

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trillium Charter School

CDS Code: 12 62976 0115154

School Year: 2023-24

LEA contact information:

Marianne Keller

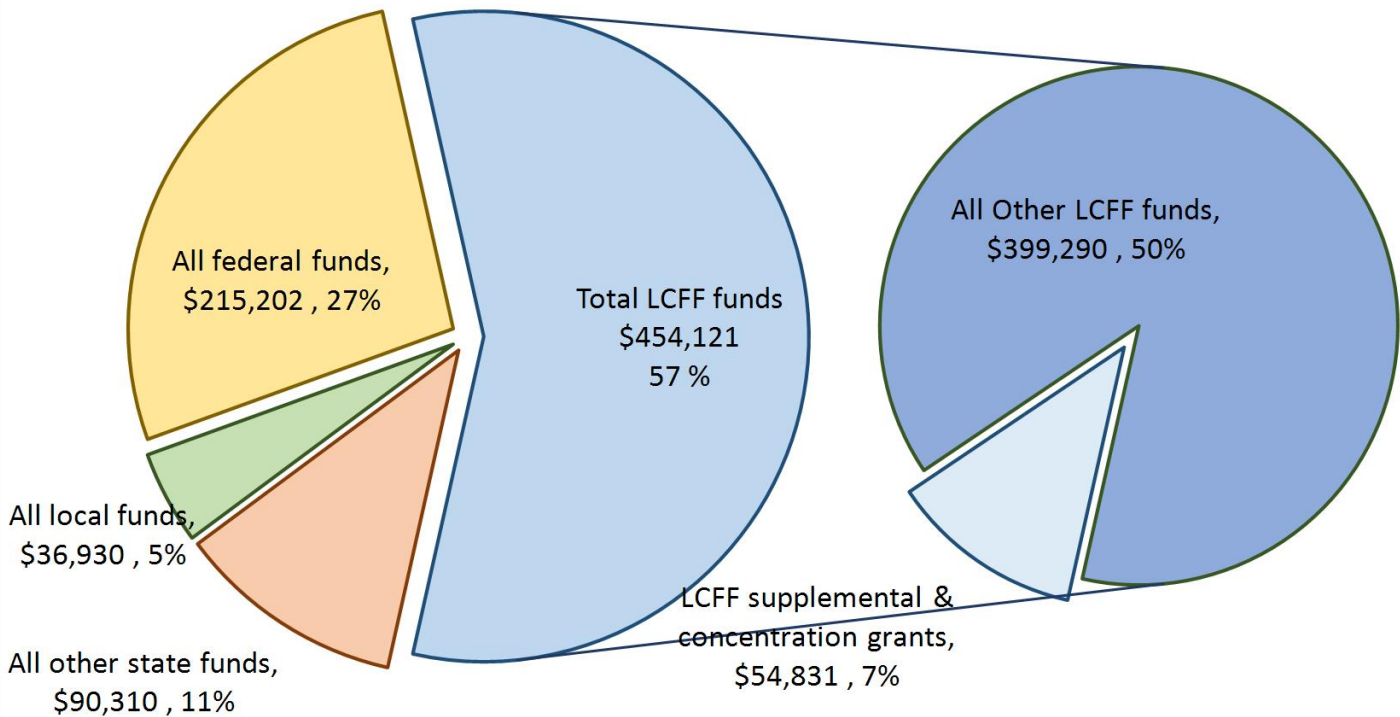
Director

(707) 822-4721

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 2023-24 School Year

Projected Revenue by Fund Source

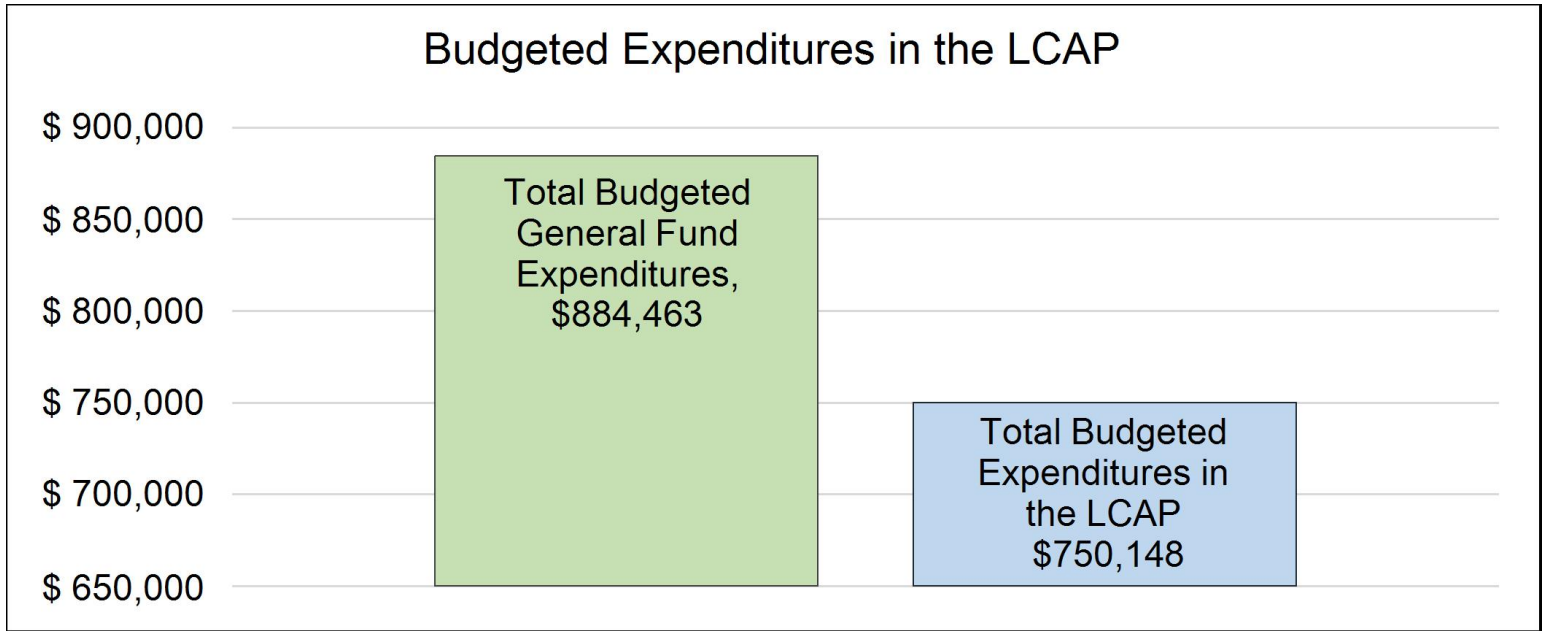


This chart shows the total general purpose revenue Trillium Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trillium Charter School is \$796,563, of which \$454,121 is Local Control Funding Formula (LCFF), \$90,310 is other state funds, \$36,930 is local funds, and \$215,202 is federal funds. Of the \$454,121 in LCFF Funds, \$54,831 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 Trillium Charter School plans to spend for 2023-24. 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: Trillium Charter School plans to spend \$884,463 for the 2023-24 school year. Of that amount, \$750,148 is tied to actions/services in the LCAP and \$134,315 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

\$103,660 are from the Comprehensive Support and Improvement funds that have unplanned uses, \$14,037 is for facilities rental, \$35,000 for leases, operational services, and office supplies.

