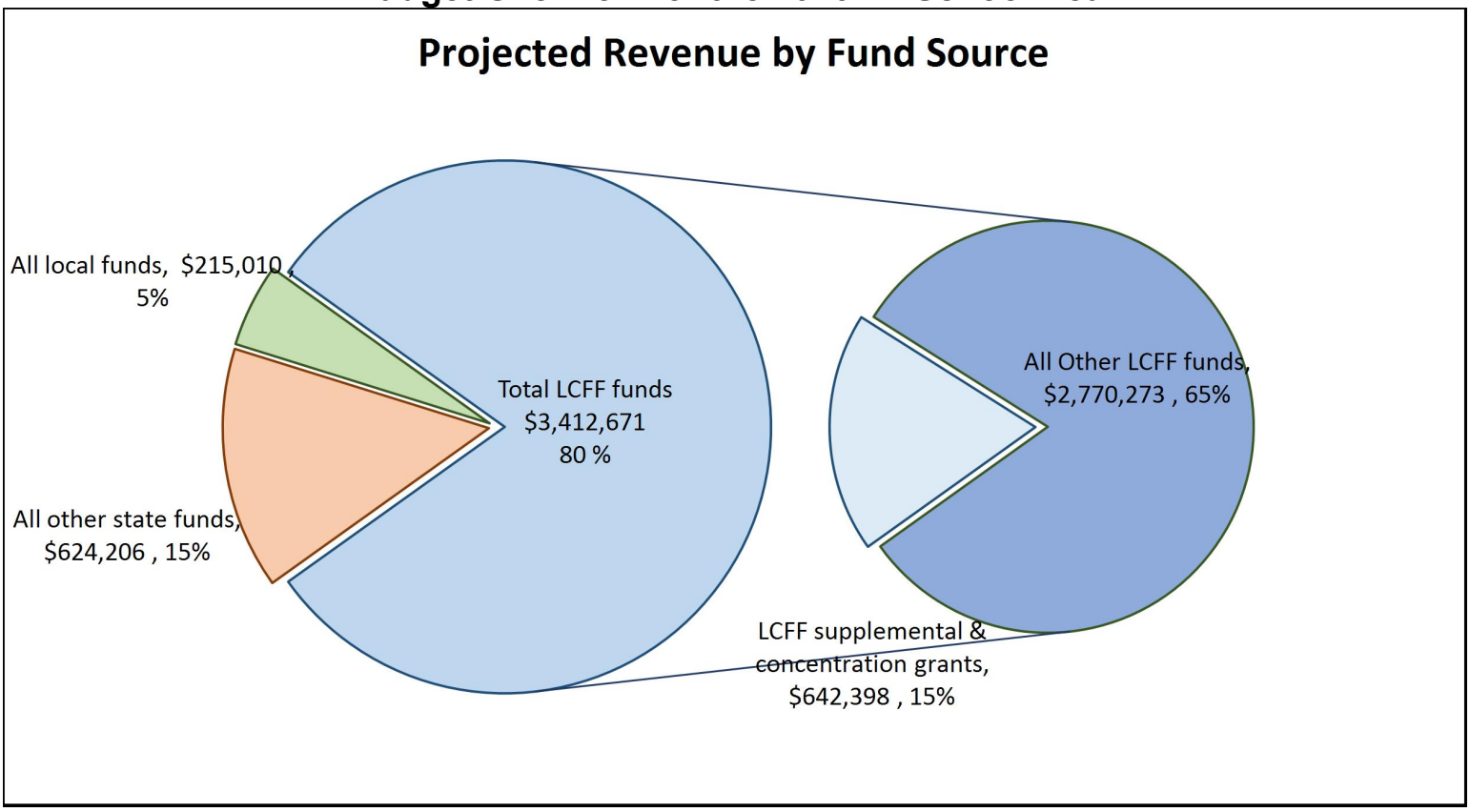
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ballico--Cressey School District
CDS Code: 24 65649
School Year: 2026-27
LEA contact information:
Bliss Propes
Superintendent/Principal
bpropes@ballicocressey.com
209-632-5371

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

Budget Overview for the 2026-27 School Year

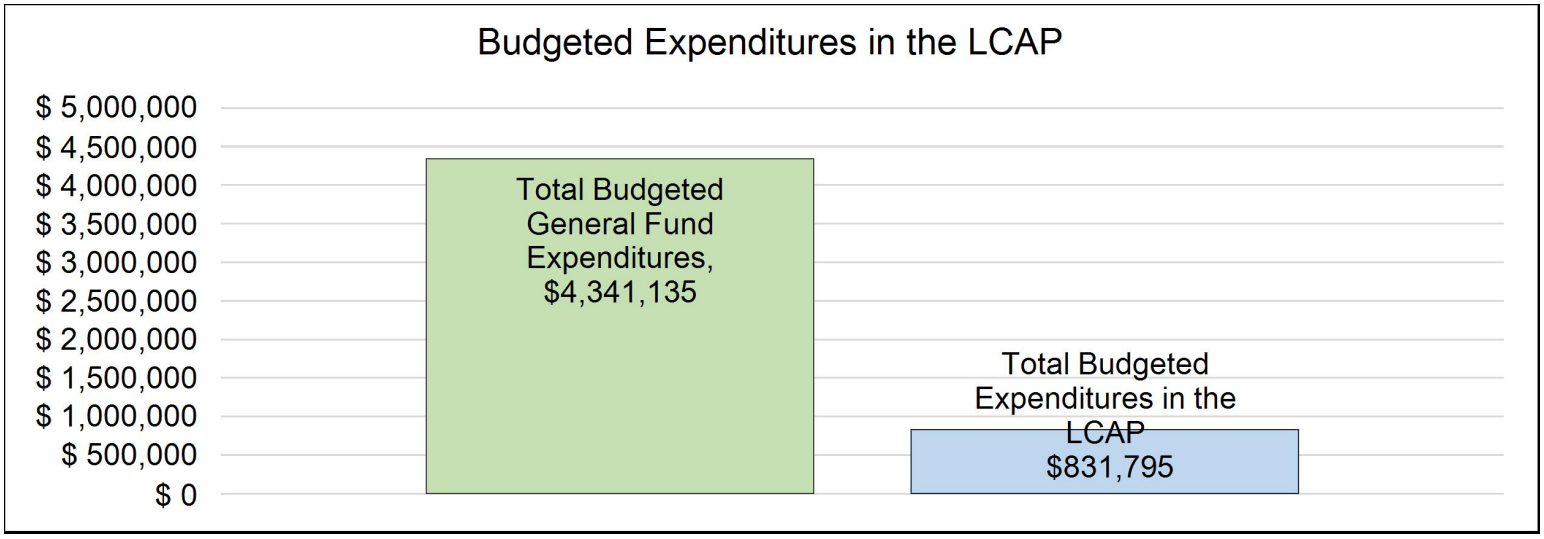


This chart shows the total general purpose revenue Ballico--Cressey School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ballico--Cressey School District is $4,251,887, of which $3,412,671 is Local Control Funding Formula (LCFF), $624,206 is other state funds, $215,010 is local funds, and $0 is federal funds. Of the $3,412,671 in LCFF Funds, $642,398 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 Ballico--Cressey School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

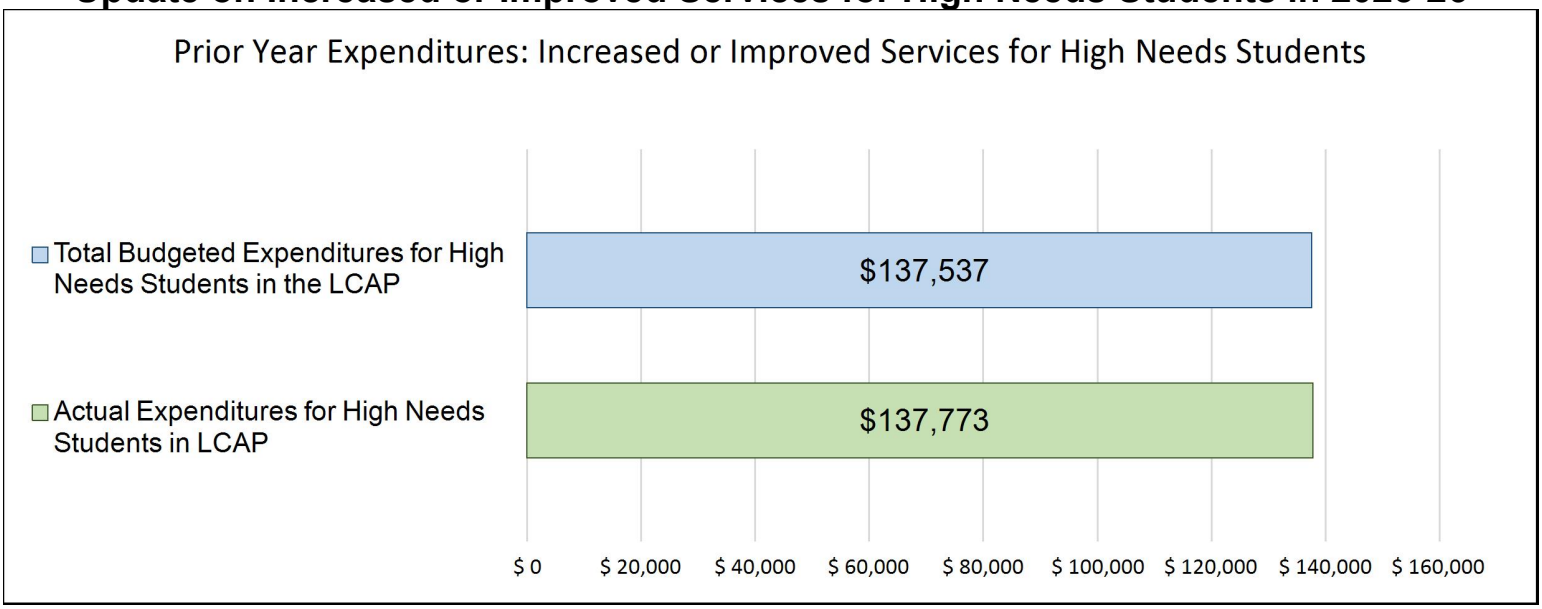
The text description of the above chart is as follows: Ballico--Cressey School District plans to spend $4,341,135 for the 2026-27 school year. Of that amount, $831,795 is tied to actions/services in the LCAP and $3,509,340 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Ballico--Cressey School District is projecting it will receive $642,398 based on the enrollment of Foster Youth, English learner, and low-income students. Ballico--Cressey School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ballico--Cressey School District plans to spend $158,564 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Ballico--Cressey 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 Ballico--Cressey School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Ballico--Cressey School District's LCAP budgeted $137,537 for planned actions to increase or improve services for high needs students. Ballico--Cressey School District actually spent $137,773 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ballico--Cressey School District	Bliss Propes Superintendent/Principal	bpropes@ballicocressey.com 209-632-5371

Plan Summary [2026-27]

General Information

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

The Ballico-Cressey School District and Community Charter is located in the northeast corner of Merced County, in the heart of California's San Joaquin Valley, an area rich in agricultural heritage. Established in 1966 through the unification of the former Cressey and Ballico School Districts, the district expanded in 2018 with the incorporation and approval of a dependent charter by the governing board.

