LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trillium Charter School

CDS Code: 12 62976 0115154

School Year: 2024-25

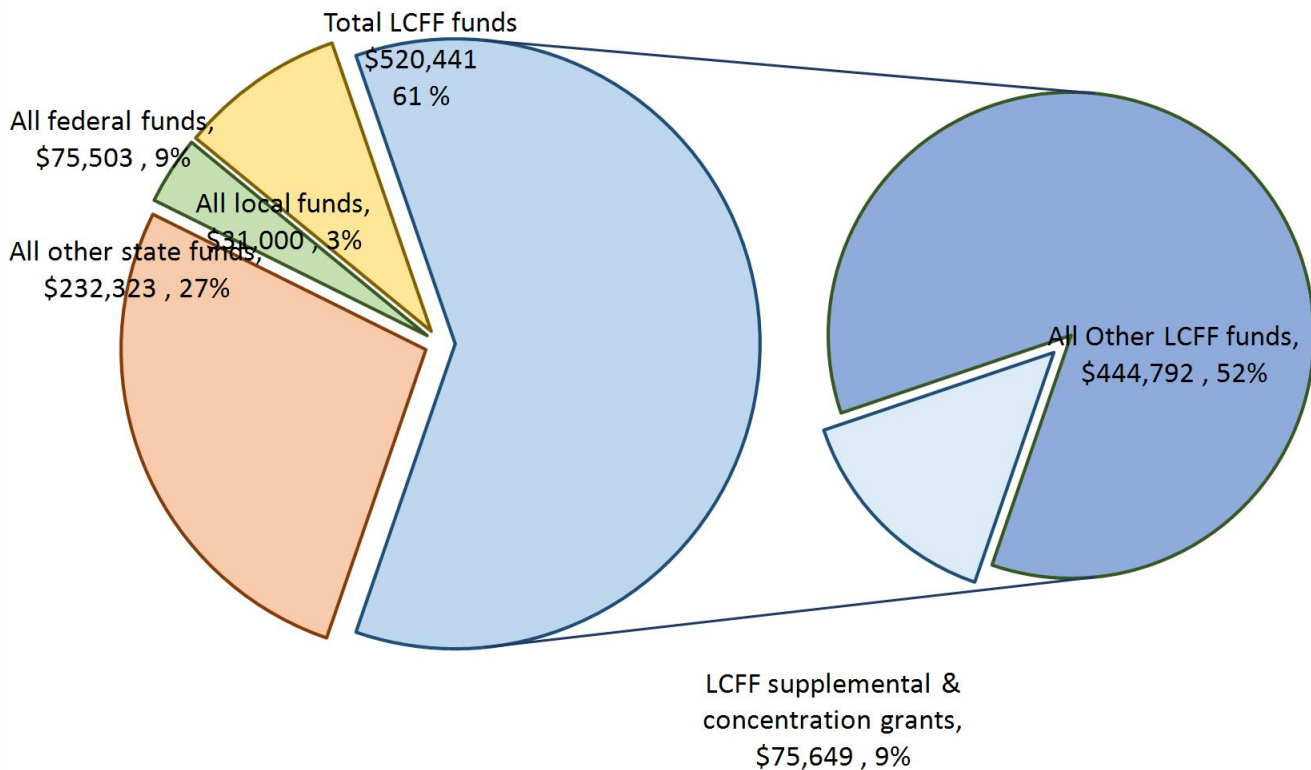LEA contact information:

Marianne Keller

Director

mkeller@trilliumcharter.org

(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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $520,441 61 %