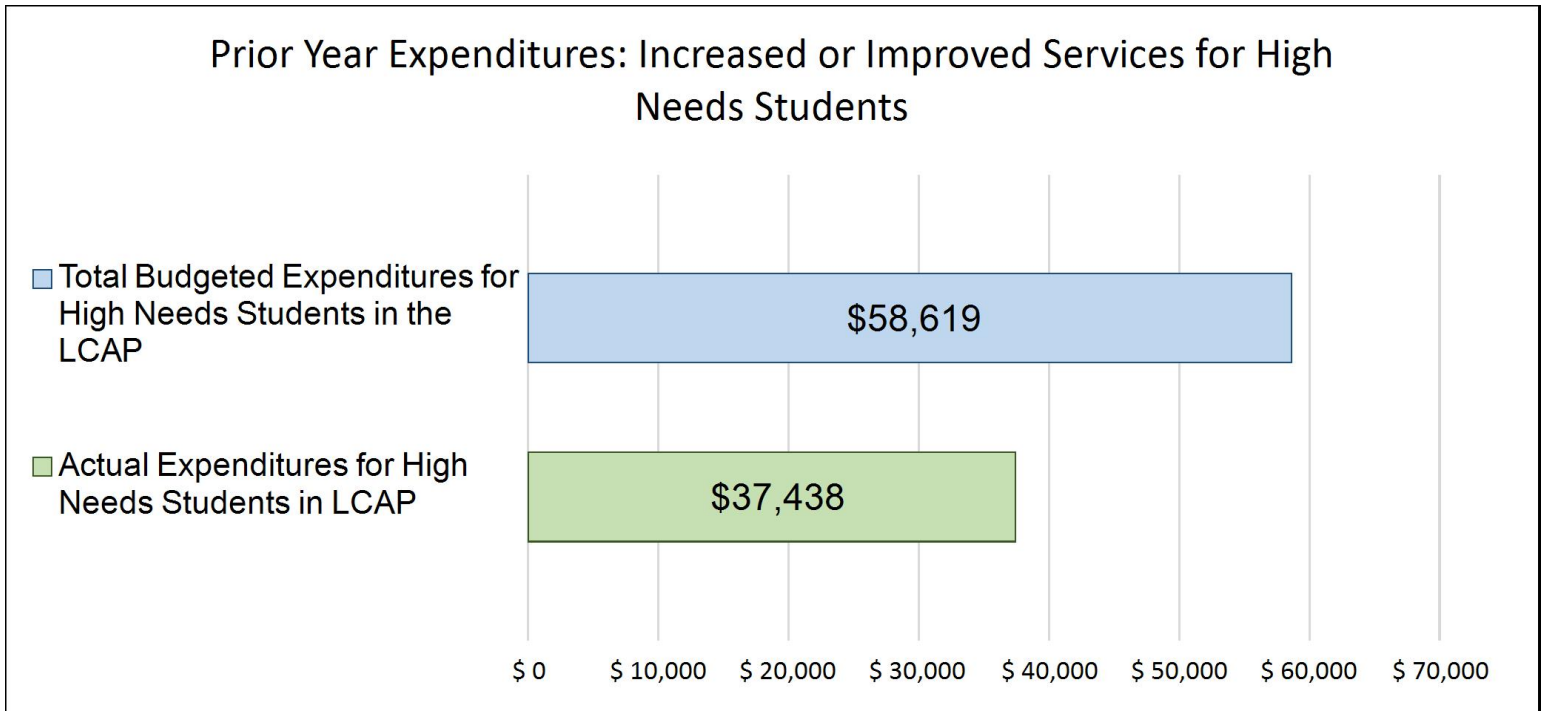
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Trillium Charter School is projecting it will receive \$54,831 based on the enrollment of foster youth, English learner, and low-income students. Trillium Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Trillium Charter School plans to spend \$54,284 towards meeting this requirement, as described in the LCAP.

ELOP funding is helping to support increased services for high need students. Trillium charter will identify new services that will meet the funding received for increased services.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Trillium Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trillium Charter School 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 2022-23, Trillium Charter School's LCAP budgeted \$58,619 for planned actions to increase or improve services for high needs students. Trillium Charter School actually spent \$37,438 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-21,181 had the following impact on Trillium Charter School's ability to increase or improve services for high needs students:

The main expenditure for increased or improved services for high needs students that did not meet what was budgeted was for classroom aide expenditures. Services were not impacted by this decrease as the expenditures were paid out of Expanded Learning Grant and Title 1 funding sources. It is projected that after the loss of these funding sources in 2023-2024 school year the expenditures for those services will be more than expended from the the supplemental/concentration funding .

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
Trillium Charter School	Marianne Keller Director	trilliumcs@gmail.com (707) 822-4721

Plan Summary [2023-24]

General Information

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

Trillium Charter School is a TK-5th grade public charter school that opened in 2002 and offers high-quality education in a small-school setting for TK-5th grade students. Trillium's population tends to fall within three categories; families who prefer small class sizes or an alternative approach to public education, those who discovered us through direct recommendations, or those with struggling students seeking a change of placement to remedy ongoing academic or social issues. The majority of our enrolled students live in the Arcata, Pacific Union, or McKinleyville School Districts, but we regularly serve students within a 30 mile radius who choose the commute so their student/s can benefit from our small class sizes, individualized support, project-based learning, and strong school community.