Currently, the district serves a total enrollment of 339 students across two school sites. Transitional kindergarten and two kindergarten classrooms are located at the Cressey Elementary School site. Grades 1 and 2 are also housed at Cressey, while students in grades 3 through 8 attend school at the Ballico Elementary School site.

Ballico-Cressey School District benefits from a strong tradition of alumni returning to enroll their own children, fostering deep-rooted community ties and high levels of parent engagement, communication, and participation in school and district-wide activities. This tradition contributes to a vibrant and supportive learning environment.

As a 1:1 digital learning district, Ballico-Cressey places a strong emphasis on Agriculture-based STEM education and Project-Based Learning (PBL). The region's principal agricultural industries—dairy, poultry, fruit, and nut farming—have a profound impact on the district's educational approach. Many district residents are employed in these sectors, and the schools actively seek to integrate agriculture into both academic instruction and school culture.

Each campus features garden areas that serve as outdoor classrooms, providing students with hands-on, experiential learning opportunities that link classroom content to real-world applications.

The dedicated staff at Ballico-Cressey are committed to fostering a strong sense of belonging among students, families, and the broader community. The district is focused on preparing students for success beyond the classroom. It takes pride in the recognition students receive from community members and educational institutions for their exemplary behavior and academic achievements.

The district's mission, belief statements, and Local Control and Accountability Plan (LCAP) goals reflect a continuous commitment to excellence, equity, and community partnership.

Reflections: Annual Performance

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

2026
Chronic Absenteeism
The Charter has seen a decrease in students missing more than 10% of the school days this year. The Charter reported a Chronic absenteeism rate of 4.7% last year and was able to improve that to only 2% of students missing more than 10% of school days this year. The Charter recognizes that its effort to make attendance a priority through MTSS initiatives and parent communication is paying off. The Charter will continue to utilize the school secretary and counselor to maintain close contact with students and families experiencing difficulties with attendance before it is considered chronic. The Charter will continue to utilize multiple resources to promote and communicate to families the importance of regular attendance, including sending personal postcards to students via mail and congratulating them on their good attendance records, rewarding students with good attendance at the end of each trimester, and adding dress-up days and fun activities on days that traditionally see high absent rates. The Charter will continue to implement all actions from Goals 2 and 3 that help address school attendance.

Behavior (Suspension Rates, Expulsion Rates, and Discipline)
The Charter showed a 0.7% Suspension rate last year, with no subgroups in red or orange. The Charter was able to decrease that to only 1% of the student population being suspended for one or more days. The Charter continues to seek creative ways and additional resources to help not only students but also their families and the staff who work with them on a daily basis. The Charter will continue to implement all actions from Goals 2 and 3 that help address behavioral issues at school. The Charter will continue to collaborate with the county office to implement utilizing Learning Recovery Funds to address behavioral problems. These actions enabled the district and charter to hire a behavioral specialist to visit the campus every week to work with students and staff. The Charter also established a parent cohort that met monthly throughout the school year to focus on positive discipline and learn how to implement effective strategies at home. The Charter continues Professional Development for teachers and staff, as well as adding additional resources and equipment to the counseling room and student center to promote the Charter's MTSS/PBIS initiative.

English Learners
For the 2025-2026 school year, #% of our students scored proficient on the ELPAC test. The charter believes this success can be attributed to our prioritizing resources in the classroom for all English Language (EL) students. This additional support, daily, has increased language skills in our EL population. The charter has also implemented a parent informational night for all EL families to help them understand the

ELPAC and how to support their students academically at home. The charter will maintain a curriculum and resources that support English Language (EL) students academically within the classroom. The Charter's LCAP goal and actions for MTSS (Goal 1) support our efforts to increase this percentage.

ELA and Mathematics
The charter reported that #% of their students are proficient in ELA and #% proficient in Math for the CAASSP test for the year 2025. The Charter was rated number 1 in the County for students being proficient in Math last year. At the end of the school year, 46% of all students were proficient in ELA when taking the iReady benchmark. We also had 51% of all students proficient in mathematics.

As part of our MTSS academic initiative, the charter has established specific grade-level targets for English Language Arts (ELA) and Mathematics. By the end of the year, 98% of students had mastered their grade-level math standards. 97% of our students mastered their grade-level list of high-frequency words. All students who completed this task received a T-shirt as an incentive to represent their accomplishment. The district has a lofty goal of 100% of students meeting these requirements by the end of the year. The charter continues to explore ways to support students in and out of the classroom to achieve these goals. This includes having instructional aides dedicated to working with students, providing resources and manipulatives for teachers and students to use, maintaining state-adopted materials, and hosting a family literacy night that helps support parents with resources and ideas for working with students at home. The Charter's LCAP goal and actions for MTSS (Goal 1) and Parent Engagement (Goal 3) support our efforts to hit our targeted percentage.

The Charter will continue utilizing Learning Recovery Grant Funds to partner with MCOE to offer strategic coaching for all teachers in the subjects of Math and ELA.

PROJECT BASED LEARNING
The charter has also incorporated goals and actions to make learning fun and engaging while supporting academic content. Parent surveys overwhelmingly show that parents and students appreciate the opportunity to learn in various ways. They also understand that the school's focus honors the agricultural heritage in our area and provides students with real-world experiences. The Charter's LCAP goal and actions for project-based/Hands-on Learning (Goal 5) will continue to support students' unique needs and motivate them to try and learn new things, while helping to increase academic scores in both ELA and Math.

LEARNING RECOVERY GRANT: Actions and Spending Plan

The Charter will be keeping the following actions as part of our plan:

MCOE Contract for a BCBA - $34,800
MCOE Contract - Math Coaching/training - $26,100 per year
MCOE Contract - ELA Coaching/training - $26,100 per year
SEL Professional Development for Staff - $39,095
Instructional Aide Positions - $25,000 per year

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Informational Meeting	April 1, 2026 5:30 to 7 PM Ballico Cafeteria All parents, staff, and community members were invited to participate through ParentSquare, social media accounts, and the District's Website. Stakeholders were encouraged to ask questions and give feedback during the meeting. (Offered in English and Spanish)
DELAC / School Site Council (In Person)	2025, December 9, 2025; April 14, 2026 2 to 3 PM Ballico School Brought LCAP goals, actions, and budget to each meeting. Focused on unduplicated students and State priorities and connected the LCAP with California Dashboard and Parent Survey information. Each member had an opportunity to provide feedback.
Staff / Bargaining Unit (In Person)	March 4, 2026 2:30 - 4:00 PM All employees of BCSD (teachers, instructional aides, maintenance, office personnel, and support staff) were invited to a regular collaboration meeting on site. LCAP goals, actions, and budgets were reviewed. Everyone had the opportunity to provide feedback.
Students (Google Forms) - Visited Each Classroom	February 2026 Student Survey by way of Google Forms - shared through Google Classroom by teachers. The administration went to each classroom.
Parent / Community / Staff Surveys and Information	February through March 2026

Educational Partner(s)	Process for Engagement
	LCAP information and survey shared via Google Forms. It was available through Parent Square, social media, and the District Website. (English and Spanish)
Administration Team (In Person)	October 29, 2025, December 2, 2025, January 15, 2026, March 26, 2026, The administration team met and took part in the county's LCAP retreats. Used that time to dive in and look closely at the District's / Charter LCAP. Met multiple times to view and work on the following data: Looked at parent, staff, and student survey information to be shared out. Looked at new goals and actions, including Learning Recovery Grant Spending Plan. Discussed California Dashboard and additional actions that need to be part of the LCAP
SELPA / Special Education Department (In Person)	January 20, 2026 Special education requirements that need to be met at each site / District - Met with Laura Fong and District Sped Coordinator
School Board and Public (In Person and offered over Zoom)	February 12, 2026 Presented Mid-Year LCAP report and Budget Board and the community had opportunity to ask questions and provide input for the new year.

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

Every year, we ask our educational partners within the school district to express their opinions and input on current goals for the LCAP. Educational Partners (parents, students, staff, and community members) participated by completing online surveys and/or attending meetings about the LCAP.

The following information is a summary of the feedback we received:

STUDENTS

Overall Satisfaction:
The vast majority of students report enjoying their experience at Ballico-Cressey. Highlights remain heavily focused on supportive teachers and community-building school events (such as the Trunk-or-Treat, Speech Night, and spirit rallies).

Teacher Support:
Students strongly agree that teachers take the time to know them personally and understand their academic needs. They highly appreciate receiving instructional clarity, resources for independent work, and targeted intervention (small group or independent support) when they get stuck on a concept.

Safety and Communication:
Students consistently report feeling safe in their classrooms and on campus. A large majority feel comfortable turning to adults on campus for help, stating that staff members are responsive and successfully assist them in solving problems.

Academic Understanding:
Awareness of instructional purpose is high. Students widely note that they regularly discuss Common Core Standards, specific lesson skills, and how their daily classwork relates directly to real-world applications and everyday life.

Challenges:
Common challenges included subjects like math and science, and the i-Ready diagnostic tests. The most prominent daily challenges shifted from specific subjects to social-emotional dynamics (such as navigating peer conflict) for older students. Some students mentioned wanting more playground equipment and activities during recess.

Additional Comments:
Students suggested improvements, such as different PE Activities and more toys or equipment for outdoor activities. A major and overwhelming trend emerged regarding school nutrition: students frequently noted that they are still hungry after lunch, leading to widespread requests for larger portions or the ability to get "seconds" at lunch to prevent afternoon distractions.

STAFF

Overall Sentiment:
Staff climate is highly positive, with teachers and instructional aides overwhelmingly giving top marks (mostly 5s) regarding the fact that students know the staff deeply cares for them. High-value programs explicitly praised this year include sports programs, after-school tutoring, and dedicated Social-Emotional Learning (SEL) lessons.

Safety and Communication:
Staff continue to feel highly safe at work. Communication among staff was rated slightly lower, with some giving 3s, indicating room for improvement.

Facilities and Resources:
Perceptions of facilities are safe but reveal site-specific variations. While technology availability and safety monitoring tools are rated as major strengths across the board, physical facility feedback is camp-specific: staff at the Cressey campus specifically noted the urgent need for a higher security fence around the new grass area and the desire for a dedicated campus library.