All federal funds, $75,503 , 9%

All local funds, $31,000 , 3%

All other state funds, $232,323 , 27%

All Other LCFF funds, $444,792 , 52%

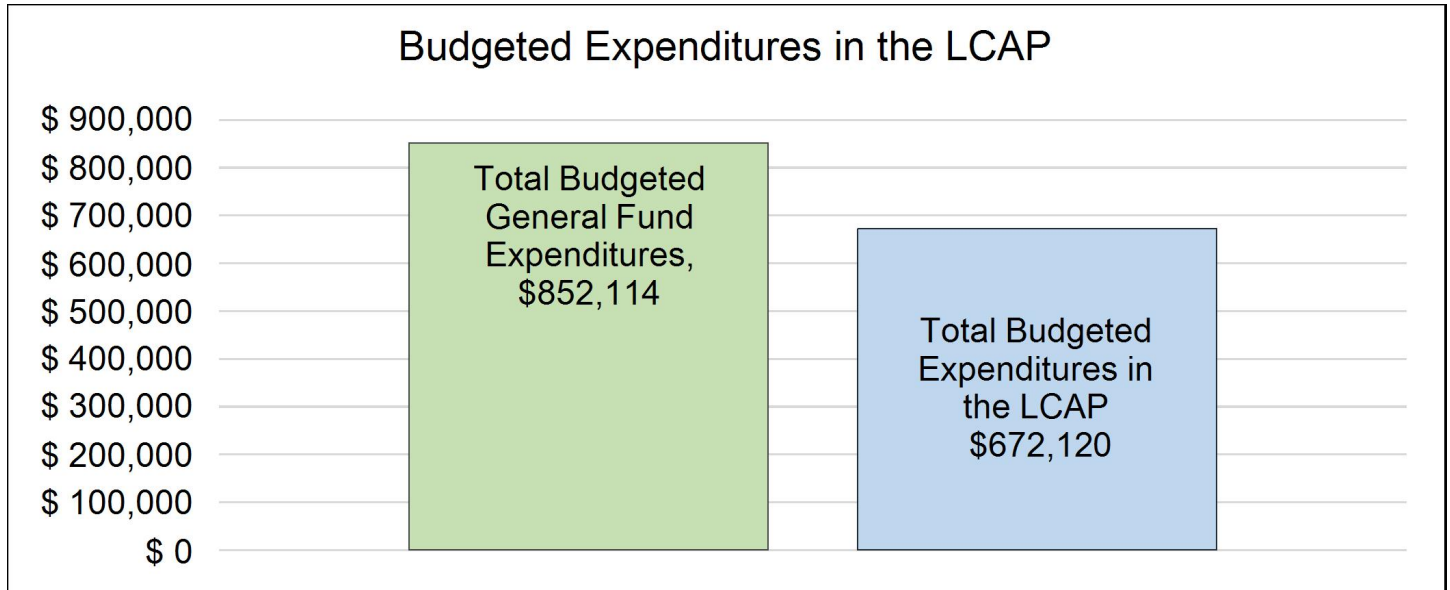LCFF supplemental & concentration grants, $75,649 , 9%

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

The text description for the above chart is as follows: The total revenue projected for Trillium Charter School is $859,267, of which $520,441 is Local Control Funding Formula (LCFF), $232,323 is other state funds, $31,000 is local funds, and $75,503 is federal funds. Of the $520,441 in LCFF Funds, $75,649 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.

Budgeted Expenditures in the LCAP

Bar chart showing:
- Total Budgeted General Fund Expenditures, $852,114
- Total Budgeted Expenditures in the LCAP $672,120