Trillium is authorized by the Pacific Union School District, a single site TK-8 district with approximately 600 students. We maintain a positive working relationship with our LEA and have contracted a variety of fiscal, food, and transportation services from our then throughout the years. Material revisions to our charter petition and MOU were approved by the school and district level governing boards in March 2023, and Trillium will operate as an independent charter school beginning July 1, 2023 and expand to include non-classroom-based instruction for up to 10 students. Despite these changes, the guiding principles of our program have not changed. Trillium will continue to focus on student-center instruction, project-based learning, and creating a welcoming environment for students from all backgrounds.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The highlights of Trillium's success for the 2022-2023 school year include:

- * Our Extended Learning Opportunities Program (ELOP) hosted school break and summer camps sessions that were well-attended by >95% of students attending at least one session. 100% of participating families reported satisfaction with the program.
- * Our Steering Committee approved changes to our charter petition and MOU to add a non-classroom based program beginning in fall 2023.
- * Trillium will operate as a direct-funded, independent charter school authorized by the Pacific Union School District beginning July 1, 2023. This transition was approved by the PU board and includes ongoing support and guidance from HCOE and district administration.
- * Trillium had many successful community partnerships this year with individuals and groups leading on-site workshops and activities both in the classrooms and the ELOP Program. Partners include: CAL Poly Humboldt Engineering and Education Departments, Poetry in the Schools Program, Planned Parenthood, Dell'Arte International School of Physical Theater, The Sanctuary, Ferndale Repertory Theater, Arcata Playhouse, Redwood Raks Dance Studio, Exit Theater Arcata, Salmon in the Classroom, and Sue-meg Village.
- * Trillium funded staff training for Yoga for Kids and Zumba staff training, and all students are now enjoying these as weekly workshops.
- * Trillium's TK-2 teacher was enrolled in an immersive, year-long Restorative Practices training program designed to facilitate a multi-tiered, all-school implementation over the next three years.
- * In-person community events have fully resumed both on-site and in the community. 4th-5th students participated in the Humboldt County Science Fair and Trillium's running club participated in the Ferndale Foggy Bottoms Milk Run.
- * Trillium received multiple generous contributions of >\$10,000 specifically intended to fund facility improvements.
- * Trillium's sister organization and facility owner, Gatecom Educational Corporation, has secured funding for major facility renovations set to begin in July 2023.
- * The CA Dashboard reports that Trillium has 0% suspensions and expulsions again in 21-22, 100% CAASPP test participation, and ELA scores 29.9 points above the state standard.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following needs have been identified and used to update actions and services for the 2023-2024 school year:

- * Trillium's audit report showed that the 3rd grade students needed to make up 1000 instructional minutes for 2 years due to a pandemic-related deficiency in the 21-22 schedule.
- * The CA Dashboard has placed Trillium back in CSI for 2023-2024. The Dashboard reports Chronic absenteeism at 28.1% and Math CAASPP scored 26.9 points below the state standard.

- * Trillium's Steering Committee is comprised of >75% first-year members who will benefit from board training to support the transition and increased responsibilities of governing an independent charter school.
 - * Trillium will need to hold a policy council as part of our transition to independence from our authorizing district and their fiscal and employment policies that we were formally operating under.
 - * Enrollment remained low throughout the 2022-2023 school year at 39 total enrolled student throughout the year. This resulted in some unfortunate budget and classified staffing reductions.
- Increased marketing and community outreach is needed to increase enrollment in both the site-based and NCB programs.
- * Overall parent/family engagement has been lower than in pre-pandemic years.
 - * Student incident reports, SPED referrals, behavioral interventions, and social-support needs all increased in 22-23.
 - * Trillium staff has self-identified a need for updated trainings and professional development in: Diversity ,Equity and Inclusion (DEI), First-aid/CPR, and School Safety/Crisis Planning & Interventions.
 - * Trillium's Office Manager is transitioning to be the school CBO to oversee independent operations and will complete professional training in 23-24.
 - * Trillium is currently seeking a new director to begin ASAP.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our LCAP goals are focused on student growth, staff collaboration, community engagement, and increasing campus safety. Measures to increase student enrollment are of great concern and have inspired multiple community-wide events, marketing measures, online outreach, and the introduction of non-classroom-based instruction for fall 2023. Trillium is restructuring it's LEA relationship and will operate as an independent charter school in 23-24.

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.

Trillium Charter School

Support for Identified Schools

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

Supports identified to access barriers to attendance and combat chronic absenteeism:

Tier 1: Data shows that families who receive a "nudge" from school offices are more likely to make sure their students attend, so Trillium will begin using daily notifications to all families when students are absent through our ParentSquare communication hub. Families without the ability to receive text or email will have a post card mailed to remind them of the importance of regular attendance and invite them to discuss attendance solutions.

The annual attendance contract is being updated in our registration paperwork to include information for parents/families defining chronic absenteeism and explaining the ways this reduces student engagement and overall academic success.

Food will be made available for students in early morning care to encourage early drop-off and assure that students eat breakfast prior to the start of classes.

Teachers will issue a "caught-ya" each week when students attend every day to celebrate and incentivize good attendance in front of their peers at weekly community meeting.

Tier 2: Students identified at or near 10% absences within the first trimester will be identified by the school Attendance Monitor and referred to administration, who will meet with a parent/family member to discuss barriers to attendance and discover ways the school can provide further support. This may include an attendance improvement contract.

Supports identified to improve math proficiency and increase CAASPP math scores:

*Improved attendance is shown to increase academic proficiency and CAASPP test scores, so these efforts are designed to support one another.

Tier 1: Teachers will integrate evidence-based instructional strategies during math time to engage all learning styles and further differentiate instruction in our multi-grade classes.

Visual representations of math concepts, graphic organizers, and math manipulatives will be used. Electronic devices will be loaded with math apps designed for reinforcement and practice of core skills.

Reinforcement of pattern recognition in math instruction has been shown to improve overall comprehension for abstract concepts and solving word problems, and this approach will be highlighted in conjunction with daily practice and lessons designed to connect math concepts to real-world situations.

Tier 2: Math interventions will be focused on students needing support based as identified through CoreGrowth assessments, CAASPP test scores, and teacher recommendation.

These students will have small-group supplemental instruction to reinforce core skills, review incorrectly completed classwork, or to provide additional time to complete class assignments.

Tier 3: Students will receive one-on-one remedial math instruction using an alternate curriculum.

All students will have progress monitoring and periodic, grade-level assessments to measure concept mastery.

Monitoring and Evaluating Effectiveness

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

Administration will closely monitor daily attendance tracking and utilize parent alerts when students are not called in. Support and supervision will be provided for staff in charge of daily attendance tracking.

Students with <90% ADA after the first trimester will have an attendance review with a school administrator and family member.

Monthly attendance reports, along with P-1, P-2, and final attendance reports will be submitted to the CDE, CALPADs, and charter authorizer and utilized to track attendance progress.

Teachers and administration will conduct a math curriculum review to identify and purchase supplemental materials, curriculum, and online tools.