Parent and Community Involvement:

Staff highly value parent participation but rate current parent/guardian involvement levels as "rare" or inconsistent. Staff feel that while community outreach services exist, they need to be better publicized or structurally updated to effectively bridge the gap with families.

Academic and Social Support:
The school is widely recognized by staff for promoting academic success and providing foundational social-emotional care. Rather than calling for general interventions, staff feedback specifically emphasized a pressing need for an updated, standards-aligned Math curriculum and expanded enrichment experiences like Ag/STEM or specialized student clubs (e.g., Recycling clubs).

Challenges and Suggestions:
Staff recommended updating music programs, enhancing reward systems for students, and offering more after-school support.

PARENTS

Overall Sentiment:
Parent sentiment across both English and Spanish cohorts is exceptionally high. Parents feel strongly that campus adults care deeply about their children. Extracurricular and specialized programs receive massive praise—most notably After-School Tutoring, Reading Interventions, and Taekwondo (which parents specifically highlighted as an excellent outlet for student energy).

Safety and Communication:
Families feel their children are very safe at school and express strong confidence in the district's technology monitoring. Regarding communication, while school-to-home outreach is well-received, data shows that many parents interact with school social media "Rarely" or "Never," suggesting that direct communication methods (text, calls, or paper) remain more effective than digital platforms.

Facilities and Resources:
Parents rate the cleanliness and general maintenance of the schools highly, aligning with the positive views of staff. The free breakfast and lunch programs are recognized as a vital, high-quality resource that families depend on.

Academic and Social Support:
Parents feel their children are being well-prepared for the next grade level due to robust academic interventions and summer school opportunities. To expand on social-emotional support, parents explicitly requested increased student counseling resources, particularly a desire for a full-time counselor to support early childhood needs at the Cressey campus.

Challenges and Suggestions:
Their primary suggestions include expanding counseling services, creating more fair and structured student incentives to reward hard work, and maintaining the highly valued tutoring and enrichment programs.

Based on feedback from our educational partners, the LCAP was influenced in the following manner:

GOAL 1 and 5

While educational partners strongly agree that the school promotes academic success through its MTSS initiatives, highly caring staff, and robust intervention resources like after-school tutoring and reading support, this year's feedback highlighted critical needs for instructional infrastructure and enrichment. Therefore, the District will keep its current actions under Goals 1 and 5. The District will maintain its foundational support systems and protect highly valued programs, but will also actively address the pressing request from teaching staff for an updated, standards-aligned math curriculum by collaborating with MCOE for in-classroom math and ELA coaching, executing targeted summer professional development retreats, and upgrading interactive classroom technologies. Furthermore, the district will build upon current Project-Based Learning by integrating student-requested enrichment pathways, such as Ag/STEM initiatives and specialized student clubs.

GOAL 2 and 3
The District has achieved success with its Behavior MTSS and family support initiatives, and the positive feedback from all educational stakeholders that the district's nurturing school culture is a core strength, prompting the continuation of classroom SEL lessons, small-group counselor sessions, and monthly family engagement nights. The District will continue to utilize its school counselor for SEL lessons in classrooms, as well as offer small-group and individualized meetings with students. The District will also continue to offer monthly family engagement opportunities that cater to the needs of both students and their families. The District will be implementing additional actions using Learning Recovery Funds to provide extra support. The District will continue to collaborate with MCOE to bring a Behavioral Specialist to campus once a week to address issues and work with teachers and families to support students both at home and in school. The District will also continue to collaborate with MCOE on developing a course for parents on positive discipline, which would meet once a month for the entire school year. The District will also use some funds to add resources and equipment to a dedicated counselor room and in the MTSS Student Center.

Goal 4
All educational partners gave exceptionally high ratings to overall campus safety, cleanliness, and maintenance, prompting the District to sustain all current safety actions and stay up to date with local community security policies. The District will continue to make improvements to the school and purchase equipment that allows all to feel secure, welcomed, and engage in activities that positively encourage interaction with others. Students stated that they would like additional PE and recess activities and equipment. The District is exploring ways to purchase new playground equipment, procuring toys, and mobilizing staff and parent volunteers to organize structured intramural sports during recess to foster positive student interaction.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to improve our MTSS for academics by building and aligning supports that increase student access, in turn leading to increased student outcomes	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District recognizes that a solid foundation in English Language Arts and Mathematics sets students up for success across all content areas as well as being a productive member in society as an adult. The District believes that supports and resources should be in place to help students meet their individual academic needs and goals at every grade level. To accomplish this goal,the District is in the process of building a system of Tier 2 and Tier 3 supports that increase student access, student success, and in turn lead to increased student outcomes. We believe through professional development, stakeholder collaboration, structured student services, highly qualified personnel, and digital resources, we will have a higher percentage of students reaching grade-level proficiency in both ELA and math as well as being able to leverage these skills across multiple content areas.

The District has connected this goal to our belief statement that all "teachers are responsible for creating a dynamic 21st-century learning environment fostering global creativity and exploration while empowering students to reach their full potential. We believe professional growth and development of all members within the school community is an ongoing and necessary process".

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 are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured	100% Based on 2023-2024 Teacher Data	100%	100%	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by our County Report. (1A)					
1.2	Pupils in the school district have sufficient access to the standards-aligned instructional materials measured by Purchase Orders and licenses for each digital subscription. (1B)	100% Based on 2023-2024 PO Data	100% 2024- 2025 PO Data	100% 2025- 2026 PO Data	100%	Maintained
1.3	The implementation of state board adopted academic content and performance for all standards measured by Purchase Orders and licenses for each digital subscription. (2A)	100% Based on 2023-2024 PO Data	100% 2024- 2025 PO Data	100% 2025- 2026 PO Data	100%	Maintained
1.4	The District will provide programs and services that will enable English leaners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English Language proficiency. (2B)	100% Based on 2023-2024 PO Data and Lesson Plans	100% 2024- 2025 PO Data	100% 2025- 2026 PO Data	100%	Maintained
1.5	Percentage of students proficient in iReady Assessment ELA	47% Tri 3 Data for 2023-2024	46% Tri 3 Data 2024-2025	48% Tri 3 Data 2025-2026	75%	Increased by 1%
1.6	Percentage of students proficient in iReady Assessment Math	45% Tri 3 Data for 2023-2024	51% Tri 3 Data 2024-2025	53% Tri 3 Data 2025-2026	75%	Increased by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Pupils have access to, and are enrolled in, a broad course of study measured by the Master Schedule set in Aeries. (7A)	100% Based on 2023-2024 SIS Data	100% Based on 2024- 2025 SIS Data	100% Based on 2025- 2026 SIS Data	100%	Maintained
1.8	Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils and individuals with exceptional needs. (7C)	100% Based on 2023-2024 SIS Data	100% Based on 2024- 2025 SIS Data	100% Based on 2025- 2026 SIS Data	100%	Maintained
1.9	Percentage of students making an increased score change from their initial ELPAC Assessment	58% Based on 2023-2024 ELPAC Summative Data	% Based on 2024-2025 ELPAC Summative Data	57% Based on 2025- 2026 ELPAC Summative Data	75%	Decreased by 1%
1.10	Percentage of students meeting specific academic / content standard goals in Math (Math Shirt)	94% Based on 2023-2024 collected Data	98% Based on 2024- 2025 collected Data	98% Based on 2025- 2026 collected Data	100%	Increased by 4%
1.11	Percentage of students meeting specific academic / content standard goals in ELA (High Frequency Word Shirt)	96% Based on 2023-2024 collected Data	97% Based on 2024- 2025 collected Data	97% Based on 2025- 2026 collected Data	100%	Increased by 1%
1.12	Percentage of Students meeting academic goals and earning end of Trimester Incentives.	98% Based on 2023-2024 collected Data	98% Based on 2024- 2025 collected Data	98% Based on 2025- 2026 collected Data	100%	Maintained
1.13	Percentage of students proficient in ELA on the CAASSP	41% Based on State Data 2023-2024	46% Based on State Data 2024-2025	% Based on State Data 2025-2026	50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percentage of students proficient in Math on the CAASSP	29% Based on State Data 2023-2024	37% Based on State Data 2024-2025	% Based on State Data 2025-2026	40%	

Goal Analysis [2025-26]

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

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

The Charter fully implemented all actions under GOAL 1.

The Charter reviewed and renewed purchases of state-adopted curriculum for all students, including an EL program embedded into the ELA supplemental materials and resources that support student academic growth in all areas. The district also renewed its license to iReady. This service provided benchmark assessment data and support for interventions and engagement in mathematics and English Language Arts for individual students. The Charter maintains a multi-year lease for student technology, which allows students access to state-adopted materials,
intervention and engagement activities, and testing. The Charter also maintained licenses and equipment to offer Wi-Fi hotspots to families in need of internet access.

The Charter contracted with the county office and curriculum providers for professional development throughout the school year to help teachers effectively use materials and lessons. New teachers were enrolled in the county office's Teacher Induction Program. The district contracted with the county office to provide students with psychological and speech services, sharing contracts with other small school districts. Thus, the Charter was able to maintain instructional aides in all classes.

While the Charter provided tutoring services for students, finding individuals to run the programs consistently throughout the year was challenging. Teachers and staff are often stretched to their limits and may not always be willing to commit to working additional hours. The Charter, however, secured staffing to run the Summer STEAM and Reading program again for all students.

The Charter utilized the school counselor and ELPAC coordinator to support EL families with a parent informational night. Thanks to personalized invitations and direct phone calls inviting parents to attend, this event remains one of the district's most well-attended parent informational events. The Charter has also ensured that two instructional aides are bilingual to support English Language (EL) students. We also offer tutoring for EL students after school twice a week.

The Charter continued to supply students with academic incentives, such as T-shirts purchased through the County Office for math and ELA goals met, store-bought gift cards for local benchmark goals, and end-of-trimester incentive trips for students who met academic standards. The Charter uses local data from formative and summative assessments to track student goals and award incentives.

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.

Most actions resulted in expenditures with less than a 10% increase or decrease.
Changes in expenditures fall under two categories:
The Charter experienced a slight decrease in student numbers; therefore, we did not need to purchase the same number of materials as the year before, which lowered the cost of some supplies. While other materials and costs, especially employee wages, saw small traditional increases due to employees moving up one step and column on the salary schedule, as well as overall inflation.
The one action that saw a significant change in expenditures was action 1.12 Student Incentives. The Charter was able to utilize leftover supplies from the previous year for incentives and T-shirts, decreasing the overall cost.