Y-axis scale: $0 to $900,000 in increments of $100,000

This chart provides a quick summary of how much Trillium Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
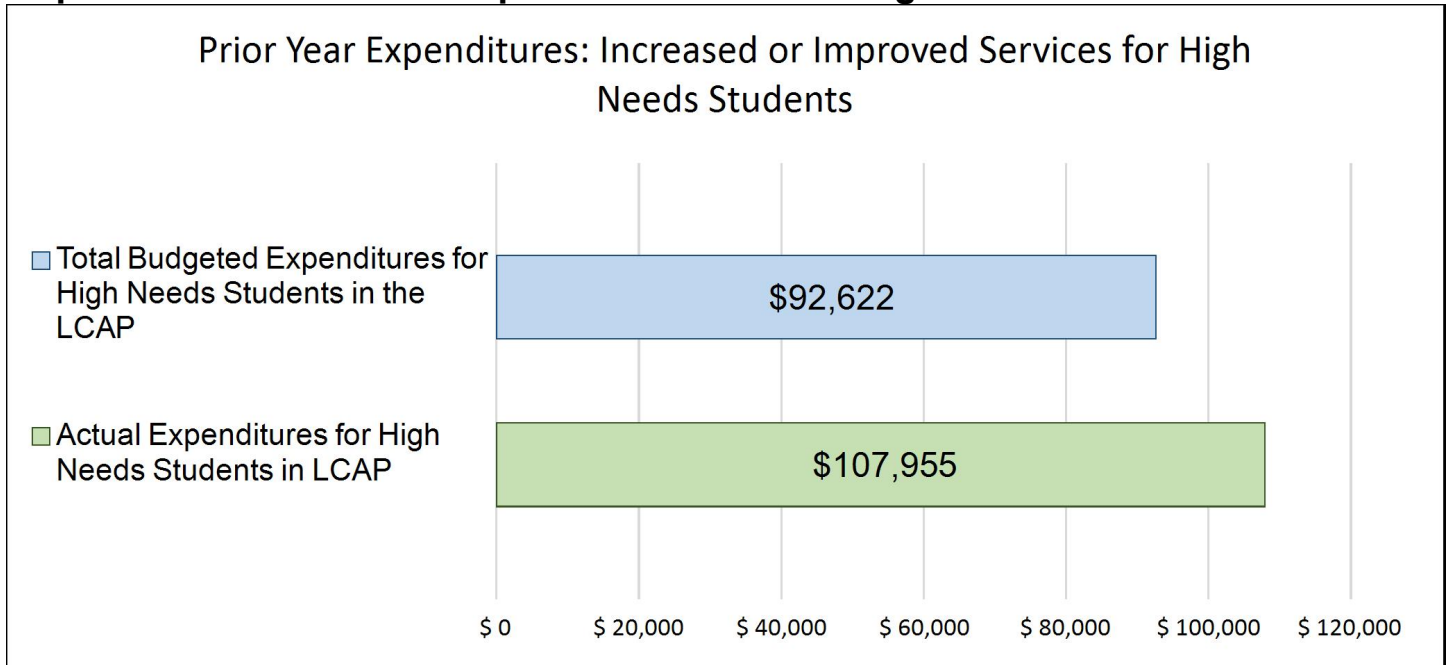
The text description of the above chart is as follows: Trillium Charter School plans to spend $852114 for the 2024-25 school year. Of that amount, $672120 is tied to actions/services in the LCAP and $179,994 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Trillium Charter School is projecting it will receive $75,649 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 $935570 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: **$92,622**

Actual Expenditures for High Needs Students in LCAP: **$107,955**

(Chart axis: $0, $20,000, $40,000, $60,000, $80,000, $100,000, $120,000)

This chart compares what Trillium Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trillium Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Trillium Charter School's LCAP budgeted $92622 for planned actions to increase or improve services for high needs students. Trillium Charter School actually spent $107955 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	**[Insert Contact Name and Title here]**	**[Insert Email and Phone here]**
Trillium Charter School	Marianne Keller Director	trilliumcs@gmail.com (707) 822-4721