Administration will assist with tracking at-risk students and maintain adequate staffing to provide supplemental instruction and support.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Trillium's Charter School's small but active community is comprised of students and families from six surrounding school districts. Based on information collected at enrollment, families choose our school through personal recommendations, neighborhood proximity, or preference for a small, alternative school environment. Parents, guardians, staff, and steering committee members all participated in the development of the LCAP through one or more channels, including multiple online surveys, parent-teacher conferences, staff meetings, committee meetings, parent advisory meetings, or feedback communicated directly to a staff member. Several of our contributors have multiple roles within the school community and were able to provide input from a dual-perspective of parent/board member or parent/staff member. Parents/families were invited to participate in an advisory committee on May 3rd and an LCAP public hearing was held on June 14. All board members were able to review and collaboratively edit all components of our LCAP. HCOE provided support for our CSI planning and goals. A review of the state priorities and final LCAP approval was complete on June 21st.

Annual Surveys:

Summer Camp feedback: 7/3/22

Non-classroom-based community interest assessment: 10/24/22

Winter Camp Feedback: 12/22/22

Independent Study Access: 1/2/23

President's Break Camp Survey: 3/15/23

Annual LCAP/Program Evaluation: 4/1/23

Student Survey: 4/25/23

Return Rates for surveys: 60%-100%

Parent Conferences:

November 14-18, 2022

March 13-17, 2023

Fall conferences attendance: 90%

Spring conference attendance: 94%

Steering Committee Meetings:

8/31/22

9/28/22

10/26/22

11/30/22

1/25/23

3/1/23
3/29/23
4/26/23
5/31/23
6/14/23 * Public Hearing
6/21/23

Parent Advisory Meeting:
5/3/23

A summary of the feedback provided by specific educational partners.

Our multiple survey questions were designed to collect input regarding Trillium's overall program, the effectiveness of independent study access, feedback for ELOP program-including aftercare, and student feedback detailing how they feel about their school; academics, social interactions, and community belonging. >95% of parents who returned at least one survey in 22-23 views their student/s as academically on track, support the current program, and trust that the current staff members are supporting their student/s. 70% of 3-5 grade students report positive relationships with their peers, feel confident communicating with their teacher or other staff members, and feel safe when they are at school.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All aspects of the LCAP were influenced by the community input collected. Parent/family interest levels inspired us to include non-classroom-based instruction options in 2023. Staff member input was responsible for centering school safety, Restorative Practices, STEAM community partners, and an increase in classroom aide time for 2023-2024. CSI planning used evidence-based research to inform and create attainable goals designed to reduce chronic absenteeism and support math proficiency. Students gave positive feedback about Yoga, Zumba, running club, and field trips that have all been included in the 23-24 plan.

Goals and Actions

Goal

Goal #	Description
1	Student growth: Trillium students will demonstrate continued growth in the areas of academic proficiency, social-emotional development, and cooperative community engagement.

An explanation of why the LEA has developed this goal.

Trillium Charter School measures student success as a combination of individual progress in the following areas: academic advancement, improved standardized test scores, a demonstrated sense of inclusiveness within the school community, positive social interactions, and social-emotional resiliency. Our goal is to provide all students with the tools for success in each of these areas through differentiated instruction, targeted academic interventions, inclusive community activities, and social-emotional support. Students will be provided with all materials, supplies, services, and technology needed to access classroom activities and curriculum, both on-site and in non-classroom-based instruction. Students will have access to individual academic assistance based on assessments, teacher recommendation, or parent request. SST meetings or referrals for behavioral or mental health support will be provided as needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CoreGrowth assessments and CAASPP testing	TK-5 3rd semester CoreGrowth reporting & 3-5 grade CAASPP results	Assessments completed, CAASPP testing 100% participation, baseline set	CAASPP: 100% participation, ELA 29.9 above standard Math 26.9 below standard Core Growth 1-2 trimester grade level reports: K: growth 6.11%, 14.5 pts 1st: growth 15.96 % 63.2 pts 2nd: growth 25.53 % 80.33 pts		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			3rd: growth 25.98% 84.5 pts 4th: growth 18.44% 61.43 pts 5th: growth 49.07% 134.83 pts		
Infinite Campus Attendance records, P-1 & P-2 attendance reports, CALPADS	Infinite Campus tracking, CALPADS reporting	All Attendance tracked via Infinite Campus 41 students enrolled: P-1: 38.64% ADA P-2 39.36% ADA	34 student enrolled P-1: 30.26% ADA P-2: 30.85% ADA		
Student referrals for academic, mental health, or behavioral support services, including SST, SPED and 504 plans.	none in 20-21	SST meeting held, 504 plan development, SPED referrals	SPED increase: 12% to 20% 11% new referrals 2 new 504 plans developed Incident report increase >10%		
CA dashboard	20-21 data	pending	CA Dashboard: 28.1% chronic absenteeism School in CSI for 23-24		
Aftercare attendance records & ELOP camp registration	aftercare attendance and billing records	AC attendance sign out sheets maintained for all participating students	70% students enrolled in AC 44% student enrolled in ELOP camps		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HCOE school psychologist and nurse charge backs	TBD	Nursing and psych. services provided for all students	Vision, hearing, and oral health screenings available for all students. IEP reports all include required health and psychological reports.		
Student retention for TK-4 grades and new student enrollment.			89% of eligible students have re-enrolled for next year. 3 newly enrolled students are siblings of current students.		
School Calendar	21-22: Audit finding of 3rd grade deficiency of 1000 instructional minutes	180 instructional days & required instructional minutes + make-up 3rd grade minutes	175 instructional days + 5 staff development days. Required instructional minutes for all grades + make-up 3rd grade minutes		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and maintain qualified teachers and paraprofessionals.	Recruit and maintain highly qualified teachers and instructional aides in each classroom. For 23-24: 2.5 FTE certificated teachers, .5 FTE certificated resource teacher, 1 FTE classroom aide (2 staff at .5 FTE) and 1 resource aide at .25 FTE. . Trillium will maintain 0% teacher misassignments and provide DEI, school safety, and first aide training for new classified staff members.	\$227,988.00	No
1.2	Instructional materials, related	Purchase supplies, materials, curriculum, and technology needed to access the curriculum in class and online for all staff and students. .	\$10,082.00	No