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

The Charter believes that with the correct services and supports, ALL students can grow and meet grade-level academic standards. The metrics and actions implemented for goal 1 serve to drive this purpose, maintain academic rigor across all grade levels, and support students across all subgroups.

Student growth begins with access to the right materials, taught by highly qualified personnel. The district ensured that teachers had access to quality curriculum and resources. The district also ensured teachers were given the proper support and training to teach practical lessons using trusted and proven strategies that would reach all students at all levels of learning. Teachers and staff had access to professional development provided throughout the school year through the district. They were also encouraged to seek additional training and conferences that fit their needs for personal growth. Many teachers in the district took advantage of accessing training and conferences that supported their individual needs. The district supported new teachers with grade-level mentors and access to the county's Teacher Induction Program.

(Metrics 1,3,4. Actions 1,2, 3, 4,5,6,7)
Students had access to all materials through various technologies used throughout the district, including one-to-one devices. The district's One-to-One initiative enabled teachers to incorporate 21st-century learning strategies into their instruction, utilize technology to differentiate instruction, and provide independent learning opportunities to meet the diverse needs of all students.

(Metrics 2,7. Actions 2,4,5,9)
The Charter collected data from formative and summative assessments and set additional student supports to increase academic success across all populations. The district used iReady independent instruction to provide individualized intervention and engagement opportunities in mathematics and ELA. Teachers also utilized small group instruction and one-to-one opportunities to give students individualized attention and support. This is possible because the district ensures that an instructional aide is available in all classrooms and that at least one aide in each grade level is bilingual to support English Language (EL) students.

(Metrics 5,6. Actions 2,4,5,6, 7,8,9,11)
The Charter also provided additional services to support our English Learners (EL), Foster Youth, Special Education, and Socioeconomically

Disadvantaged subgroups. These services included additional intervention support in class, support from instructional aides, the use of technology to assist students in learning and completing assignments, after-school tutoring, the Summer STEAM and Reading Program, Speech and Psychological services, and outreach to parents to help support students at home. While these services were directed to specific subgroups, all students and families had access if needed or wanted.

(Metrics 8. Actions 12)
The Charter has also implemented an Academic Incentive Program as part of its MTSS initiative. Students can earn T-shirts for completing their grade level standard/skill of knowing their high-frequency words, mastering a foundational standard/skill in math at their grade level, earning Brave Bucks to spend at the student store for completing ten lessons in iReady Independent Instruction (math and ELA), and reading and passing ten quizzes in AR, earn gift cards for making growth in their Trimester Benchmarks, and get to attend the end of Trimester Incentive
Trips for meeting individual academic goals.

(Metric 5, 6. Actions 12)
Based on the data collected for Goal 1 in the following areas:
iReady Assessment results
iReady Independent practice (lessons passed)
AR goals reached, and quizzes passed.
T-shirts earned (math and reading)
Students attending incentive trips
The actions for Goal 1 have proved beneficial for all students across all subgroups.

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.

The Goal and overreaching actions will continue to be the same based on positive outcomes and survey results.
We will be adding two new actions under Goal 1 that will utilize Learning Recovery Grant Funds to support student academics.
Action 1.13 - Interactive Technology, 1.14 Academic Coaching for Teachers, and 1.15 The addition of two instructional aides

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum	The District will provide all students with an online Common Core State Adopted Curriculum in all four content areas for direct instruction, as well as any additional supplemental curriculum in order to facilitate independent and differentiated instruction to promote academic success.	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Assessments	The District will provide all students with a common core benchmark assessment in both ELA and Math that is used to evaluate and drive instructional practices in the classroom through a collection of data that is used as part of a Professional Learning Community of Practice. Includes an annual subscription to iReady and GSI common core assessments in both ELA and math, Professional Development for teachers, and an annual subscription to iReady TeacherTools.	$26,200.00	No
1.3	Technology	The district will provide all students with digital access for anywhere anytime learning through the use of Dell Chromebooks. The district will lease Chromebooks over a three- year period using Dell Financial Services. Leasing allows maintenance and repairs to be made by Sterling Computer Services with all costs covered as part of the contract agreement. The District will also provide resources and supplies to use those devices as well as make any repairs. The District will provide students with internet service through Kajeet and Verizon MiFi HotSpots, allowing students to have on demand learning and digital access away from school.	$122,475.00	No
1.4	Academic Intervention and Support	As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. It has been determined that a dedicated time in the school day to focus on skill review, foundational skills, and standards mastery needs to be added as part of the school day. The District will provide for unduplicated students performing below grade level in ELA and mathematics by way of highly qualified individuals, with grade-level interventions and engagement in ELA and mathematics to maintain the ability to acquire grade-level proficiency through independent and differentiated instruction through supplemental curriculum and hands-on manipulatives. Teachers will use data collected from the District's	$11,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benchmarks and formative and summative assessments to determine groups, what standards to focus on, and materials needed to help students reach their independent goals. As part of our master schedule, all students within the class will participate and be taught in small groups daily.		
1.5	Tutoring	As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Services during school hours are not adequate to help bridge the gap for these students. Support at home in academic tasks is also lacking. By way of highly qualified individuals, the district will provide after-school tutoring for unduplicated students performing below grade level in the areas of ELA and mathematics. Students will be invited based on data collected from formative and summative assessments and be reevaluated every six weeks. The District expects to see an increase in students reaching proficiency in ELA and mathematics on both formative and summative assessments by the end of the school year. Includes annual subscriptions to curriculum, hands-on materials, professional development, and salaries for qualified staff.	$17,401.00	Yes
1.6	Extended Learning	As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Services during school hours are not adequate to help bridge the gap for these students. Support at home in academic tasks is also lacking. By way of highly qualified individuals, the district will provide extended learning services through a STEAM summer school and Reading Program using supplemental curriculum and hands-on learning opportunities that include intervention and	$22,601.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enrichment opportunities. Students that meet the academic and demographic criteria will be invited to attend. All students with IEPs will also be invited to attend. Any additional spaces will be offered to students in the District that are interested in attending. The district expects to see an increase in proficiency in ELA and mathematics in local benchmark baseline data collected at the beginning of each school year. Includes an annual subscription to supplemental curriculum, hands-on learning supplies, salaries for qualified personnel including Instructional Aides to meet the needs of exceptional needs students, and incentives for students attending and meeting academic goals.		
1.7	ELD	Based on initial ELPAC score reports for TK and K, all students who meet the criteria of English Learners will have access to an ELD Program as part of their regular school day. The district has added a dedicated instructional aide to assist students within the classroom and support the needs of EL students. The District will also supply additional materials that students and their families can use at home to practice English and support their learning at school. Teachers will be supported through further professional development and resources specific to reaching the needs of our EL population. The District expects an increase in student proficiency in the four component areas of the summative ELPAC test at the end of each school year.	$21,092.00	Yes
1.8	EL Family Support	Based on initial ELPAC score reports for TK and K, all students who meet the criteria for English Learners will have access to an ELD Program as part of their regular school day. However, the District recognizes that students need additional resources and services beyond the school day and that services need to extend beyond the student to include family members.	$2,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will offer an after-school ELPAC Academy twice weekly for all EL students throughout the school year. The District will also offer resources, supplies, parent engagement activities, and training around English support throughout the school year for parents and family members. At the end of each school year, the District expects an increase in student proficiency in the four component areas of the summative ELPAC test.		
1.10	New Teacher Support	The District will provide access to a Teacher Induction Program through MCOE with an onsite Mentor as needed for teachers who have not yet Cleared their CA Teaching Credential. This helps to ensure Highly Qualified Teachers for all students.	$9,641.00	No
1.11	Student Services (Speech, Psychological, and Nurse)	The District will provide speech and psychological services by way of contracted personnel as needed for students to support their individual academic needs.	$79,674.00	No
1.12	Academic Incentives	As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Support at home in academic tasks is lacking and/or parents/guardians need additional support. As part of our literacy and mathematics initiatives, students are being motivated to practice and master grade-level sight words and grade-level math skills by earning a unique printed T-Shirt that they can wear at school upon completion. The District realizes that the addition of earning a special award helps to motivate students and parents to practice additional skills both at school and at home. The District also realizes by targeting one skill in each content at each grade level allows for data to be tracked and give those students who are behind additional support.	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Although we are targeting specific students, all students will be eligible to participate.		
1.13	Interactive Technology	Learning Recovery Grant Fund - To help engage students academically within the classroom, the Charter will add interactive technology through the use of touch-screen boards in the Library and the Resource Room	$13,000.00	No
1.14	Academic Coaching	Learning Recovery Grant Fund - Through in MOU with the County Office, the District and Charter will partner with MCOE to provide academic coaching in ELA and Math for all teachers on site.	$52,200.00	
1.15	Instructional Aides	Learning Recovery Grant Fund - To the Charter will add two temporary instructional aide positions to help service the needs in classrooms at the lower grades allowing each classroom to have two full adults to work on academics with students.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve our MTSS for Behavior by building activities that are inclusive of all students, are engaging and motivate students and provide overall positive interactions and experiences.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Charter has highlighted social-emotional learning and counseling services as part of their MTSS initiative for the next three years. We recognize the demands on students and families have increased over the last school year and have caused negative effects on their attendance, academics, and mental health. The Charter believes that by engaging students in activities and lessons that build a culture and climate of respect, kindness, positivity, grit, and assisting others in need, we will, in turn, see an increase in daily attendance and a decrease in disruptive behaviors in and out of the classroom.

The Charter has connected this goal to our belief statement that all "relationships matter".

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Attendance Rates as measured by attendance reports in Aeries. (5A)	95% Based on 2023-2024 SIS Data	96% Based on 2024- 2025 SIS Data	98% Based on 2025- 2026 SIS Data	100%	Increased by 3%
2.2	Chronic Absenteeism rate as measured by reports in Aeries. (5B)	25% Based on 2023-2024 SIS Data	2% Based on 2024- 2025 SIS Data	2% Based on 2025- 2026 SIS Data	5%	Decreased by 23%
2.3	Pupil Suspension Rates (6A)	4% Based on 2023-2024 SIS Data	1% Based on 2024- 2025 SIS Data	1% Based on 2025- 2026 SIS Data	1%	Decreased by 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Pupil expulsion rates (6B)	0% Based on 2023-2024 SIS Data	0% Based on 2024- 2025 SIS Data	0% Based on 2025- 2026 SIS Data	0%	Maintained
2.5	Participation in "Brave Crew" activities.	90% Based on local data collected	95% Based on 2024- 2025 SIS Data	97% Based on 2025- 2026 SIS Data	100%	Increased by 7%
2.6	Percentage of Students meeting behavior goals and earning end of Trimester Incentives.	98% Based on local data collected	98% Based on local data collected	98% Based on local data collected	100%	Maintained

Goal Analysis [2025-26]

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

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

The Charter fully implemented all actions under GOAL 2.

