

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trillium Charter School

CDS Code: 12 62976 0115154

School Year: 2021-22

LEA contact information:

Marianne Keller

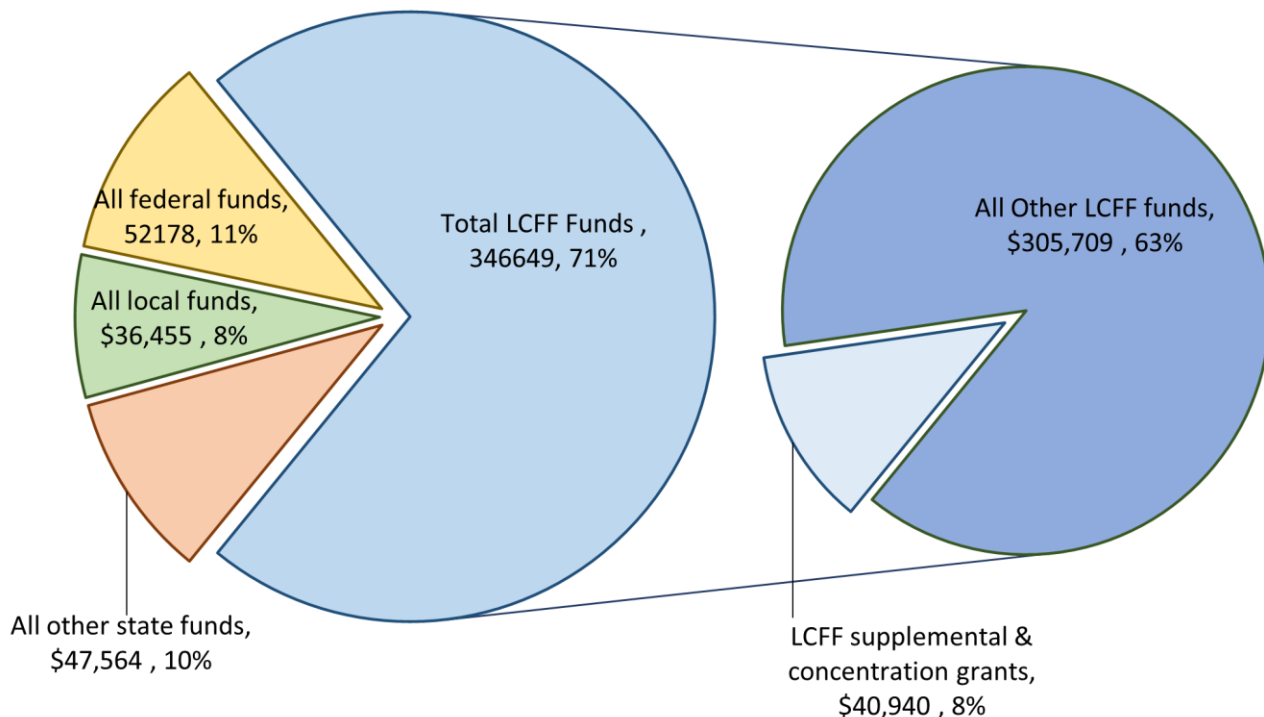
Administrator

(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 2021-22 School Year

### Projected Revenue by Fund Source

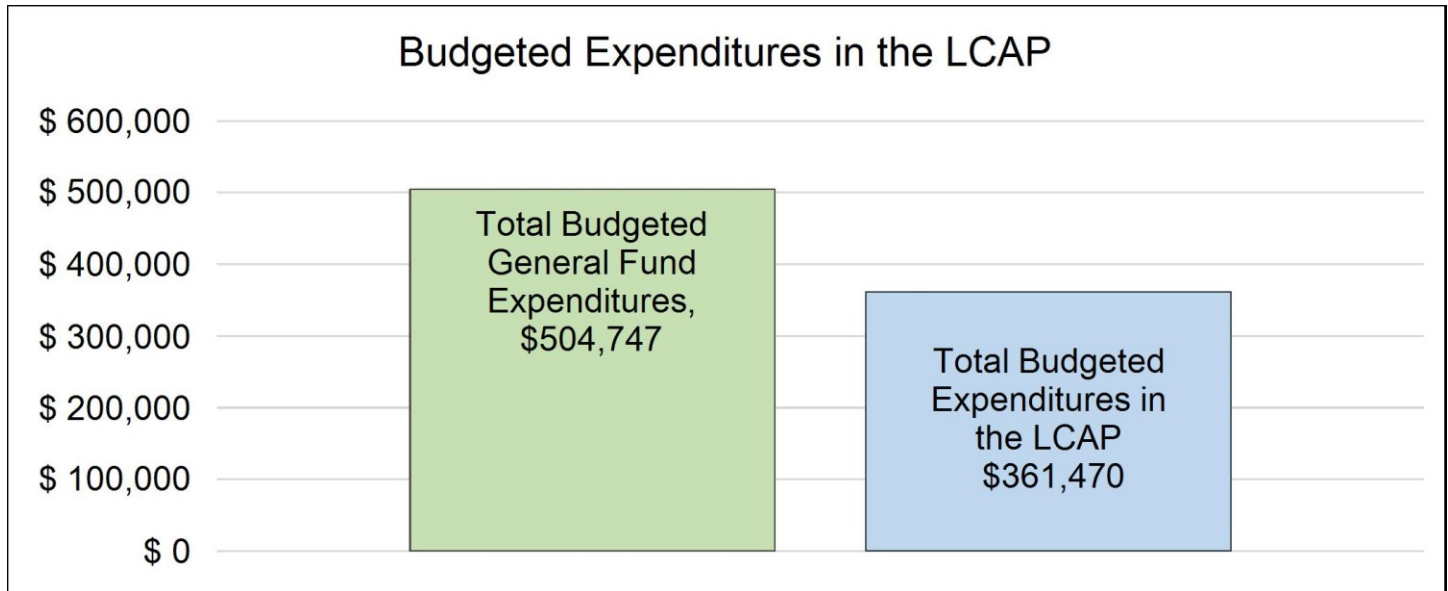


This chart shows the total general purpose revenue Trillium Charter School expects to receive in the coming year from all sources.

The total revenue projected for Trillium Charter School is \$482,846, of which \$346,649 is Local Control Funding Formula (LCFF), \$47,564 is other state funds, \$36,455 is local funds, and \$52,178 is federal funds. Of the \$346,649 in LCFF Funds, \$40,940 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Trillium Charter School plans to spend \$504,747 for the 