Action #	Title	Description	Total Funds	Contributing
	classroom supplies and technology/devices for students.			
1.3	Differentiated academic instruction and inclusive community building for all students and	Provide differentiated instruction, inclusive instruction, SEL lessons, community building activities, and practices to uphold diversity and equity for all students in multi-grade classes, including fully mainstreamed students with exceptional needs. Students will participate in ongoing activities focused on team-building, democracy in the classroom, cultural inclusion, and community engagement. Provide services and classroom modifications for all students and those with exceptional needs as determined by their IEP or 504 plan for full community inclusion.	\$28,932.00	No
1.4	Progress monitoring and student assessments	Students will complete benchmark assessments for each academic reporting period, annual standardized testing for 3-5 graders, and social-emotional reports with teachers and paraprofessionals to monitor academic progress. Trillium's site coordinator will work with the district testing coordinator for CAASPP testing administration and TOMs reporting. implementation of school wide MTSS system for student tracking, including CSI goals.	\$5,000.00	No
1.5	Academic interventions, homework support, and STEM	Teachers and paraprofessionals focused on identifying and providing support for targeted student's. Community partners, guest presenters, and student travel to diversify educational experiences.	\$26,608.00	Yes
1.6	Attendance monitoring and reporting	Site-based and NCB attendance tracking by office staff, including administrative monitoring (CSI). ParentSquare daily alerts for absent students. 2nd semester behavior contracts for chronically absent students. Offer material assistance and incentives for families to achieve a goal of >90% student attendance. Utilize mid-year attendance contracts for students <90% attendance at parent conference time. Use ParentSquare attendance notification system for	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		daily communication and alerts when students are not called in for absences.		
1.7	Student meals	Participation in the NSLP to offer students meals and free or reduced options for all eligible students, including food options offered before and after the instructional day. Associated food handling certificates, transportation, and administrative tracking.	\$0.00	No
1.8	HCOE contracts	Maintain annual contracts and MOUs with HCOE for school nurse screenings, school psychologist services, weekly courier service, and access to Learning Support Services, and DEI support.	\$5,173.00	No
1.9	Aftercare, break camp, and Summer sessions.	The ELOP program will offer extended school year sessions during school calendar breaks and in the summer months led by appropriately qualified staff to mitigate learning loss, reinforce core skills, offer STEAM instruction, and support working parents.	\$48,258.00	No Yes
1.10	Math interventions (CSI)	Use of evidence-based instructional strategies during math time to engage all learning styles and further differentiate instruction in our multi-grade classes. Math interventions will be focused on students identified as needing support based on CoreGrowth assessments, CAASPP test scores, and teacher recommendation. Progress monitoring and periodic, grade-level assessments to measure concept mastery.	\$30,753.00	
1.11	School Calendar	Approve instructional calendar to maintain required student minutes + make-up minutes for 3rd grade	\$0.00	No

Goal Analysis [2022-23]

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

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

Measures of student success included many success and some unforeseen challenges in the 22-23 school year.

The challenges are as follows:

1.1 Our SPED teacher unexpectedly quit in January, requiring the hiring of a resource aide and some crucial staff rearranging mid-year.

Both our enrollment and our ADA decreased from 21-22.

We experienced a significant increase in behavioral issues requiring interventions, SST meetings, and student-specific planning compared to the prior year.

1.6 Our attendance and math test scores included in the CA dashboard for 21-22 placed Trillium back in CSI.

Despite targeted instruction, independent study options, and increased CAASPP test preparation, we are unlikely to see an improvement in these areas from 22-23 based on our attendance records, math practice tests, and one suspension.

1.5 There was a 53% increase in student referrals for special education and 504 plans this school year and multiple students are receiving small-group academic support for Tier 1 academic interventions.

There was an increase in incident reporting for behavior-related issues.

Notable success of 22-23 include:

Student surveys reported 70% of students look forward to attending school and feel safe while there, and a majority of students report having positive social interactions and friends at school.

1.2 All students had equal access to curriculum, instructional materials, and supplies that were 100% provided by Trillium to our 82% economically disadvantaged population.

1.4 Coregrowth assessments showed continued improved for all grades throughout the year.

1.7 82% of our student population is eligible for free or reduced lunches and, of these students, 80% were regularly provided snack and lunch meals through this program.

1.8 All students had access to vision, hearing, and oral health screenings at school. 5th graders had in-class puberty education,

1.9 100% of students participated in the ELOP program through morning care, after school care, school closure camp, or our summer sessions. This program included >20 guest artists, presenters, and STEM instructors who offered engaging specialty classes that received resoundingly positive feedback from 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.

Due to an overall reduction in student enrollment, we had a reduction in classroom materials/supply spending and classroom aide spending from the supplemental concentration budget. Special Education expenditures were on track with projections with no general education contributions required. The ELOP program budget had no material changes for staff, supplies, or independent contractors.

An explanation of how effective the specific actions were in making progress toward the goal.

Long-term independent study as an attendance alternative was only moderately successful and required daily hours of staff preparation, tracking, and reminders with a very small increase in overall ADA.

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

Independent study for site-based students will be limited to <14 days. Material revisions were made to our Charter and MOU to include a non-classroom-based enrollment option for up to 10 students in 23-24. Planning for improved math proficiency is detailed in the CSI section and is closely tied to improving attendance, since those same students missed crucial instruction. We are discontinuing our subscription with Infinite Campus for attendance tracking and are moving to an in-house reporting system for tracking site-based and non-classroom-based attendance and to complete our P-1, P-2 and final ADA calculations as well as end-of-year CALPADs reporting. We will continue to have a .5 SPED teacher on staff and employ a .25 resource aide for academic support options in-addition required IEP minutes. Our staff is working on a tiered all-school integration of Restorative Practices and improving our equity and inclusion for all staff and students through staff development, a school-wide equity audit, and culturally inclusive classroom curriculum.

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

Goals and Actions

Goal

Goal #	Description
2	Staff continuity and collaboration: Trillium will recruit and maintain highly-qualified staff members for all components of our program. Staff members will participate in ongoing collaboration and utilize team-building strategies throughout the school year. Staff will participate in professional development and annual trainings through Keenan Safe Schools, HCOE, and other available opportunities, including those intended to improve math proficiency (CSI), attendance, Diversity, Equity and Inclusion (DEI), and student wellness.

An explanation of why the LEA has developed this goal.