The Charter continues to employ a full-time counselor on staff. The counselor provides weekly SEL lessons to each classroom and offers individual and group pull-out sessions that address specific behavioral challenges the students are working on. The challenge continues to be having enough time to meet all student needs in a timely fashion with only one counselor shared across two school sites.
The Charter has provided the student body with several assemblies and activities that promote overall wellness, safety, and working together as a community of learners.

The Charter, with the support of the school counselor, has purchased materials directly related to positively addressing student behavior. All staff, including instructional aides, have participated in professional development and training in implementing positive strategies to address behavior in and out of the classrooms. The district is utilizing collaboration time weekly to review, share, and refine methods for use with students.

The Charter continues to maintain its "Brave Crew" initiative, which includes promoting a positive school climate and culture by wearing blue and/or school gear on Fridays, hosting Friday morning celebrations of student growth, and issuing "Brave Bucks" for positive student behavior. Students can earn school gear, get a chance to share a snack with a buddy, and spend "Brave Bucks" at the student store.
The Charter offers music enrichment through Taiko lessons every week with all students. This program continues to support school attendance and foster a positive climate among students and families.

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.

Most actions resulted in expenditures with a change of less than 10%.
Changes in expenditures fall under two categories:
The Charter experienced a slight decrease in student numbers; therefore, we did not need to purchase the same number of materials as the year before, which lowered the cost of some supplies. While other materials and costs, especially employee wages, saw small traditional increases due to employees moving up one step and column on the salary schedule, as well as overall inflation.
The one action that saw a significant change in expenditures was action 2.3 PBIS. The District was able to utilize leftover supplies from the The previous year, our student store's overall cost decreased.

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

The Charter believes that providing an engaging and positive school climate will have a direct impact on student attendance and behavior. The metrics and actions implemented for goal 2 serve to drive this purpose.

Positive student behavior starts with learning about and practicing what a "BRAVE" student acts like at school, in and out of the classroom. The district ensured students received this opportunity through SEL lessons provided by the school counselor every week. SEL lessons showcased and had students practice positive interactions between students, problem-solve altercations in and out of the classroom, speak up for themselves and others, and be good friends, family members, and students. The counselor uses a specific SEL curriculum tailored to each grade level and incorporates picture books, puppets, and various activities. The district recognizes students monthly with "Brave Trait Certificates," which demonstrate their understanding and participation in positive behaviors learned through their Social-Emotional Learning (SEL) lessons.

(Metrics 1-5, Actions 2,3,4)
The Charter also provided students with opportunities to attend school-wide assemblies and participate in school-organized activities, such as
dress-up days and themed events, that engagedly showcased positive attributes. The district hosts weekly morning assemblies every Friday, celebrating students' achievements and positive contributions to their classmates and school. The District also provides students with the opportunity to engage in music by learning Taiko, a traditional Japanese Drum, once a week. Data collected shows that school attendance is higher on days students have an activity they will participate in and are looking forward to. The district recognizes students monthly with "Brave Trait Certificates," which demonstrate their understanding and participation in positive behaviors learned through school assemblies and activities.

(Metrics 1-5, Actions 1,2,3)
Positive student behavior starts with understanding the "WHY" of students' actions and how we support them and their families when things get complicated. The Charter and the school counselor have determined that providing specific resources, training, and time to discuss student concerns and behaviors with other staff is a high priority. The district has purchased materials and provided days for training for all staff. Data collected shows improvement in specific behaviors in and out of the classroom with students identified as high-need. The district is working hard to connect with parents and provide these resources to support them at home.

(Metrics 1-5, Actions 1 and 3)
The Charter has continued its student incentive program, the "Brave Crew," which highlights being a positive school community member. The district rewards students for good behavior through "Brave Bucks," which are given to students when they act positively, benefiting others and/or the school. Students can then use the "Brave Buck" at the student store for items of their choosing. The "Brave Buck" also serves as a ticket that allows students to earn a spot with a buddy of their choice every Friday to receive a special snack at the end of the day. The "Brave Crew" members are also encouraged to wear blue or school gear on Fridays to showcase their school spirit. Students who participate earn tickets for monthly drawings to win new school gear. Students are also encouraged to attend school daily and help their class earn incentive prizes. Data collected shows an improvement in school attendance and behavior.

(Metrics 1-5, Action 3)
Based on the data collected for Goal 2:
Students participating in SEL lessons and activities
Students participating in "Brave Crew" activities
Students earning "Brave Bucks"
Increased student attendance
Decreased student behavior
The actions for Goal 2 have proved beneficial for all students across all subgroups.

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.

The Goal and overreaching actions will continue to be the same based on positive outcomes and survey results.
We will be adding several new actions under Goal 2 that will utilize Learning Recovery Grant Funds to support student behavior
Action 2.5 BCBA, 2.6 Positive Behavior Classes for Parents, 2.7 Parent SEL Packets, 2.8 Student Center / Counseling Office Resources, 2.9 PD around SEL/Trauma Informed Practices

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	As noted by the California Dashboard and Local Indicators, student groups that meet the criteria of unduplicated students are struggling with behavior outcomes, which can eventually lead to attendance issues and academic decline. The school counselor will provide whole-class lessons and small group and individual counseling services for students on campus to address Social	$66,685.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emotional Learning and help unduplicated students connect to the District's MTSS and PBIS initiatives. Identified Dashboard student subgroups are invited to small groups and individual services based on identified needs. These students will be tracked by data collected via our Student Information System (AERIES). Through Tier 2 and Tier 3 support via the school counselor, we will see a decrease in disruptive behaviors in and out of the classroom, as well as increased attendance by students in these subgroups. Includes salary, curriculum, and supplies.		
2.2	Assemblies	The District will provide targeted content assemblies that address Social Emotional Issues and topics that support our MTSS/PBIS school wide initiatives to all students. These activities will build a culture and climate that, in turn, should decrease disruptive behaviors in and out of the classroom, as well as promote an increase in daily attendance.	$3,850.00	No
2.3	PBIS	The District, along with MCOE, will create a Positive Behavior Intervention and Support System that utilizes practices that support student behavior and the collection of data that drives decision making to the betterment of all student subgroups. As part of the District's MTSS initiative, and to expand student engagement, we will promote connections to school through activities focused on students relating to each other and staff, by promoting a sense of unity and pride around our "BRAVE" mantra and school spirit. The District will highlight and reward character traits that promote the "BRAVE" mentality that supports relationships in a positive climate. We expect this to highlight & increase positive student-school connections/behaviors and attendance (This was Actions 2.3, 2.4, and 2.5)	$11,100.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Art and Music	To promote a whole student experience/engagement, the District will provide a music program available to all students to provide arts enrichment once a week. Surveyed families have identified this as having a positive correlation to students wanting to come to school.	$21,700.00	No
2.5	Sports and Clubs	Sports equipment, coaches, supplies and fees for clubs, salaries/stipends for adults	$31,120.00	No
2.6	School Climate	Student Council Activities	$10,536.00	No
2.7	Intervention	Suspension intervention practices (addresses RED on Dashboard) As noted by the California Dashboard, students listed as English Learners and socioeconomically disadvantaged have fallen into the RED category. The Charter/District will utilize the school counselor and a new program called Navigate 360 to offer lessons around behavior challenges at school. If a student incurs a detention/suspension, the student will need to meet with the counselor in a one-on-one session as well as complete assigned lessons through Navigate 360 before being allowed to go back to class and joining their peers. The Charter/District hopes that this additional step will help students not making the same mistake twice and incurring additional behavior infractions over the school year.	$31,845.00	Yes
2.8	BCBA	Learning Recovery Grant Fund - Through an MOU with the County Office, MCOE will provide a Behavior Specialist once a week to visit each campus to help teachers work with students on behavior and regulating emotions.	$34,800.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Positive Behavior Parent Classes	Learning Recovery Fund - Through an MOU with the county office, the District will host Positive Behavior Classes for a select cohort of parents.	$8,700.00	No
2.10	SEL Parent Packets	Learning Recovery Fund - The District recognizes that parents are asking for additional help managing behaviors at home and are asking the District for resources and guidance. To help, the District will put together packets with resources and information on different topics that parents have requested over the last year. Parents will be able to use the resources at home.	$1,250.00	No
2.11	Student Center / Counseling Office	Learning Recovery Grant Fund - The District recognizes that additional resources and equipment is needed to meet the growing demands of working with students and families on Social Emotional Behaviors in and out of the classroom. The District will use funds to purchase additional resources and equipment to supply its Student Center / Counseling Office on campus.	$5,000.00	No
2.12	SEL / Trauma Professional Development	Learning Recovery Grant Fund Professional Development for educators around SEL and Trauma Informed Practices	$39,095.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ballico Cressey will create a framework for parent engagement that provides wrap-around services for families, increased access to community services, and multiple opportunities for parents and families to engage with the school, to develop skills or knowledge to support student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Charter believes parent communication and engagement are a priority. Students who have families involved in their education have an increase in attendance rates and grades as well as a decrease in discipline problems. To ensure families are engaged, communication tools that are easy to navigate and use in the language of their choice are a necessity. We also feel it is the district's responsibility to support families in understanding the importance of their role in their student's school careers as well as how they can assist them at home through educational and informational classes. Furthermore, we understand that barriers to having access to basic needs can have a negative impact on families and in turn a negative impact on students being successful at school. The Charter wants to be able to connect families to services that allow them to have their basic needs met so they can focus on other matters of importance. The goal is to have a framework and system in place that allows the district, families, and the community to work together in fostering growth and success for all.

The Charter has connected this goal to our belief statement that "collaboration between all stakeholders promotes successful institutions of learning".

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of parents participating in school surveys. (3A)	68% Based on Locally collected data	70% Based on Locally collected data	70% Based on Locally collected data	100%	Increased by 2%
3.2	Percentage of parents participating in programs/activities for unduplicated pupils. (3B)	59% Based on Locally collected data	60% Based on Locally collected data	60% Based on Locally collected data	100%	Increased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of parents participating in programs/activities for exceptional needs (3C)	65% Based on Locally collected data	65% Based on Locally collected data	65% Based on Locally collected data	100%	Maintained
3.4	Percentage of Parents using ParentSquare	98% Based on Locally collected data	97% Based on Locally collected data	98% Based on Locally collected data	100%	Maintained
3.5	Percentage of families utilizing assistive resources from the District	15% Based on Locally collected data	10% Based on Locally collected data	15% Based on Locally collected data	25%	Maintained

Goal Analysis [2025-26]

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

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

The Charter fully implemented all actions for GOAL 3.