2021-22 school year. Of that amount, \$361,470 is tied to actions/services in the LCAP and \$143,277 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

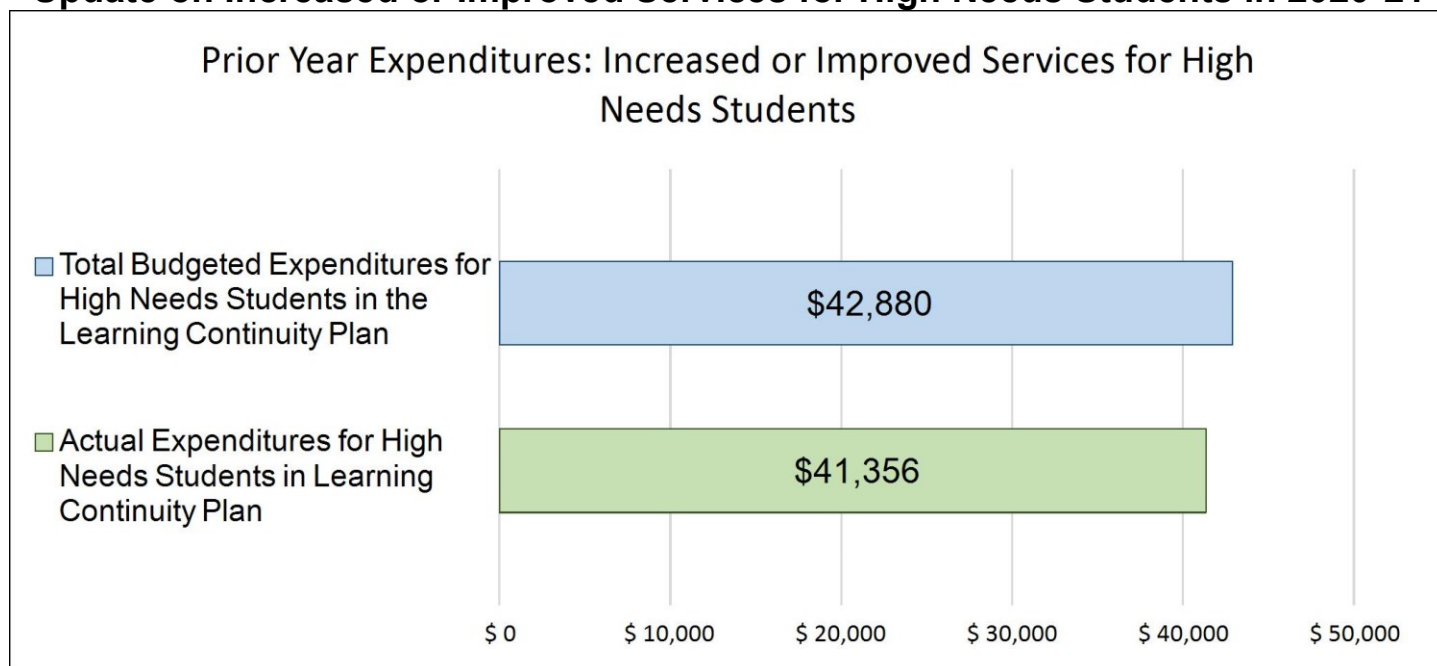
Transfers out for business services and operating services such as water, sewer, electricity were not included in the LCAP

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Trillium Charter School is projecting it will receive \$40,940 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 \$69,233 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Trillium Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Trillium Charter School's Learning Continuity Plan budgeted \$42,880 for planned actions to increase or improve services for high needs students. Trillium Charter School actually spent \$41,356 for actions to increase or improve services for high needs students in 2020-21.