Trillium's small staff is dedicated to professional excellence through ongoing development and teacher/administrative collaboration to inform cohesive school planning, class scheduling, curriculum development, and student management. This team approach incorporates weekly staff meetings and supports professional development, group trainings, and continual self-improvement. Professional development will prioritize identified school-wide goals that incorporate Restorative Practices, Diversity, Equity, & Inclusion (DEI), school safety planning and procedures, and evidence-based strategies for improving school attendance and school-wide math proficiency, including CAASPP test scores (CSI). Trillium is transitioning to a direct funded charter model and will be expanding our in-house financial oversight in conjunction with contracted services with Charter Impact.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Certificates of professional development	Minimum one off-site or online training to expand knowledge base.	Billing records kept	Certificates of completion for teacher trainings, Keenan records of online training modules, and other professional development.		
Ongoing staff meetings and collaboration	weekly	Weekly meetings held, personal notes taken as needed	Staff meetings held weekly		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Square communication logs	Ongoing group and private message logs	All communication logs are archived and accessible through PS admin. accounts	ParentSquare usage >98%		
Staff retention records					
School calendar	scheduled staff development days	NA	1 day		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Salaries, health benefits and stipends	Teacher and administrative salaries, hourly administrative assistant, health and welfare benefits, and stipends to maintain a highly qualified, stable teaching and administrative staff.	\$236,917.00	No
2.2	Staff training and team building activities	New staff member training, annual professional development, in-service days, and weekly staff planning meetings with an emphasis on Restorative Practices, DEI, and math interventions (CSI). Approved 23-24 calendar includes 5 professional development days.	\$2,840.00	No
2.3	ParentSquare annual subscription + add-on features	Maintain secure ParentSquare site as a hub for information dissemination, secure messaging, calendar updates, and parent/family sign ups. Utilize smart-site hosting for integrated website management via ParentSquare for community access to Trillium's program, events, and enrollment options. Administrative set-up, and smart-site website onboarding, hosting, training and maintenance.	\$400.00	No
2.4	Equity Audit	Trillium has contracted with Mo Creates for an equity-audit of al school forms, handbooks, publications, and practices.	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Charter Impact contracted services	Trillium is contracting with Charter Impact for back-office services, including payroll, accounts payable, budget oversight, cash-flow monitoring, and program auditing.	\$55,000.00	No

Goal Analysis [2022-23]

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

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

The most significant difference in planned versus actual actions for Goal #2 was an increase in mandatory staff training, primarily accessed through Keenan Safe Schools training modules focused on COVID safety, Diversity, Equity & Inclusion, and other School Safety measures. Staff members also focused planning time to further develop our safety procedures in the event of a school shooter. This included a site consultation with the Arcata Police Department, a new safety drill schedule, procedures for communication, campus access mitigation, and emergency staff formations to be included in the Comprehensive School Safety Plan.

We operated with a reduction in staff members in 22-23 that seemed appropriate in our planning due to lower enrollment, however, the need to increase classroom aide and playground monitor time to effectively manage student behavior needs has been noted and is included in budget planning for 23-24.

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.

Our certificated teacher budget expenditures were on track with salary and benefit projections. Administrative salaries exceed projections slightly due increases in school reporting and transitioning the school from locally to direct-funded. We spent less than projected on professional development, but our staff completed more than in past years due to affordable online options. One staff member declined health benefits due to a reduction in contracted FTE that made a significant reduction in general education budget expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Staff planning and collaboration through weekly meetings has been highly beneficial for continuity of student care, information sharing, mentoring our intern teacher, and program planning. All staff completed mandatory and optional online trainings.

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

- 2.1 Teachers will receive significant salary increases for 23-24. We are hiring new staff members due to some recent resignations, including a school director, ELOP coordinator, food program manager, and 1-2 additional part-time aides/playground monitors.
- 2.2 Staff training for 23-24 will emphasize Restorative Practices, DEI, and math interventions (CSI). This will also include a school equity audit to review all paperwork, handbooks, and school publications.
- 2.3 We are expanding our ParentSquare contracted services to upgrade our school website that will include integration with the closed-circuit communication system currently in place, utilize daily attendance notifications (CSI), and emergency alerts.

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

Goals and Actions

Goal

Goal #	Description
3	School Community: Trillium Charter School will engage with families and community partners to support students and diversify learning experiences.

An explanation of why the LEA has developed this goal.

We have consistently observed that students learn best when lessons are connected to real-world experiences. Hands-on learning is a cornerstone of Trillium's program and is reportedly among the top reasons people choose to enroll at our school. To conserve this approach we will include frequent field trips, service learning endeavors, scientific field work, art & theater attendance, and in-class guest workshops whenever possible. We will coincide outings and workshops with current areas of study to support a comprehensive approach to learning. Family-teacher collaboration has been a key element for student success and frequent family-teacher contact will continue to serve students moving forward. All-school community meetings will incorporate restorative practices and serve as a forum for students to group problem-solve, share ideas or requests, and actively participate in guiding extracurricular activities throughout the school year. All students will have access to our ELOP programs and participate in art, music, and STEM workshops for extended learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Square sign ups & family participation records	Maintain 100% family participation in school events and parent-teacher conferences	COVID has minimized school events. P-T conference attendance was >95%.	35% of parents attended 1 conference, 64% of parents attended 2 conferences per ParentSquare sign up log		
Student field trip records, travel fees, and in-class presenter invoices	No student travel was permissible in 20-21	Walking and outdoor field trips have resumed.	3-5 Monthly field trips TK-5 weekly walks & running club		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Steering Committee minutes & membership	Parents and former parents comprise 70% of Trillium's governing board	Monthly committee meetings held with recorded minutes	Steering Committee monthly meeting minutes		
Student community meetings	Community meetings were all on Zoom in 20-21 and will resume in-person ASAP	In-person community meetings held every Monday.	In-person Monday community meetings		
ELOP enrollment records					
Non-classroom-based enrollment	new program in 23-24				

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Weekly student workshops	Zumba and yoga classes for all students, staff instructor training and stipends.	\$9,920.00	
3.2	Hands-on learning, art & STEM workshops (ELOP) & student travel.	Student field trips, workshops, and educational outings that supplement and diversity the curriculum. Guest instructors to lead art and STEM workshops for students through the ELOP program.	\$14,118.00	Yes
3.3	Schoolwide events & outreach	School wide family events and educational community outreach for families.	\$3,696.00	No Yes
3.4	Non-classroom-based enrollment	Up to 10 students or <20% of total enrollment will enroll in non-classroom based instruction.	\$10,295.00	

Action #	Title	Description	Total Funds	Contributing
	option, teacher salary, administrative oversight			

Goal Analysis [2022-23]

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

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

3.1 Weekly Yoga and Zumba workshops were held for all students. We no longer have a certified Mindfulness teacher on staff, so this method was informally utilized through verbal prompts for self-regulation rather than weekly workshops.

3.2 Hands-on learning, field trips, workshops, and educational outings were included throughout the school year. Community partners include CAL Poly Humboldt, Queer Humboldt, HCOE, Full Cycle Compost, Puberty Education, Poetry in the Classroom, Dragon Flower Inc., Arcata Pool, and Sue-Meg State Park. The ELOP engaged >20 different community partners during the well-attended school break and summer camp sessions for specialized student enrichment and workshops.