The Charter renewed all licenses and utilized services that allow communication between the district and parents in English and Spanish. This
includes:
Aeries - Student Information System - allows parents to participate in their students' academic progress and view assignments and grades.
ParentSquare allows parents to stay informed of all district and classroom activities and news. It also enables direct communication between staff and parents in their native language.
District Website - allows parents and the community to see activities, news, and access resources.
The Charter ensured that all staff members had access to the necessary tools and supplies for communicating with students, parents, and one another.

The Charter utilized and paid staff to provide translation services, enabling all parents to fully participate in their child's education during meetings, conferences, and special events.
The school counselor and administrative staff increased their efforts to provide community-building activities and parent informational classes by hosting monthly meetings centered on themes to promote academic success and positive student behavior. The attending parents and community members praise the district for its work and are thankful for the time they have to get together; however, the district still struggles to increase meeting attendance above the same handful of stakeholders.

The Charter prioritized wrap-around services for its school community. They recognize that barriers exist due to the rural area, leaving families
struggling to access basic needs such as clothing, food, housing, and medical services. The district continues a food and clothes closet on both campuses to assist families. While the clothes closet is used daily to assist students in need, the food pantry has struggled to remain relevant and accessible. The district has assisted families in need with food, but has discovered that it is mainly through the generosity of their staff and other school families taking it upon themselves to set up meal trains and deliver supplies to those families during times of crisis.

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 actions saw a material change:
3.1 Cost to purchase and maintain platform increased
3.2 Increase on step and column of salary scale
3.3 Decrease, instructional aides and teachers were able to provide translation services. Did not need to pay for additional personnel to attend meetings.
3.4 Decrease, school families donated supplies to help support the District's initiative.

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

The Charter believes that providing a framework for families that allows them to access services, support their children in the educational setting, and be heard will increase not only parent engagement but also students' academic success and positive behavior. Goal three's actions were written to serve that purpose.

A highlight of goal three for the Charter is the increase in parent opportunities to interact with the school. The district increased its family information nights from three a year to one a month. The district covered various topics that would support families and their students academically and behaviorally. The Charter provided dinner, childcare, and raffle prizes for attendees who participated in activities. The Charter also made sure that translation services were always available. While the parents and staff who participated in the meetings all provided positive feedback, the district is still seeking additional ways to increase attendance.

(Metrics 2 and 3. Action 2)
The Charter also continues to prioritize communication. Parents want to know what is happening at school, what events they can attend, how they can support their students, and how their child is doing academically. They also want to feel they have a voice in their child's education, and the district uses several methods to ensure this.

(Metric 1 and 4. Actions 1, 3, and 4)
*ParentSquare provides up-to-date announcements in our parents' home language. The application also enables us to share photos and documents, request assistance, schedule meetings, and conduct surveys of our stakeholders. Parents can also direct message staff, comment on posts, and express their appreciation. While the district has almost 100% of parents registered for this application, some parents do not always take the time to read the provided information thoroughly.
*Aeries, our Student Information System, allows parents to complete student documents and track attendance and grades. The Charter

continues to support families using this system by providing information and training on how to access and use the system. The Charter continues to encourage families to utilize this real-time system to monitor their child's progress and intervene before problems arise, such as missing assignments and low grades. The district required parents to complete all beginning-of-the-year forms online using this system, to provide an introduction to the system from the start of the year.
*The Charter also keeps a website up to date with a multitude of resources for both parents and students. Parents can find the school calendar, which lists all activities for the month. They can also find emails and phone numbers to connect with different staff on campus. The district continues to update its website to make sure it is ADA-compliant and has all required materials linked that are mandated by the state. Staff are always available for translation services at meetings and events. The district wants parents to feel heard and understood. The district also ensures that all correspondence is in both English and Spanish. This year, parents have given the district positive feedback on its support for families in their home language.

(Action 3)
At the start of the new LCAP cycle, the Charter recognized that parents in our rural area were struggling to access essential resources. The district pledged to create wrap-around services for families. The district has helped many families with clothes, food, blankets, and connections to outside services in the three years since then. The clothes closet is accessed daily, and families are appreciative of it. While the Charter has provided food for families, it usually has more to do with the generous nature of our staff and other families, ensuring resources are getting where they are most needed. The Charter strives to find more effective ways to support families in need.

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.

The Goal and overreaching actions will continue to be the same based on positive outcomes and survey results.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication	Provide office personnel with supplies and resources required to communicate with all stakeholders within the district in a timely fashion in the family's home language to promote and foster relationships and promote a positive climate and culture. Includes office supplies, subscription to ParentSquare and Aeries Student Information System. Website	$23,150.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent and Community Outreach	Provide educational classes, informational nights, and community-building activities for parents and the BCSD community that support building relationships and providing knowledge in helping students academically and their social-emotional welfare. The District recognizes that our English Learners, low-income, and Foster Youth families struggle with attendance and navigating the available resources to assist their students academically and emotionally. Meetings are geared to meeting their needs. The district will take extra steps to promote their attendance by inviting these families to attend directly, providing childcare when possible, providing food, and providing additional incentives for attending. While this action is directed toward these special sub-groups, all families within the District will be invited and welcomed to attend. This includes salaries of certified staff to host and run meetings, fees to outside organizations that support parents in working with their students, and supplies needed for all attendees.	$10,850.00	Yes
3.3	Translation / Equity	The District recognizes that all families should have equitable access and a way to communicate with the school in their language of choice. One-third of our school population falls under the classification of English Language Learners with many of our parents needing assistance in communicating with school personnel. The District and school offices will provide all materials to parents and the community in Spanish as well as offer translation services for meetings and conferences for equitable access that allows for engagement and promote a positive working relationship with all stakeholders.	$2,000.00	No
3.4	Family Assistance	The District recognizes that barriers to access to basic needs can negatively impact families and, in turn, students' school success. The District wants to connect families to services that allow them to have their basic needs met so they can focus on more important matters.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		When circumstances and needs arise, the District seeks to provide emergency clothing, food, and healthcare items for our low-income and foster families. We will provide both facilities and materials to help support basic needs in times of crisis, thus extending services and support for parents. This action will foster a working relationship with families and help them keep their students attending and engaged in school.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance the supports that contribute to a positive, safe and welcoming school culture and climate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Providing a safe and welcoming school environment is a priority for the district. Our families trust that when their students are on campus that they are protected, cared for, and taught healthy habits that they can carry with them for the rest of their lives. To accomplish this goal the district will continue to work with different community organizations to develop timely safety plans and protocols, keep the campus in FIT condition, promote healthy eating and lifestyle habits, and teach them how to stay safe in a digital world.

The Charter has connected this goal to our belief statement that "our school should be a safe and caring environment".

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School facilities are maintained in good repair as measured by the FIT Report (1C)	100% 2023 SARC / FIT Report	100% 2024 SARC / FIT Report	100% 2025SARC / FIT Report	100%	Maintained
4.2	Number of surveys completed by students, parents, and teachers on the sense of safety and school connectedness (6C)	38% 2023-2024 Locally collected data	40% 2024-2025 Locally collected data	35% 2024-2025 Locally collected data	100%	Decreased by 3%

Goal Analysis [2025-26]

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

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

The Charter fully implemented all actions for GOAL 4.
The Charter purchased and kept first aid supplies in stock for all classrooms and common areas.
The Charter purchased and installed additional security cameras at both school sites.
The Charter collaborated with teachers and staff to provide monthly nutritional information about various food products that promote health, and created an interactive breakfast and lunch menu hosted on the Ballico Cressey Website.
The Charter further supported students' health by providing physical education instruction and a curriculum focused on healthy lifestyle choices.
The Charter also supported student safety by renewing its license with GoGuardian. GoGuardian manages students' digital access when they use Charter devices and the internet.

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 majority of actions saw less than a 10% increase or decrease in spending.
The following actions noted a significant change:
4.4 Student Play - ALL stakeholders agreed that the District needs to offer more equipment for students to have access to during recess. The Charter will continue to add additional equipment as well as replace old and broken equipment over the next three years.
4.5 Digital Security - The Budgeted Estimate at the start of the LCAP was incorrect. The District and Charter share this cost at a 13/87% split. The actual expenditure reflects the correct percentage owed by the District.

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

The Charter will always prioritize the safety of students and staff while on campus. Goal 4 focuses on that premise as well as ensuring a positive and welcoming culture and climate.

This begins with ensuring that campuses are well-maintained and equipped with safety features. This includes security cameras located in multiple areas around the campuses. The Charter continues to add and install cameras in areas that require additional adult supervision. The cameras have helped maintain discipline on campus and added extra security for after-school hours. (Action 2, Metric 1)

The Charter maintains first aid kits in each classroom and common area. Each Instructional Aide on campus always carries a first aid bag with them. All teachers and staff have been trained in CPR and First Aid. They have also been trained in Heat Safety, Air Safety, and bloodborne pathogens. This extra step enables students to be assessed quickly and treated without needing to be escorted to the office first. The Charter purchased and maintains defibrillators housed in each campus's main common areas. (Action 1)

The Charter has a deep connection with agriculture, which it has linked to students' understanding of nutrition and how food helps them stay

healthy and strong. Each month, a class or grade level promotes a specific food and provides information to the rest of the school via a bulletin board in the cafeteria. Students also have the opportunity to taste-test this food and sometimes get to make a dish to share. The Charter provides curriculum materials, tasting samples, and supplies to cook with this food. This is something students have started to look forward to doing every month. To further promote nutrition, the district has created an interactive menu that allows students and parents to view nutritional information about the food served in the cafeteria. (Action 3)

Health education has also been a focus for the last three years. The Charter ensures that all students receive physical education that is aligned with state standards and taught through a state-adopted curriculum. This also includes classes on hygiene, how to support their developing bodies, and how to support them through the changes that occur as they mature into young adults. Students have repeatedly told the Charter that this is a favorite part of their day. (Action 4)

Technology allows students to access the world like never before, but it also means access to things that can be dangerous. The Charter takes digital safety seriously and believes it is our responsibility to ensure that guidelines and support are in place for all students. The Charter uses GoGuardian to monitor and protect students from outside sources. It enables the district to share information with parents about their students' online activities and the duration of device usage during the day. This includes monitoring during the school day and at home when using a school device or their Google accounts. Teachers believe this monitoring device helps keep students accountable during class time, and Parents appreciate being kept informed at home. (Action 5)