While we spent more than what was projected on some items, we spent less in a few areas. Not as much professional development was given to staff, it was hard to find agencies to pair with for mental health services during the pandemic, so less was expended than what was originally budgeted.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Trillium Charter School	Marianne Keller Administrator	trilliumcs@gmail.com (707) 822-4721

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Facilities: Planning and maintenance of school facilities will incorporate considerations for student safety, physical movement, classroom usage, emergency preparedness, energy efficiency, and waste reduction.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> annual facility inspections & food handler certificates  <b>19-20</b> All inspections will fulfill requirements for fire, kitchen, and safety as determined by agency personnel. Site committees will resume work in conjunction with Fundraising and Steering Committees.  <b>Baseline</b> All facility inspections passed without corrective measures. Current food manager certification held by one staff member.	* Inspection reports * food certificates- 2 manager & 1 handler

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Part-time maintenance employee and contracted cleaning service for grounds and maintenance upkeep, safety, and repair,	5400 supplies 0000: Unrestricted 16000 contracted services 4383 employee salary	1588.94 0000: Unrestricted 20800.54 contracted service 3232.50

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Food handler training for a second staff member.	125 class fee 0000: Unrestricted	125 0000: Unrestricted
Complete Proposition 39 contracted installations	25201.06 Other	25598.06 Other

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All unused funds allotted for actions/services were utilized for equipment/supplies for distance learning during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our maintenance employee has been instrumental in our schools pandemic success. In March 2020 we had 2 food safety servers and one food safety manager on site. All Prop 39 installations were completed without issue. Fire and kitchen inspection required no corrective action. Facility inspection tool = good

## Goal 2

Staff: Trillium teachers and administrative staff will utilize trainings, workshops, and collaboration for professional growth & team building. We will strive to maintain a stable staff with low employee turnover. Classroom aides, playground monitors and aftercare staff will be supported by senior staff members.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Certificates of completion, staff meeting and training calendar. Annual staff contracts.  <b>19-20</b> Teachers and administrative staff will attend at least 3 training, development, or policy updates throughout the school year. Core staff will meet weekly, support staff will meet quarterly.  <b>Baseline</b> All teachers attended a minimum of 2 professional development days. Staff meetings held weekly.	From August 2019 -March 2020 weekly staff meetings were held in person and continued via Zoom for the remainder of the year. Each staff member exceeded the baseline of 2 trainings.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Participate in professional development and trainings throughout the year & offer stipends for teachers and administrators to offset travel expenses. Schedule ongoing meetings for staff collaboration, planning, and skill sharing.	500 workshop fees 1200 travel & conferences	120 400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	87234 teacher salaries	87234 1000-1999: Certificated Personnel Salaries
	30971 administrative costs	30000
Maintain a well-trained supplemental staff of classroom & office aides, tutors, playground monitors, and aftercare workers. Increase peer support systems allowing senior staff to mentor classified employees in leadership skills, behavior management, and project planning.	9012 aides 2000-2999: Classified Personnel Salaries	8155.51 2000-2999: Classified Personnel Salaries
	7000 office assistant 2000-2999: Classified Personnel Salaries	8484.38 2000-2999: Classified Personnel Salaries
	26900 support staff & tutors 2000-2999: Classified Personnel Salaries	11822.99 2000-2999: Classified Personnel Salaries
	6049 reading/math intervention 0000: Unrestricted	2213
	2500 homework club & tutoring supplies 4000-4999: Books And Supplies	1512
Advise Steering Committee members about non-profit, charter school, and CDE rules and regulations to assure informed board member participation	200 materials & supplies 0000: Unrestricted	100 0000: Unrestricted

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All unused funds allotted for actions/services were utilized for equipment/supplies for distance learning during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our ongoing staff collaboration proved to be a major strength moving into distance learning despite the challenges of meeting online. Most of our supplemental staff left the area during the pandemic so we expended significantly less than expected on aides and tutoring. Our core admin/teachers were able to provide learning, supplies, meals, and support throughout shelter in place. Our steering committee members have diligently waded through ongoing changes in COVID guidance for schools from the CDE, the CDC, and Public Health.