3.3 School-wide events were reduced in comparison to pre-pandemic years but increased in comparison to 2020-2021. Outreach was mainly focused on recruiting new enrollment with multiple open house and meet the teacher events were held. Trillium hosted 5 public events for community outreach both on-campus and at community-wide celebrations.

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.

All budget actions and services for Goal 3 were on target with projected and actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Student engagement has 100% of students participating in community building activities and >90% participating in voluntary activities, such as running club and ELOP camps. 3-5 grade surveys report 75% of students look forward to coming to school. Based on parent feedback collected through surveys, meeting notes, and school event attendance records, we have identified an overall decline in family engagement.

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

We had hoped that 22-23 would be the year that our parents and families fully re-engage at pre-pandemic levels for volunteerism and community events, but a significant number of families remained cautious and were reluctant to attend non-academic, in-person school events. Parent conferences were well attended with 85% of families attending in person and 15% using the Zoom option. Steering

Committee meetings were required to return to in-person in March 2023 and 40% of committee members requested a waiver for this requirement.

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

Goals and Actions

Goal

Goal #	Description
4	Staff and Student Safety: A safe and welcoming campus will be maintained for all students, staff, families and community members who visit our campus.

An explanation of why the LEA has developed this goal.

Trillium's facility completes annual safety inspections and is in compliance with all recommendations. The pandemic state of emergency has been lifted and all mandatory COVID-related modifications from CA Public Health and the CDE have been suspended, however, staff and students have continued access to PPE and COVID testing supplies to limit exposure and manage seasonal outbreaks of illness. Student absences remained high due to illness, and short-term independent study is our best strategy to mitigate chronic absenteeism when students have COVID or flu symptoms. This option will be available for up to 14 days as an optional attendance alternative when students are experiencing symptoms of illness. Trillium joined the HCOE Substitute Consortium to increase access to credentialed substitutes when staff members require sick days. Trillium's Comprehensive School Safety Plan included planning for active shooter emergency procedures due to an overall increase in incidents nationwide, and staff members held a special planning meeting for updating the active shooter planning section of our CSSP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance records	Attendance and IS records	Attendance tracking via Infinite Campus, including receipt of Independent Study contracts and associated paperwork	Independent study as an attendance alternative when in isolation or quarantine rates have been lower than projected.		
Confidential COVID reporting	BINAX laboratory testing 1x weekly for all enrolled participants	Weekly testing offered for all staff and students	Home test kits available for all staff and students at all times, on-site testing has been phased out.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Communication records via ParentSquare	100% staff and family member access	100% access maintained	100% staff and parents connected via ParentSquare		
PPE		Face masks, home test kits, hand sanitizer is available on campus	Disposable masks and hand sanitizer provided for all staff and students, mask usage optional as of Oct. 2022.		
Purchasing records for classroom supplies, equipment, and safety measures		All receipts on file	Accounts payable records with receipts on file		
Board minutes	on file	Monthly board minutes taken	Monthly board minutes on file. Last COVID board measure in Oct. 2022 when county went into level "green".		
Fire, food, and facility inspection records	passed all current inspections	Annual inspections complete	Annual Inspections completed: Arcata Fire Dept., Williams Inspection report, Humboldt County Health Dept.		
Comprehensive School Safety Plan		On file	Annual update approved by board 3/23.		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	COVID-19 testing	Home test kits are available on site every day, with increased test distribution at school closures and summer sessions.	\$0.00	No
4.2	PPE, classroom safety modifications	PPE supplies	\$0.00	No
4.3	Short-term Independent study	Independent study option as an attendance alternative, related staff time, online curriculum & licensing, attendance tracking & administrative oversight	\$0.00	No
4.4	Campus maintenance	.25 FTE maintenance employee & professional cleaning service, associated custodial supplies & maintenance costs	\$30,168.00	No Yes

Goal Analysis [2022-23]

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

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

Campus safety planning shifted focus from mandatory, pandemic-related considerations to planning for the projected increase in TK students, renovations for site improvements, and lock-down/safety planning. There has been a reduction in overall family engagement and the staff is working to make campus more inviting for families who enrolled when pandemic-related restrictions on campus and were in place. Long-term independent study is no longer needed to accommodate mandatory student quarantine requirements.

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 pandemic state of emergency ended and due to this, our expenditures for mandatory PPE and weekly, on-site testing administration was greatly reduced. Expenditures for site improvements increased significantly after a donation was received specifically for this purpose. TK planning required the purchase of new outdoor equipment and bathroom fixtures. Cleaning services increased after moving to a new service provider mid-year.

An explanation of how effective the specific actions were in making progress toward the goal.

The goal that was not met was to improve chronic absenteeism through independent study options >14 days. Our school was placed in CSI due to high absences and low math CAASPP scores, which are interrelated due to missed instruction. Our maintenance staff and cleaning crew have been essential in meeting our site goals for health, safety, and cleanliness.

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

For 23-24, only short-term independent study options will be available for students enrolled in the site-based program, and we made material revisions to our charter to include up to 10 non-classroom-based spots for families who prefer home-based instruction or flexible attendance options. We contracted with a new cleaning service mid-year that slightly increased our expenditures but dramatically increased the quality of service.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
54,831	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.91%	2.32%	\$8,042.00	16.23%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Highly-qualified teachers and paraprofessionals work in all classrooms.
- Comprehensive instructional materials are provided for all students.
- Targeted academic interventions are available for all students identified to be in need academic support.
- Free meals are available for all students regardless of income eligibility.
- Hands-on learning and field trips are offered at no cost and include all students.
- Technology and online curriculum is available for all students.
- Morning & Aftercare options are open to all families. ELOP break and summer camps are offered at non charge to all enrolled students.
- Zumba classes are offered weekly for all students.
- Asymptomatic COVID-19 testing is no longer offered on site and free, at-home test kits are continuously available for all staff and students.
- PPE and related safety supplies are optional and always available for all who come on campus.
- Yoga for kids classes are offered weekly for all students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Trillium Charter School consistently serves a predominantly low-income population with >80% free and reduced lunch eligibility in 22-23. Our SPED population increased from 20% to 33% in 22-23. Because our total enrollment has not exceeded 35 students in 22-23, school-wide implementation of all actions and services outlined in this plan has been determined to be the best use of supplemental and concentration funds and will increase services by 13.39% proportionality. Unhoused students make up <1% of our school and had access to additional, confidential support services as guided by the Foster-Homeless Youth Education Task Force and local Youth Education Services. Trillium has no Foster Youth or EL students enrolled at this time but we have qualified staff ready to serve these students. All SPED students are fully mainstreamed and have equal access to all aspects of Trillium's program while also receiving specialized services as outlined in IEPs.