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

There will be no changes to this goal and/or actions moving forward into the next LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Medical / PPE	The District will ensure that each room on campus has a first aid bag and lockdown kit that is accessible in an emergency situation. The District will also ensure that each instructional aide on campus that is responsible for caring for children outside during breaks and recess have a first aid kit and a two-way radio available at all times. This action will ensure that all individuals on campus during an emergency can be cared for in a timely and appropriate manner.	$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Campus Security	In order to make sure students and adults are safe on campus during school hours, the District will ensure that security cameras are in place to track the flow of foot traffic on and off campus in critical areas on the school grounds. Over the next three years, the District will ensure cameras are installed and working properly on all campuses.	$9,700.00	No
4.3	Health	The District in conjunction with a nutritional consultant and the Nutri Kids Program, will work to ensure that all students understand the importance of eating healthy and nutritious food. The district will ensure that an interactive breakfast and lunch menu is accessible on the school website that details nutritional information that allows individuals with special dietary needs to make informed decisions about the food they eat on campus. The district will promote healthy eating through bulletin board displays in the cafeteria as well as promote an incentive program for eating breakfast on campus to ensure kids are fueled for a protective school day. The district will provide all students with state adopted curriculum that meets the needs of teaching how to maintain a healthy lifestyle and keeping their bodies physically fit. (Combines Old Actions 4.4 and 4.5)	$4,110.00	No
4.4	Student Play	The District will provide engaging and safe play structures along with appropriate equipment that allows students to be physically active outside the classroom.	$5,000.00	No
4.5	Digital Security	The District will provide teachers and parents access to GoGuardian. Go Guardian will be utilized to manage student digital access in and out of the classroom as well as used to look for flags/alerts for digital citizenship and Social Emotional wellbeing.	$100.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide meaningful project based learning through hands on, agriculturally based experiences that prepare students to meet the demands of local agricultural businesses and industries.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The District believes it is important that we honor and promote the area we live in. Ballico resides in a rural agricultural area with farming and farming-related jobs being the primary source of income for most of our school families. The District has made it a priority to showcase and teach our students about our agricultural roots as well as empower our students to someday return to our community and bring 21st-century skills to the agricultural workforce. We believe that offering students a variety of agriculturally related hands-on experiences through project-based learning, allows students to explore, create, and promote diverse ways of thinking that promote and advocate for students to showcase their unique talents, culture, and individuality.

The District has connected this goal to our belief statement that "diversity and individuality should be advocated for, fostered, and celebrated".

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Total number of PBL lessons taught within the District for the year.	2 per teacher - locally collected data 2023-2024	2 per teacher - locally collected data 2024- 2025	2 per teacher - locally collected data 2024- 2025	6 per teacher	Maintained
5.2	Food grown from the school garden being utilized within the cafeteria and classroom lessons.	2% - locally collected data 2023-2024	2% - locally collected data 2024-2025	2% - locally collected data 2025-2026	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Percentage of students utilizing "MakerSpace" tools/resources	20% - locally collected data	20% - locally collected data	20% - locally collected data	100%	Maintained

Goal Analysis [2025-26]

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

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

The District fully implemented all actions for GOAL 5.
The Charter maintained gardens at both school sites and provided supplies and support for teachers to complete lessons that utilized the grounds and plants being grown throughout the year.
The Charter also ensured that all teachers had the necessary supplies, resources, and training to complete at least one PBL lesson per trimester.

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 Charter shows decrease spending in actions 5.1 PBL and 5.3 AG Garden due to utilizing funds that were acquired from their annual plant
sale and grant awards.

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

The Charter continues to promote agriculture as part of our school learning in all content areas. The Charter pledged to make sure there where areas on both campuses that allowed students to learn by doing by digging in the soil and watching nature come to life by their hands. All students are heavily involved in the school garden's various processes. This includes weeding, starting plants from seeds, transplanting, harvesting, selling to consumers (Yearly plant sale), monitoring beneficial and harmful insects, addressing climate concerns, and planning future crops. The Gardens have become a primary location for teachers and students to conduct PBL lessons as well. The Gardens also serve as a source of nutrition for our school cafeteria. (Metrics 1, 2, and Actions 1 - 3)

Students had limited access to maker space equipment within their classrooms. The Charter has moved all Maker Space Equipment into their new library space and will add additional Maker Space Equipment that students and staff will have access to, which will increase engagement in academics
and hands-on learning.

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

There will be no changes to the goal, metricts, or actions for the next three year LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Project Based Learning	To support our PBL goals, the District will provide professional development and ongoing staff development to all employees that support grade-level teams, cohort spans, and school/district-wide initiatives. Includes contracts with outside providers for professional development certificated and classified compensation for professional development which includes two additional days added to the school calendar per contract, and the cost of attending conferences (conference fees, accommodations, food, and travel expenses) The District will provide all teachers and students with supplemental and support materials for direct instruction in project-based learning, as well as any additional supplemental resources in order to facilitate independent and differentiated instruction to promote academic success and facilitate the District's PBL Initiative. (Combines Actions 5.1 and 5.2)	$9,510.00	No
5.2	Makerspace	As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Regular academic instruction does not always fulfill the engagement that is necessary to motivate students to utilize content skills beyond standard classroom activities. To help engage students further and offer students additional ways to demonstrate math and ELA	$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		skills, the District will utilize Makerspace tools and resources as part of our student center on campus.		
5.3	AG STEM	The district will supply teachers and students will supplies and resources to maintain and work in the school garden that promotes agricultural related experiences and PBL projects.	$820.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$642,398	$59,588

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
23.189%	13.454%	$357,305.00	36.643%

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
1.4	**Action:** Academic Intervention and Support **Need:** As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. It has been determined that a dedicated time in the school day to focus on	The District will provide for unduplicated students performing below grade level in ELA and mathematics by way of highly qualified individuals, with grade-level interventions and engagement in ELA and mathematics to maintain the ability to acquire grade-level proficiency through independent and differentiated instruction through supplemental curriculum and hands-on manipulatives. Teachers will use data collected from the District's benchmarks and formative and summative assessments to determine groups,	1.5, 1.6, 1.10-1.14

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
	skill review, foundational skills, and standards mastery needs to be added as part of the school day. **Scope:** LEA-wide	what standards to focus on, and materials needed to help students reach their independent goals. As part of our master schedule, all students within the class will participate and be taught in small groups daily.	
1.5	**Action:** Tutoring **Need:** As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Services during school hours are not adequate to help bridge the gap for these students. Support at home in academic tasks is also lacking. **Scope:** LEA-wide	By way of highly qualified individuals, the district will provide after-school tutoring for unduplicated students performing below grade level in the areas of ELA and mathematics. Students will be invited based on data collected from formative and summative assessments and be reevaluated every six weeks. The District expects to see an increase in students reaching proficiency in ELA and mathematics on both formative and summative assessments by the end of the school year. Includes annual subscriptions to curriculum, hands-on materials, professional development, and salaries for qualified staff.	1.5, 1.6, 1.10-1.14
1.6	**Action:** Extended Learning **Need:** As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Services during school hours are not adequate to help bridge the gap for	By way of highly qualified individuals, the district will provide extended learning services through a STEAM summer school and Reading Program using supplemental curriculum and hands-on learning opportunities that include intervention and enrichment opportunities. Students that meet the academic and demographic criteria will be invited to attend. All students with IEPs will also be invited to attend. Any additional spaces will be offered to students in the District that are interested in attending.	1.5, 1.6, 1.10-1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these students. Support at home in academic tasks is also lacking. **Scope:** LEA-wide	The district expects to see an increase in proficiency in ELA and mathematics in local benchmark baseline data collected at the beginning of each school year. Includes an annual subscription to supplemental curriculum, hands-on learning supplies, salaries for qualified personnel including Instructional Aides to meet the needs of exceptional needs students, and incentives for students attending and meeting academic goals.	
1.12	**Action:** Academic Incentives **Need:** As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Support at home in academic tasks is lacking and/or parents/guardians need additional support. **Scope:** LEA-wide	As part of our literacy and mathematics initiatives, students are being motivated to practice and master grade-level sight words and grade-level math skills by earning a unique printed T-Shirt that they can wear at school upon completion. The District realizes that the addition of earning a special award helps to motivate students and parents to practice additional skills both at school and at home. The District also realizes by targeting one skill in each content at each grade level allows for data to be tracked and give those students who are behind additional support. Although we are targeting specific students, all students will be eligible to participate.	1.10-1.12
2.1	**Action:** Counseling Services **Need:** As noted by the California Dashboard and Local Indicators, student groups that meet the criteria of unduplicated students are	The school counselor will provide whole-class lessons and small group and individual counseling services for students on campus to address Social Emotional Learning and help unduplicated students connect to the District's MTSS and PBIS initiatives. Identified Dashboard student subgroups are invited to small groups and individual services	2.3-2.4

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
	struggling with behavior outcomes, which can eventually lead to attendance issues and academic decline. **Scope:** LEA-wide	based on identified needs. These students will be tracked by data collected via our Student Information System (AERIES). Through Tier 2 and Tier 3 support via the school counselor, we will see a decrease in disruptive behaviors in and out of the classroom, as well as increased attendance by students in these subgroups. Includes salary, curriculum, and supplies.	
2.7	**Action:** Intervention **Need:** As noted by the California Dashboard, students listed as English Learners and socioeconomically disadvantaged have fallen into the RED category. **Scope:** Schoolwide	The Charter/District will utilize the school counselor and a new program called Navigate 360 to offer lessons around behavior challenges at school. If a student incurs a detention/suspension, the student will need to meet with the counselor in a one-on-one session as well as complete assigned lessons through Navigate 360 before being allowed to go back to class and joining their peers. The Charter/District hopes that this additional step will help students not making the same mistake twice and incurring additional behavior infractions over the school year. All students will utilize this program no matter what sub-group they fall intio	2.3-2.4
3.2	**Action:** Parent and Community Outreach **Need:** The District recognizes that our English Learners, Low Income, and Foster Youth families struggle with attendance and navigating the resources that are available to them to assist their students academically and emotionally.	Provide educational classes, informational nights, and community-building activities for parents and the BCSD community that support building relationships and providing knowledge in helping students academically and their social-emotional welfare. Meetings are geared to their needs. The District will take extra steps to promote their attendance by inviting these families to attend directly,	3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	providing childcare when possible, providing food, and offering additional incentives for attending. While this action is directed toward these special sub-groups, all families within the District will be invited and welcomed to attend. This includes salaries of certified staff to host and run meetings, fees to outside organizations that support parents in working with their students, and supplies needed for all attendees.	
3.4	**Action:** Family Assistance **Need:** The District recognizes that barriers to access to basic needs can negatively impact families and, in turn, students' school success. The District wants to connect families to services that allow them to have their basic needs met so they can focus on more important matters. **Scope:** LEA-wide	When circumstances and needs arise, the District seeks to provide emergency clothing, food, and healthcare items for our low-income and foster families. We will provide both facilities and materials to help support basic needs in times of crisis, thus extending services and support for parents. This action will foster a working relationship with families and help them keep their students attending and engaged in school.	3.5
5.2	**Action:** Makerspace **Need:** As noted by the California Dashboard, Local Indicators, and parent surveys, student groups that meet the criteria of unduplicated students are falling short of meeting or exceeding academic progress in ELA and/or mathematics. Regular academic instruction	To help engage students further and offer students additional ways to demonstrate math and ELA skills, the District will utilize Makerspace tools and resources as part of our student center on campus.	5.3