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CoreGrowth assessments and CAASPP testing	TK-5 3rd semester CoreGrowth reporting & 3-5 grade CAASPP results	Assessments completed, CAASPP testing 100% participation, baseline set	CAASPP: 100% participation, ELA 29.9 above standard Math 26.9 below standard Core Growth 1-2 trimester grade level reports: K: growth 6.11%, 14.5 pts 1st: growth 15.96 % 63.2 pts 2nd: growth 25.53 % 80.33 pts 3rd: growth 25.98% 84.5 pts 4th: growth 18.44% 61.43 pts 5th: growth 49.07% 134.83 pts	15 students will take the CAASPP test in May 2024. 2nd semester Coregrowth reports scheduled for March.	We are striving for 100% CAASPP participation with demonstrated growth in all areas.
Infinite Campus Attendance records,	Infinite Campus tracking, CALPADs reporting	All Attendance tracked via Infinite Campus 41 students enrolled:	34 student enrolled P-1: 30.26% ADA P-2: 30.85% ADA	42 students enrolled P-1: 35.75 ADA	45+ total enrolled students with >90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
P-1 & P-2 attendance reports, CALPADS		P-1: 38.64% ADA P-2 39.36% ADA			ADA and full enrollment for 24-25.
Student referrals for academic, mental health, or behavioral support services, including SST, SPED and 504 plans.	none in 20-21	SST meeting held, 504 plan development, SPED referrals	SPED increase: 12% to 20% 11% new referrals 2 new 504 plans developed Incident report increase >10%	As of 2/2/24: 7 students are receiving SPED services (16%) 3 SPED referrals have been made 1 behavior intervention referral was made	We are working on a school-wide reduction in behavior interventions and to provide all SPED/504 eligible students with appropriate services.
CA Dashboard	20-21 data	pending	CA Dashboard: 28.1% chronic absenteeism School in CSI for 23-24	22-23 Dashboard Report: Chronic Absenteeism rate declined to 22.2%	We are working to further increase attendance rates.
Aftercare attendance records & ELOP camp registration	aftercare attendance and billing records	AC attendance sign out sheets maintained for all participating students	70% students enrolled in AC 44% student enrolled in ELOP camps	85% of students are enrolled in ELO-P programs, including aftercare The first ELO-P camp is scheduled for President's Week.	>75% student enrollment in ELO-P programs with positive student and parent feedback.
HCOE school psychologist and nurse charge backs	TBD	Nursing and psych. services provided for all students	Vision, hearing, and oral health screenings available for all students.	MOUs in place for services.	We would like vision, hearing and oral health screenings for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			IEP reports all include required health and psychological reports.		
Student retention for TK-4 grades and new student enrollment.			89% of eligible students have re-enrolled for next year. 3 newly enrolled students are siblings of current students.	Returning enrollment happening now. Rates TBD	Our goal is >95% student retention and full enrollment for fall 2024.
School Calendar	21-22: Audit finding of 3rd grade deficiency of 1000 instructional minutes	180 instructional days & required instructional minutes + make-up 3rd grade minutes	175 instructional days + 5 staff development days. Required instructional minutes for all grades + make-up 3rd grade minutes	Instructional minutes on track for 23-24, including 3rd grade make-ups. 175 day school calendar amended by board on 1/31/24.	24-25 school calendar adoption scheduled for April board meeting. We are on track to make-up 3rd grade instructional minute deficit from 21-22.

Goal Analysis

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

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

All actions and services for Goal 1 are being carried out as planned. P-2 projections show that attendance has significantly decreased since P-1, primarily due to student illness.

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

There are material differences in our CSI spending across all goals due to an unforeseen delay in that funding. We received the first apportionment of CSI funds in January 2024 and are expeditiously working to make up for the time was that lost while re-applying for CSI funds.

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

Metrics of success from effective planned actions include continued academic progress measured in Coregrowth assessments and improved CAASPP scores, a 6% decline in Chronic absenteeism in the CA Dashboard, a 15% increase in enrollment ELO-P programs, and changing our 175 day adopted school calendar that include 5 staff development days, and making up a deficit of 3rd grade instructional minutes from 21-22. Our actions for attendance improvement resulted in a 5% ADA increase for P-1 but has decreased again for P-2 due to a high incidence of student illness.