## Goal 3

Curriculum: Trillium's curriculum will integrate core academic skills with social-emotional learning, community building activities, educational field trips, and technology in the classroom. All students will have access to learning materials and classroom supplies.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Field trip records, CA Dashboard & CAASPP test scores	We took field trips from August -February. All scheduled March events were cancelled due to the pandemic. Trillium has Mindfulness training for all students.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Send Trillium teacher to complete 2 year training in Mindfulness. Lead students to practice Mindfulness as a weekly course, and as a calming technique in stressful moments.	800 course fee 400 travel expenses 500 stipend	154 311.20 300
Students will participate in weekly all-school community meetings and travel on educational field trips at least once every month.	2000 4500	2019.50

All students will have CA curriculum for core subjects and related classroom supplies for all educational activities, including access to technology and homework club.	5135 classroom materials	4511.10
	1300 HERC contract	1300
	5084 curriculum	2201.89
	2800 technology	500
	7739 classroom supplies & curriculum 0000: Unrestricted	1844.46

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All unused funds allotted for trainings, supplies, and curriculum were utilized for distance learning during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our Spring field trip schedule was interrupted along with all other operations, including travel for teacher trainings. All students had access to technology, supplies, and support while in class and during distance learning, including Mindfulness and community meetings via Zoom. Online curriculum, Zoom, and most other fees were waived at the start of the pandemic and we received a donation of student devices that offset costs and reduced expenditures.

## Goal 4

Community: The Trillium staff will collaborate with parents, families, and community members to promote working partnerships, provide hands-on learning, and encourage parent participation in school activities.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Parent sign-up sheets, steering committee minutes, parent-teacher conference schedule, ParentSquare communication records  <b>19-20</b> Maintain high percentage of parent involvement.  <b>Baseline</b> 98% of parents were involved in a minimum of one event, conference, field trip, or volunteer activity.	100% parent participation

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase communication with families for planning purposes using multiple channels: online via ParentSquare and Trillium's website, annual parent handbooks, parent phone tree, and on site information boards accessible to all families and students.	200 ParentSquare 2500 supplies & service contract	200 2500

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Teachers and administrators will collaborate with guardians, family members, and case workers to assist foster and homeless youth with resources needed to attend school.	300 0000: Unrestricted	no funds used Not Applicable
Recruit parents and stakeholders for participation on sub-committees and areas crucial for school growth such as fundraising, grant research/writing, building & grounds, policy development, and outreach.	Not Applicable	no funds used Not Applicable

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All unused funds allotted for actions/services were utilized for equipment/supplies for distance learning during the pandemic. Some actions/services with an allotment of funds required no expenditures to complete.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

100% of parents participated in baseline activities as well as partnering in distance learning. Parentsquare has become an essential part of our school communication loop. We did not have homeless or foster youth enrolled in 19-20.

## Goal 5

Attendance and student success: Implement actions to support student attendance and maintain an average ADA of 90% or higher. Provide support and resources for staff and students to assist with behavior management, reduce interventions and suspensions.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CA Dashboard, attendance records, CALPADs reporting <b>19-20</b> Improve overall attendance rates to >90% each reporting month and reduce behavior interventions/suspensions <b>Baseline</b> 18-19: 2 suspensions, chronic absenteeism rates rending CALPADs report	There were no suspensions in 19-20. Attendance was above 90% ADA prior to distance learning.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Encourage parents to use independent study when students are absent and provide online access to contracts & assignments	3000	
Offer before school snack	3000 2000-2999: Classified Personnel Salaries 2200 0000: Unrestricted	2700 1000-1999: Certificated Personnel Salaries 300 0000: Unrestricted
Train students on techniques to assist with anxiety management, conflict resolution, and problem solving.	35000 contracted services	3506.25
Train teaching staff on trauma informed classroom techniques.	5000 stipends	1500 stipends

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All unused funds allotted for actions/services were utilized for equipment, supplies, and support for distance learning during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Independent study usage increased prior to distance learning, which improved ADA and all students switched over to distance learning in March. Morning snack proved to be more challenging than expected and will require further consideration. We are unable to provide AM meals from our kitchen without the NSLP and provided breakfast and lunch through that program, free of charge, instead. All staff and student training for stress reduction and trauma informed classroom techniques were interrupted and we attended a total of 1 training on this topic.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Develop health & safety measures and provide supplies to minimize staff and student risk while on-campus including health screening tools, PPE, and equipment for increased sanitization requirements.	3111	9627.23	Yes
Establish outdoor learning areas with durable supplies and weather protection as an alternate to confined classroom spaces.	5046	13253	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

This goal has been met.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

With safety measures in place we were able to offer a hybrid program from August-November 2020 and returned to blended learning on March 10 2021. Our main challenges have been: weather conditions, increased community spread of COVID during the winter months, and packing full-day lessons into shortened school days. Our greatest successes have been staff adaptability and daily communication, productive monthly board meetings for ongoing COVID-related program changes, parent flexibility in scheduling and class offerings, and support from our district and HCOE.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide devices, connectivity assistance, and technical guidance for all students or family members for continued internet access and successful navigation of online educational offerings.	7189	6253.43	Yes
Purchase subscriptions to online curriculum for student use, access to paid educational content, and equipment for improved online learning abilities as needed by all teachers.	3386	549	Yes
Provide students with supplies for distance learning including books, workbooks, and essential items (ie pencils, paper, crayons, folders) to complete assignments and STEAM projects in a hands-on format.	3386	1423.40	Yes
Develop and maintain integrated methods for daily communication between teachers, families, and the school office that provide multi-purpose student tracking by all responsible parties.	6000	200	Yes
Provide opportunities for ongoing staff training to support online teaching techniques.	6000	400	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We have met all of these measures. Many of our planned expenditures were drastically reduced by pandemic offerings of curriculum and professional development.



## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We have successfully implemented all of these measures without exception. Most online curriculum, programs, and teacher training fees were waived due to the pandemic and our expenditures were reduced or rerouted into take-home packets, workbooks, and distance learning supplies.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Support individual student progress by identifying possible learning gaps and provide academic interventions, tutoring, and supplementary curriculum for targeted skill development.	4762	3876.69	Yes
Monitor changing staff needs as program offerings fluctuate and add part-time hourly employees when needed to assist teachers with hybrid learning, changes to in-class sessions, student tracking, and curriculum to address social-emotional needs.	2000	5473.40	Yes
Pair with outside agencies to address school-related student mental health concerns.	2000	300	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We had one teacher reduce their teaching time to .5 FTE and hired a part-time Title I tutor/STEAM teacher to fulfill 4-5 instructional minutes and tutor TK-5 students by teacher recommendation or parent request. We haven't had a demonstrated need for outside mental health interventions and our staff members have been offering students tools for pandemic reflection and support while reintegrating to hybrid learning.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We are looking into new assessment tools that can measure student proficiency in grade-level skills and/or gauge learning loss after distance learning for almost 4 months. We plan to use an alternate to CAASPP to assess student progress and guide academic planning. Program planning for next school year includes tutoring, flexible academic placement upon request, and increased team-teaching.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We surveyed and spoke directly with all Trillium families throughout the pandemic to offer support including student study teams, IEP meetings, Zoom conferences, and community building activities both on-campus (when possible) and online when mental health or emotional well-being were of concern.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We have worked very closely with our families throughout the pandemic and established daily lines of communication through Zoom, phone calls, texting, and ParentSquare. Engagement was more challenging during 100% distance learning and families are clearly more enthusiastic and students are more engaged about hybrid classes with on-site offerings.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Since the beginning of the pandemic we have provided gran and go breakfast and lunch meals for our families, including the summer months.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in our planned and implemented actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have had many transitions through this school year . The lessons we have collectively learned will impact the next few school years and require increased support for students, families, and staff members. We have collected parent feedback throughout the pandemic and are actively collecting responses from staff and committee surveys. The development of new LCAP goals will be directly tied to these responses.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As students return to part-time on-site instruction teachers are reviewing grade-level, core academics. We are researching a viable alternate to CAASPP testing that will gauge learning loss and guide program and curriculum development for next year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The only substantive difference at this point is that we anticipated needing outside mental health support that has not been needed thus far.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

All Trillium operations were interrupted by the pandemic in March 2020 with little warning or time to prepare and we have yet to resume long-term, predictable school operations, making it unusually challenging to effectively analyze our LCAP and LCP. It is easy to demonstrate how we successfully reframed all student learning and support to function both online and in-person to the best of our abilities, but the long-term effects of pandemic school are ongoing and will continue to emerge well into 2022. Despite the interruption of our LCAP goals in 2019-2020 we did make headway in areas that will provide starting points when we return to full operations. We were highly successful in our implementation of the goals set forth in our LCP and will continue to function within these parameters to some extent until the pandemic is no longer a factor.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	53267	22212
	60790	34724
	6629	5486.66
	63890	34190
	7111	6942.68
	72442	6990
	4024	4024
	15600	15600
	42533	26598.06
	2202	2201
	16546	17721

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,157.00	\$22,880.23
Distance Learning Program	\$25,961.00	\$8,825.83
Pupil Learning Loss	\$8,762.00	\$9,650.09
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$42,880.00	\$41,356.15

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,157.00	\$22,880.23
Distance Learning Program	\$25,961.00	\$8,825.83
Pupil Learning Loss	\$8,762.00	\$9,650.09
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$42,880.00	\$41,356.15

# Local Control 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 Administrator	trilliumcs@gmail.com (707) 822-4721

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Trillium Charter School is a TK-5th grade public charter school authorized by the Pacific Union Elementary School District, a single site TK-8 district with 575 students. Trillium was founded in 2002 and has continued offering high-quality education in a small-school setting for up to 45 students each school year. Trillium's population tends to fall within three categories; families who prefer small class sizes and/or an alternative approach to public education, those who found us through the personal recommendation of friends and family, or those with struggling students seeking 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 individualized academic support, project-based learning, and community building activities. We maintain a positive working relationship with our authorizers and contract food, field trip transportation, and business services from Pacific Union. Our program focuses on learning through discovery and we confidently send our 5th graders on to successful school careers regardless of subsequent placement. Trillium's program is guided by inclusive values that welcomes students from all backgrounds, fosters individual and community responsibility and encourages students to bring their best self to all endeavors.