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.

Additional funding has been used to increase the following: Resource teacher time from .25 to .5 FTE, staff and training to provide student care before and after school, school break summer camp sessions, all materials, supplies, and related technology for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	8:1	
Staff-to-student ratio of certificated staff providing direct services to students	14:1	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$426,493.00	\$215,388.00		\$108,267.00	\$750,148.00	\$628,949.00	\$121,199.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruit and maintain qualified teachers and paraprofessionals.	All	\$109,943.00	\$95,983.00		\$22,062.00	\$227,988.00
1	1.2	Instructional materials, related classroom supplies and technology/devices for students.	All	\$2,000.00	\$7,953.00		\$129.00	\$10,082.00
1	1.3	Differentiated academic instruction and inclusive community building for all students and	All Students with Disabilities		\$28,932.00			\$28,932.00
1	1.4	Progress monitoring and student assessments	All				\$5,000.00	\$5,000.00
1	1.5	Academic interventions, homework support, and STEM	English Learners Foster Youth Low Income	\$26,608.00				\$26,608.00
1	1.6	Attendance monitoring and reporting	Economically disadvantaged, homeless, foster youth All	\$0.00			\$1,000.00	\$1,000.00
1	1.7	Student meals	All	\$0.00				\$0.00
1	1.8	HCOE contracts	All Students with Disabilities	\$1,537.00	\$3,636.00			\$5,173.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Aftercare, break camp, and Summer sessions.	All Foster Youth Low Income		\$48,258.00			\$48,258.00
1	1.10	Math interventions (CSI)					\$30,753.00	\$30,753.00
1	1.11	School Calendar	All	\$0.00				\$0.00
2	2.1	Salaries, health benefits and stipends	All	\$201,979.00			\$34,938.00	\$236,917.00
2	2.2	Staff training and team building activities	All	\$1,750.00			\$1,090.00	\$2,840.00
2	2.3	ParentSquare annual subscription + add-on features	All		\$400.00			\$400.00
2	2.4	Equity Audit	All				\$3,000.00	\$3,000.00
2	2.5	Charter Impact contracted services	All	\$55,000.00				\$55,000.00
3	3.1	Weekly student workshops	English Learners Foster Youth Low Income	\$9,920.00				\$9,920.00
3	3.2	Hands-on learning, art & STEM workshops (ELOP) & student travel.	English Learners Foster Youth Low Income	\$5,892.00	\$8,226.00			\$14,118.00
3	3.3	Schoolwide events & outreach	All English Learners Foster Youth Low Income	\$3,696.00				\$3,696.00
3	3.4	Non-classroom-based enrollment option, teacher salary, administrative oversight					\$10,295.00	\$10,295.00
4	4.1	COVID-19 testing	All				\$0.00	\$0.00
4	4.2	PPE, classroom safety modifications	All	\$0.00				\$0.00
4	4.3	Short-term Independent study	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	Campus maintenance	All English Learners Foster Youth Low Income	\$8,168.00	\$22,000.00			\$30,168.00

2023-24 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
394,071	54,831	13.91%	2.32%	16.23%	\$44,364.00	0.00%	11.26 %	Total:	\$44,364.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$44,364.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Academic interventions, homework support, and STEM	Yes	Schoolwide	English Learners Foster Youth Low Income		\$26,608.00	
1	1.9	Aftercare, break camp, and Summer sessions.	Yes	Schoolwide	Foster Youth Low Income			
3	3.1	Weekly student workshops			English Learners Foster Youth Low Income		\$9,920.00	
3	3.2	Hands-on learning, art & STEM workshops (ELOP) & student travel.	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,892.00	
3	3.3	Schoolwide events & outreach	Yes	Schoolwide	English Learners Foster Youth Low Income		\$3,696.00	
4	4.4	Campus maintenance	Yes	Schoolwide	English Learners Foster Youth Low Income		\$8,168.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$531,133.00	\$467,582.00

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	Recruit and maintain qualified teachers, paraprofessionals, and tutors.	No	\$155,484.00	\$182,162
1	1.2	Provide staff and students with instructional materials and related supplies.	No	\$10,830.00	8776
1	1.3	Provide inclusive instruction, including services and classroom modifications, to all students and those with exceptional needs as determined by their IEP.	No	\$27,312.00	\$27,970
1	1.4	Utilize benchmark and standardized assessments to monitor student progress and identify areas of academic weakness or learning loss.	No	\$16,553.00	0
1	1.5	Provide targeted academic interventions in the classrooms and homework assistance/tutoring in the after school program.	Yes	\$72,003.00	\$41,824
1	1.6	Attendance incentives and tracking -CSI. Utilize behavior contracts.	No	\$0.00	0.00
1	1.7	Student meals	No	\$0.00	0.00
1	1.8	HCOE contracts	No	\$5,529.00	\$5,173

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	1.9	Summer session	No Yes	\$40,434.00	\$50,001
2	2.1	Salaries, health benefits and stipends to maintain a highly qualified, stable teaching and administrative staff	No	\$135,101.00	\$96,773
2	2.2	Staff training and team building activities	No	\$1,750.00	\$1,193
2	2.3	ParentSquare annual subscription + add-on features, administrative set-up and maintenance	No	\$400.00	\$200
3	3.1	Weekly mindfulness and yoga workshops for students led by a qualified mentor	No	\$6,913.00	\$6,913
3	3.2	Hands-on learning	No Yes	\$3,808.00	\$4,437
3	3.3	Schoolwide events & outreach	No Yes	\$3,200.00	450
4	4.1	On-site and home COVID-19 testing	No	\$4,787.00	0
4	4.2	PPE, health screening for campus entry, classroom safety modifications	No	\$10,000.00	\$1,579
4	4.3	Annual subscriptions for supplementary online curriculum and teacher support for home usage	No	\$2,784.00	\$5,132

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Campus upkeep	No	\$34,245.00	\$34,999

2022-23 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)
\$45,480	\$58,619.00	\$37,438.00	\$21,181.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Provide targeted academic interventions in the classrooms and homework assistance/tutoring in the after school program.	Yes	\$51,611.00	\$34,710		
1	1.9	Summer session	Yes				
3	3.2	Hands-on learning	Yes	\$3,808.00	\$2,279		
3	3.3	Schoolwide events & outreach	Yes	\$3,200.00	\$449		

2022-23 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)
347,236	\$45,480	0	13.10%	\$37,438.00	0.00%	10.78%	\$8,042.00	2.32%

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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
January 2022