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

This goal has required few amendments during this 3-year cycle and still reflects our school's mission. The actions to achieve this goal have changed substantially since the pandemic started, particularly in regard to community engagement that was challenging to maintain while limiting in-person contact.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Certificates of professional development	Minimum one off-site or online training to expand knowledge base.	Billing records kept	Certificates of completion for teacher trainings, Keenan records of online training modules, and other professional development.	Staff training certificates on file.	
Ongoing staff meetings and collaboration	weekly	Weekly meetings held, personal notes taken as needed	Staff meetings held weekly	Weekly staff meetings Monday @ 2:15.	
Parent Square communication logs	Ongoing group and private message logs	All communication logs are archived and accessible through PS admin. accounts	ParentSquare usage >98%	100% Parent/Family access through PS.	100% families reachable through PS and full transition to PS smart site for school web page.
Staff retention records				90% staff retention rate	We would like to maintain a minimum of 90% staff retention.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School calendar	scheduled staff development days	NA	1 day	175 instructional days + 5 staff development days= 180 day adopted calendar	School calendar adoption scheduled for

Goal Analysis

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

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

Goal 2 has been increasingly successful over the past 2 years and we are planning for 24-25 with 100% projrcted staff retention rate, the highest to date. We also have records of 100% staff participation in annual Keenan trainings, DEI workshops, HCOE workshops, and safety trainings; food handler/manager certifications for kitchen staff, CPR/First Aid and epi-pen administration for all.

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

There are material differences in our CSI spending across all goals due to an unforeseen delay in that funding. We received the first apportionment of CSI funds in January 2024 and are expeditiously working to make up for the time was that lost while re-applying for CSI funds.

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

We amended our school calendar for the 23-24 school year to include 5 staff development days on the calendar. This has been an unprecedented opportunity to offer in-house staff development and full-group planning that has improved continuity across the programs. Our ELO-P programs are providing much-needed service to our families and has increased opportunities for classified staff throughout the school year as well as summer employment. Each of these measures have resulted in increased staff retention.

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

This goal is working and we are likely to continue many these actions into the future, while also planning to integrate school-wide Restorative Practices.

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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Square sign ups & family participation records	Maintain 100% family participation in school events and parent-teacher conferences	COVID has minimized school events. P-T conference attendance was >95%.	35% of parents attended 1 conference, 64% of parents attended 2 conferences per ParentSquare sign up log	November conference rate: 85%	We have a goal of 100% participation rate for a minimum of 1 annual conference with each child's teacher. .
Student field trip records, travel fees, and in-class presenter invoices	No student travel was permissible in 20-21	Walking and outdoor field trips have resumed.	3-5 Monthly field trips TK-5 weekly walks & running club	Field trips, in-class presenters, and running club have resumed.	We are reintroducing the end of year family camp-out for the 23024 school year!
Steering Committee minutes & membership	Parents and former parents comprise 70% of Trillium's governing board	Monthly committee meetings held with recorded minutes	Steering Committee monthly meeting minutes	1 new board member approved to board in January 2024.	We are working toward no board vacancies moving into 24-25.
Student community meetings	Community meetings were all on Zoom in 20-21 and will resume in-person ASAP	In-person community meetings held every Monday.	In-person Monday community meetings	Monday community meetings are on track	
ELOP enrollment records				pending	We are hoping for well-attended break camps and a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					successful summer ses
Non-classroom-based enrollment	new program in 23-24			Current NCB enrollment: 9 students	

Goal Analysis

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

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

Parent/family conference participation rates increased from 22-23 but are still lower than we had planned for. ELO-P program attendance has been consistent at _____ for after school care and _____ for President's week Camp. Spring Break and Summer Camp enrollment is pending. Our NCBIS program is brand new in 23-24 and has required much planning and new actions for implementation.

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

All actions and services for Goal 3 have been implemented as planned and were not effected by the delay in CSI funds, with the exception of our ParentSquare smart site implementation. This is now planned for 24-25.

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

Parent Square continues to provide an effective communication portal and this is expected to increase with the implementation of the new smart site upgrades. On-site family events have resumed this year and attendance has increased from the past 2 years that when COVID safety took precedence. Our ELO-P programs continue to develop partnerships with community members and educators for educational and creative opportunities outside of the instructional day. We opened the 23-24 school year with 2 students enrolled in our new NCB program and it is now at full enrollment.

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.