### Reflections: Successes

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

In general, the CA Dashboard data fails to illustrate the success of Trillium's program due to the inherent limitations of statistical reporting for class sizes smaller than 10 and a lack of other significant student subgroups.

The 2018-2019 school year placed our school in CSI based on Dashboard data showing 23.9% chronic absenteeism (a 5.9% decline from the prior year but still too high) and an increase of suspensions from 0 to 2 in one school year. All actions and services and outlined in the



2019-2020 LCAP were successfully underway and we were prepared for the Dashboard data to reflect significant improvements in both areas with 90% attendance on our 2019-2020 P-2 and no suspensions to date in March 2020, at which point all planned operations were interrupted due the COVID-19 pandemic.

Despite the 19-20 Dashboard and in-person classes being suspended we have had much success from March 2020-June 2021: Our school maintained contact with 100% of families and provided students with meals, school supplies, technology including devices and hotspots, technical support for parents, and flexible scheduling throughout the pandemic. This success will not be measured by local indicators, but the perseverance and adaptability of our staff, students, and families is noteworthy and highly commendable. We have continuously served our students and they have all shown academic growth during this school year under highly adverse conditions. Our steering committee met every month to carefully review current local and state COVID data and adjust our class schedules accordingly. We remained COVID-free on campus throughout the 20-21 school year, offered COVID testing on-site for staff and students, and have operational outdoor classrooms to allow students maximum freedom of movement while incorporating appropriate safety measures.

We completed the 20-21 school year with all students attending site-based school for 3 hours 4 days a week with additional tutoring and Zoom classes to supplement instructional minutes. All planning in this LCAP is intended for full-time, site-based school in the fall of 2021 with back-up planning in place in the event that distance learning becomes temporarily necessary.

## 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.

Because our Dashboard indicators are from 2018-2019 we primarily focused on local data collected during the 20-21 school year for LCAP planning. \* All 20-21 data is subject to a pandemic caveat due to unprecedented disparities in the individual lives of each student while learning from home.

We combined prior successes, the expertise of our long-standing staff members, new skills and practices developed throughout the past year, and current information collected from parent, staff, and committee member surveys to identify the needs of our school community. The survey data collected underscored both a readiness to return to full-time instruction with after school care and extracurricular options paired with needs directly related to the stress, isolation, and limited in-person instruction students experienced during the pandemic. Additionally, we discovered online classes provided an unexpected solution for some key students with consistently poor attendance records. Our staff is prepared to incorporate online hybrid or independent study options for students with chronic absenteeism as allowed by CA Education Code. We are predominantly focused on identifying and addressing any learning loss after months of hybrid learning and modified school days, organizing our full-time program to give all students access to targeted academic interventions, hiring qualified paraprofessionals for supplemental instruction, and restructuring our after school program to support working parents with a focus on tutoring and homework support.

# LCAP Highlights

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

Our LCAP goals focus on student growth, staff collaboration, school community, and a safe campus. The pandemic has influenced all planning and additional considerations for curriculum development, class scheduling, student services, on-site COVID-19 testing, and safety measures are included throughout our actions and services.

## 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.

### Monitoring and Evaluating Effectiveness

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

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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, most families report choosing our school based on the recommendations of friends or family, neighborhood proximity, or family preferences for a small-school environment. All of our parents, guardians, staff members, and steering committee members participated in the development of the LCAP through one or more channels, including online surveys, parent-teacher conferences, staff meetings, committee meetings, or other direct communications. Several of our contributors have multiple roles within the school community and were able to provide input from a dual-perspective. An LCAP public hearing was held on May 26, 2021 with an open comment period. Committee members have each had an opportunity to review and collaboratively edit all components of our LCAP. Our LCAP will be reviewed by HCOE and by the Pacific Union School District's Board, with anticipated approval scheduled for their June 8th board meeting.

A summary of the feedback provided by specific stakeholder groups.

Our survey questions were designed to collect community feedback regarding Trillium's approach throughout the COVID-19 pandemic, how best to resume or reformat components of our program that are currently on pause, long-term integration of COVID-19 safety- including program flexibility, and methods to identify and mitigate learning loss as we move forward. The most frequently reported needs or requests from parents/guardians include: after school care, options for partial online instruction or independent study packets, continued COVID-19 safety measures, and a resumption of school events/field trips. Staff member feedback favored school Mindfulness, STEAM instruction, and restorative practices as high priorities for community building. Practical considerations focused on teacher prep time, support-staff training, and scheduled staff collaboration time. Singular but noteworthy parent feedback requested that our social studies curriculum update language for cultural inclusiveness in a historical context.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the LCAP were influenced by the community input collected.