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
	does not always fulfill the engagement that is necessary to motivate students to utilize content skills beyond standard classroom activities. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** ELD **Need:** Based on initial ELPAC score reports for TK and K, all students that meet the criteria of English Learners will have access to an ELD Program as part of their regular school day. The District has added a dedicated Instructional Aide to assist students within the classroom to support the needs of EL students. **Scope:** Limited to Unduplicated Student Group(s)	The District will also supply additional materials that students and their families can use at home to practice English and support their learning at school. Teachers will be supported by additional professional development and resources specific to reaching the needs of our EL population. The District expects to see an increase in student proficiency in the four component areas of the summative ELPAC test at the end of each school year.	1.4, 1.9
1.8	**Action:** EL Family Support	The District will offer an after-school ELPAC Academy twice weekly for all EL students	1.4, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Based on initial ELPAC score reports for TK and K, all students who meet the criteria for English Learners will have access to an ELD Program as part of their regular school day. However, the District recognizes that students need additional resources and services beyond the school day and that services need to extend beyond the student to include family members. **Scope:** Limited to Unduplicated Student Group(s)	throughout the school year. The District will also offer resources, supplies, parent engagement activities, and training around English support throughout the school year for parents and family members. At the end of each school year, the District expects an increase in student proficiency in the four component areas of the summative ELPAC test.	

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.

The Charter will maintain Instructional Aides, a counselor, and a resource teacher to make sure students are being provided all needed services to excel at school.

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		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:25

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,770,273	642,398	23.189%	13.454%	36.643%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$578,109.00	$244,045.00	$0.00	$9,641.00	$831,795.00	$190,240.00	$641,555.00

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	Curriculum	All	No			All Schools	On Going	$0.00	$55,000.00	$55,000.00				$55,000.00	
1	1.2	Assessments	All	No			All Schools	On Going	$0.00	$26,200.00	$26,200.00				$26,200.00	
1	1.3	Technology	All	No			All Schools	On Going	$0.00	$122,475.00	$122,475.00				$122,475.00	
1	1.4	Academic Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$11,240.00	$11,240.00				$11,240.00	
1	1.5	Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$17,401.00	$0.00	$1.00	$17,400.00			$17,401.00	
1	1.6	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$22,601.00	$0.00	$1.00	$22,600.00			$22,601.00	
1	1.7	ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On Going	$21,092.00	$0.00	$21,092.00				$21,092.00	
1	1.8	EL Family Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On Going	$0.00	$2,650.00	$2,650.00				$2,650.00	
1	1.10	New Teacher Support	All	No			All Schools	On Going	$9,641.00	$0.00				$9,641.00	$9,641.00	

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	1.11	Student Services (Speech, Psychological, and Nurse)	Students with Disabilities	No			All Schools	On Going	$0.00	$79,674.00	$79,674.00				$79,674.00	
1	1.12	Academic Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$13,000.00	$13,000.00				$13,000.00	
1	1.13	Interactive Technology	All	No			All Schools	1 year - short term	$0.00	$13,000.00		$13,000.00			$13,000.00	
1	1.14	Academic Coaching						On - Going	$0.00	$52,200.00		$52,200.00			$52,200.00	
1	1.15	Instructional Aides	All	No			Specific Schools: Cressey Elementary 1st and 2nd Grade		$0.00	$50,000.00		$50,000.00			$50,000.00	
2	2.1	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$66,685.00	$0.00	$66,685.00				$66,685.00	
2	2.2	Assemblies	All	No			All Schools	On Going	$0.00	$3,850.00	$3,850.00				$3,850.00	
2	2.3	PBIS	All	No			All Schools	On Going	$0.00	$11,100.00	$11,100.00				$11,100.00	
2	2.4	Art and Music	All	No			All Schools	On Going	$21,700.00	$0.00	$21,700.00				$21,700.00	
2	2.5	Sports and Clubs	All	No			All Schools	On Going	$29,120.00	$2,000.00	$31,120.00				$31,120.00	
2	2.6	School Climate	All	No			All Schools	On Going	$0.00	$10,536.00	$10,536.00				$10,536.00	
2	2.7	Intervention	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Ballico Elementary 4th - 8th grade	3 years	$0.00	$31,845.00	$31,845.00				$31,845.00	
2	2.8	BCBA	All	No			All Schools	1 year Short Term	$0.00	$34,800.00		$34,800.00			$34,800.00	
2	2.9	Positive Behavior Parent Classes	All	No			All Schools	1 year Short Term	$0.00	$8,700.00		$8,700.00			$8,700.00	
2	2.10	SEL Parent Packets	All	No			All Schools	1 year Short Term	$0.00	$1,250.00		$1,250.00			$1,250.00	
2	2.11	Student Center / Counseling Office	All	No			All Schools	1 year Short Term	$0.00	$5,000.00		$5,000.00			$5,000.00	

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
2	2.12	SEL / Trauma Professional Development	All	No			All Schools	1 year Short Term	$0.00	$39,095.00		$39,095.00			$39,095.00	
3	3.1	Communication	All	No			All Schools	On Going	$0.00	$23,150.00	$23,150.00				$23,150.00	
3	3.2	Parent and Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$10,850.00	$10,850.00				$10,850.00	
3	3.3	Translation / Equity	All	No			All Schools	On Going	$2,000.00	$0.00	$2,000.00				$2,000.00	
3	3.4	Family Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.1	Medical / PPE	All	No			All Schools	On Going	$0.00	$3,500.00	$3,500.00				$3,500.00	
4	4.2	Campus Security	All	No			All Schools	On Going	$0.00	$9,700.00	$9,700.00				$9,700.00	
4	4.3	Health	All	No			All Schools	On Going	$0.00	$4,110.00	$4,110.00				$4,110.00	
4	4.4	Student Play	All	No			All Schools	On Going	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.5	Digital Security	All	No			All Schools	On Going	$0.00	$100.00	$100.00				$100.00	
5	5.1	Project Based Learning	All	No			All Schools	On Going	$0.00	$9,510.00	$9,510.00				$9,510.00	
5	5.2	Makerspace	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$200.00	$200.00				$200.00	
5	5.3	AG STEM	All	No			All Schools	On Going	$0.00	$820.00	$820.00				$820.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,770,273	642,398	23.189%	13.454%	36.643%	$158,564.00	0.000%	5.724 %	**Total:**	$158,564.00
								LEA-wide Total:	$102,977.00
								Limited Total:	$23,742.00
								Schoolwide Total:	$31,845.00

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	1.4	Academic Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,240.00	
1	1.5	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
1	1.6	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
1	1.7	ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$21,092.00	
1	1.8	EL Family Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,650.00	
1	1.12	Academic Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
2	2.1	Counseling Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	$66,685.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.7**	Intervention	Yes	Schoolwide	English Learners Low Income	Specific Schools: Ballico Elementary 4th - 8th grade	$31,845.00	
3	**3.2**	Parent and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,850.00	
3	**3.4**	Family Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
5	**5.2**	Makerspace	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$751,789.00	$662,545.00

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**	Curriculum	No	$29,745.00	59827
1	**1.2**	Assessments	No	$22,210.00	26156
1	**1.3**	Technology	No	$122,085.00	85750
1	**1.4**	Academic Intervention and Support	Yes	$10,160.00	10832
1	**1.5**	Tutoring	Yes	$17,401.00	6075
1	**1.6**	Extended Learning	Yes	$22,601.00	12386
1	**1.7**	ELD	Yes	$13,841	13841
1	**1.8**	EL Family Support	Yes	$500.00	3433
1	**1.10**	New Teacher Support	No	$10,959.00	39766
1	**1.11**	Student Services (Speech, Psychological, and Nurse)	No	$81,509.00	57250
1	**1.12**	Academic Incentives	Yes	$4,070.00	10369

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	1.13	Interactive Technology	No	$13,000.00	12766
1	1.14	Academic Coaching		$52,200.00	72101
1	1.15	Instructional Aides	No	$50,000.00	21241
2	2.1	Counseling Services	Yes	$65,377.00	66882
2	2.2	Assemblies	No	$10,405.00	1260
2	2.3	PBIS	No	$11,100.00	6138
2	2.4	Art and Music	No	$5,000.00	20013
2	2.5	Sports and Clubs	No	$31,120.00	28287
2	2.6	School Climate	No	$10,536.00	0
2	2.7	Intervention	Yes	$31,845.00	22512
2	2.8	BCBA	No	$34,800.00	17979
2	2.9	Positive Behavior Parent Classes	No	$8,700.00	0
2	2.10	SEL Parent Packets	No	$1,250.00	453
2	2.11	Student Center / Counseling Office	No	$5,000.00	534

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	2.12	SEL / Trauma Professional Development	No	$39,095.00	9601
3	3.1	Communication	No	$8,000.00	16164
3	3.2	Parent and Community Outreach	Yes	$10,850.00	8922
3	3.3	Translation / Equity	No	$2,000.00	998
3	3.4	Family Assistance	Yes	$1,000.00	842
4	4.1	Medical / PPE	No	$3,200.00	3379
4	4.2	Campus Security	No	$9,700.00	11115
4	4.3	Health	No	$4,110.00	798
4	4.4	Student Play	No	$2,000.00	4788
4	4.5	Digital Security	No	$100.00	0
5	5.1	Project Based Learning	No	$5,620.00	9160
5	5.2	Makerspace	Yes	$200.00	138
5	5.3	AG STEM	No	$500.00	789

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
495,078	$137,537.00	$137,773.00	($236.00)	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	1.4	Academic Intervention and Support	Yes	$10,160.00	10832		
1	1.5	Tutoring	Yes	$1.00	1		
1	1.6	Extended Learning	Yes	$1.00	1		
1	1.7	ELD	Yes	$13,533.00	13841		
1	1.8	EL Family Support	Yes	$500.00	3433		
1	1.12	Academic Incentives	Yes	$4,070.00	10369		
2	2.1	Counseling Services	Yes	$65,377.00	66882		
2	2.7	Intervention	Yes	$31,845.00	22512		
3	3.2	Parent and Community Outreach	Yes	$10,850.00	8922		
3	3.4	Family Assistance	Yes	$1,000.00	842		
5	5.2	Makerspace	Yes	$200.00	138		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,655,780	495,078	0	18.642%	$137,773.00	0.000%	5.188%	$357,305.00	13.454%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024