# 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 personal progress in the following areas: academic advancement, improved standardized test scores, a demonstrated sense of inclusiveness within the school community, positive social interactions, and emotional resiliency. Our goal is to provide our students with the tools for success in each of these areas through direct instruction, targeted academic interventions, community building activities, and social-emotional support. Students will be provided with all materials, supplies, services, and technology needed to access all in-class and online curriculum. Students will have access to targeted academic assistance both in-class and after school and expanded mental health support 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 & CAASPP results				
Attendance records	CDE attendance template for attendance and participation, CALPADs				
Student referrals for mental health or behavioral support services	none in 20-21				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA dashboard	20-21 data				
Aftercare tutoring records	aftercare attendance and billing records				
HCOE school psychologist and nurse charge backs	TBD				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and maintain qualified teachers, paraprofessionals, and tutors.	For expanded learning opportunities we will hire a classroom aide to assist in TK-5 classrooms, a .25 FTE SPED teacher, and .50 FTE paid intern/STEAM instructor. Trillium will maintain 0% teacher misassignment and provide training for new classified staff members.	\$59,210.00	No
2	Provide staff and students with instructional materials and related supplies.	Purchase supplies, materials, curriculum, and technology needed to access the curriculum in class and online.	\$8,750.00	No
3	Provide inclusive instruction, including services and classroom modifications, to all students and those with exceptional needs as determined by their IEP.	Trillium's multi-grade classes provide differentiated instruction for all students, including fully mainstreamed students with exceptional needs.	\$10,857.00	No

Action #	Title	Description	Total Funds	Contributing
4	Utilize benchmark and standardized assessments to monitor student progress and identify areas of academic weakness or learning loss.	Students will complete beginning, middle, and end of year benchmark assessments, annual standardized testing, and routine quick assessments with teachers and paraprofessionals to monitor academic progress. A staff member will be designated assessment & testing coordinator.	\$4,438.00	No
5	Provide targeted academic interventions in the classrooms using WIN strategies and during an after school tutoring program.	Teachers and paraprofessionals focused on identifying and providing interventions for identified learning loss in the classroom and after school with part-time paraprofessionals to oversee tutoring.	\$63,033.00	Yes
6	Attendance incentives and tracking -CSI	Staff training and implementation to utilize Infinite Campus for attendance tracking. Offer material assistance and incentives for families to achieve a goal of >95% student attendance	\$40,000.00	No
7	Student meals	Participation in the NSLP and/or Summer Seamless food programs, associated food handling certificates, transportation, and administrative tracking	\$450.00	No
8	HCOE contracts	Maintain annual contracts and MOUs with HCOE for school nurse screenings, school psychologist upon request, weekly courier service, and teacher access to HERC	\$3,000.00	No

# Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Staff consistency 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.

An explanation of why the LEA has developed this goal.

Trillium's small staff is dedicated to professional excellence through personal training and teacher/administrative collaboration to inform cohesive school planning, class scheduling, curriculum development, and student management. This team approach will incorporate professional development, group trainings, and weekly staff meeting incorporating Restorative Practices throughout the school year.

## 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.				
Staff meeting notes	weekly				
Parent Square communication logs	ongoing group and private message logs				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Salaries, health benefits and stipends to maintain a highly	Teacher and administrative salaries, hourly administrative assistant, health and welfare benefits, stipends as appropriate	\$78,243.00	No



Action #	Title	Description	Total Funds	Contributing
	qualified, stable teaching and administrative staff			
2	Staff training and team building activities	New staff member training, annual professional development, in-service days, and weekly staff planning meetings	\$3,750.00	No
3	ParentSquare annual subscription + add-on features, administrative set-up and maintenance	Maintain ParentSquare as a hub for information dissemination, secure messaging, calendar updates, and parent/family sign ups	\$400.00	No

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 learning is connected to real-world experiences. Hands-on learning is a cornerstone of Trillium's program and is reportedly a central reason 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 as allowed within COVID-19 restrictions. 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 through the pandemic and maintaining frequent contact will continue to serve students moving forward. All-school community meetings 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.

## 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				
Student field trip records, travel fees, and in-class presenter invoices	No student travel was permissible in 20-21				
Steering Committee minutes & membership	parents and former parents comprise 70% of Trillium's governing board				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community meeting notes	Community meetings were all on Zoom in 20-21 and will resume in-person ASAP				

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Mindfulness workshops for students led by a qualified mentor	Mindfulness classes for all students and staff training	\$8,484.00	No
<b>2</b>	Hands-on learning	Student field trips, workshops, and educational outings that supplement and diversity the curriculum	\$4,200.00	Yes
<b>3</b>	Schoolwide events & outreach	School wide family events and educational community outreach	\$2,000.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Staff and Student Safety: Trillium will continue to employ COVID-19 safety practices, flexible academic offerings, and classroom modifications under the guidance of CA Public Health, the CDE, and Trillium's steering committee. Trillium's facility and grounds will undergo annual safety inspections and comply with all recommendations.

An explanation of why the LEA has developed this goal.

The pandemic has redefined many aspects of how we operate at school with the incorporation of increased safety practices on campus, on-site staff and student COVID-19 testing, daily teacher-parent collaboration, and flexible academic offering to prioritize safety considerations.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance records	attendance and participation records				
Confidential COVID reporting	BINAX laboratory testing 1x weekly for all enrolled participants				
Communication records via ParentSquare	100% staff and family member access				
PPE					
Purchasing records for classroom supplies, equipment, and safety measures					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Board minutes	on file				
Fire, food, and safety inspection records	passed all current inspections				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	On-site COVID-19 testing	Routine, asymptomatic BINAX Rapid Antigen testing and reporting for staff, students, and household family members.	\$5,000.00	No
2	PPE, health screening for campus entry, classroom safety modifications	COVID-19 health screening, PPE supplies, classroom safety measures, outdoor classroom supplies and equipment. Increased maintenance employee to .25. Staff time to conduct screenings.	\$30,675.00	No
3	Annual subscriptions for supplementary online curriculum and teacher support for home usage	Licensing and subscriptions for online curriculum, Zoom, Google Suite, MobyMax, etc. to extend learning opportunities and assure program flexibility. Teacher office hours for technical support.	\$6,096.00	No
4	Campus upkeep	.2 FTE maintenance employee & professional cleaning service, associated supplies	\$32,884.00	No

# Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.39%	40,940

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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  
Comprehensive instructional materials  
Targeted academic interventions  
Student meals  
Hands-on learning and field trips  
Technology and online curriculum  
Aftercare tutoring  
Mindfulness classes  
Asymptomatic COVID-19 testing  
PPE and related safety supplies  
Yoga for kids



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 70%- 75% free and reduced lunch eligibility. School-wide implementation of all actions and services outlined in this plan is determined to be the best use of supplemental and concentration funds and will increase services by 13.39% proportionality. Unhoused or foster youth, if enrolled, will have access to additional, confidential support services guided by the CA Foster Youth Education Task Force and local Youth Education Services. Trillium has no EL students enrolled at this time but we maintain at least one staff member qualified to serve EL students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$221,566.00	\$38,929.00		\$100,975.00	\$361,470.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$223,765.00	\$137,705.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Recruit and maintain qualified teachers, paraprofessionals, and tutors.	\$59,210.00				\$59,210.00
1	2	All	Provide staff and students with instructional materials and related supplies.	\$2,000.00	\$6,750.00			\$8,750.00
1	3	All Students with Disabilities	Provide inclusive instruction, including services and classroom modifications, to all students and those with exceptional needs as determined by their IEP.		\$10,857.00			\$10,857.00
1	4	All	Utilize benchmark and standardized assessments to monitor student progress and identify areas of academic weakness or learning loss.		\$4,438.00			\$4,438.00
1	5	English Learners Foster Youth Low Income	Provide targeted academic interventions in the classrooms using WIN strategies and during an after school tutoring program.	\$41,829.00			\$21,204.00	\$63,033.00
1	6	All Economically disadvantaged, homeless, foster youth	Attendance incentives and tracking -CSI				\$40,000.00	\$40,000.00
1	7	All	Student meals	\$450.00				\$450.00
1	8	All Students with Disabilities	HCOE contracts		\$3,000.00			\$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Salaries, health benefits and stipends to maintain a highly qualified, stable teaching and administrative staff	\$78,243.00				\$78,243.00
2	2	All	Staff training and team building activities	\$750.00			\$3,000.00	\$3,750.00
2	3	All	ParentSquare annual subscription + add-on features, administrative set-up and maintenance		\$400.00			\$400.00
3	1	All	Mindfulness workshops for students led by a qualified mentor		\$8,484.00			\$8,484.00
3	2	English Learners Foster Youth Low Income	Hands-on learning	\$4,200.00				\$4,200.00
3	3	English Learners Foster Youth Low Income	Schoolwide events & outreach	\$2,000.00				\$2,000.00
4	1	All	On-site COVID-19 testing		\$5,000.00			\$5,000.00
4	2	All	PPE, health screening for campus entry, classroom safety modifications				\$30,675.00	\$30,675.00
4	3	All	Annual subscriptions for supplementary online curriculum and teacher support for home usage				\$6,096.00	\$6,096.00
4	4	All	Campus upkeep	\$32,884.00				\$32,884.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$48,029.00	\$69,233.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$48,029.00	\$69,233.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Provide targeted academic interventions in the classrooms using WIN strategies and during an after school tutoring program.	Schoolwide	English Learners Foster Youth Low Income		\$41,829.00	\$63,033.00
3	2	Hands-on learning	Schoolwide	English Learners Foster Youth Low Income		\$4,200.00	\$4,200.00
3	3	Schoolwide events & outreach	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.



# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

***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 2020–2021 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**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.**

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% 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% 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%:*** For school districts with an unduplicated pupil percentage of 55% 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%:*** For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.