Goal 3 has remained consistent throughout this cycle. Changes were made each year as in-person options slowly resumed for student travel, committee meetings, and conferences.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance records	Attendance and IS records	Attendance tracking via Infinite Campus, including receipt of Independent Study contracts and associated paperwork	Independent study as an attendance alternative when in isolation or quarantine rates have been lower than projected.	In-house attendance tracking for site based and NCB students.	New SIS, school-wide improved attendance for site-based and NCB students
Confidential COVID reporting	BINAX laboratory testing 1x weekly for all enrolled participants	Weekly testing offered for all staff and students	Home test kits available for all staff and students at all times, on-site testing has been phased out.	COVID testing is now 100% at home	
Communication records via ParentSquare	100% staff and family member access	100% access maintained	100% staff and parents connected via ParentSquare	100% staff and family access	
PPE		Face masks, home test kits, hand sanitizer is available on campus	Disposable masks and hand sanitizer provided for all staff and students, mask usage optional as of Oct. 2022.	Staff, students & families have ongoing availability to at home test kits & disposable face masks. Hand sanitizer stations installed.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Purchasing records for classroom supplies, equipment, and safety measures		All receipts on file	Accounts payable records with receipts on file	n/a	
Board minutes	on file	Monthly board minutes taken	Monthly board minutes on file. Last COVID board measure in Oct. 2022 when county went into level "green".	All meeting minutes posted on ParentSquare and on-file in the school office.	
Fire, food, and facility inspection records	passed all current inspections	Annual inspections complete	Annual Inspections completed: Arcata Fire Dept., Williams Inspection report, Humboldt County Health Dept.	Inspections completed as of 2/2/24: Kitchen/ Health- passed Fire- passed with one extension cord recommendation Williams Inspection- all required areas met	
Comprehensive School Safety Plan		On file	Annual update approved by board 3/23.	updates pending board review by 3/31/24	

Goal Analysis

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

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

Goal 4 has has the most substantive changes in this 3-year cycle as COVID testing moved off-campus and PPE use has dwindled.

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

We are no longer purchasing PPE and are well-stocked on these supplies, including COVID tests, for optional usage well into 24-25. Our school renovation project exceed it's original budget by $ _____.

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

We had major site renovations in 2023 that have significantly improved our food service facility and overall campus. Our facility inspection tool scores and Williams Inspection both noted these improvements.

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.

The changes to planned actions for student safety were COVID related- all mandatory actions became optional and our on-site testing program is now closed. All other actions were carried out as planned.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

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

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$750,148.00	$805,481.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.				
1	**1.1**	Recruit and maintain qualified teachers and paraprofessionals.	No	$227,988.00	$369,591.57
1	**1.2**	Instructional materials, related classroom supplies and technology/devices for students.	No	$10,082.00	$19,835.36
1	**1.3**	Differentiated academic instruction and inclusive community building for all students.	No	$28,932.00	$16,350.45
1	**1.4**	Progress monitoring and student assessments	No	$5,000.00	$2122.12
1	**1.5**	Academic interventions, homework support, and STEM	Yes	$26,608.00	$16,648.66
1	**1.6**	Attendance monitoring and reporting	No	$1,000.00	$22,950
1	**1.7**	Student meals	No	$0.00	$22,848.94
1	**1.8**	HCOE contracts	No	$5,173.00	628.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Aftercare, break camp, and Summer sessions.	No Yes	$48,258.00	$50,082.39
1	1.10	Math interventions (CSI)		$30,753.00	$14,167.19
1	1.11	School Calendar	No	$0.00	$0.00
2	2.1	Salaries, health benefits and stipends	No	$236,917.00	$147,031.08
2	2.2	Staff training and team building activities	No	$2,840.00	$8310.48
2	2.3	ParentSquare annual subscription + add-on features	No	$400.00	$210.00
2	2.4	Equity Audit	No	$3,000.00	$3000.00
2	2.5	Charter Impact contracted services	No	$55,000.00	$55,000
3	3.1	Weekly student workshops		$9,920.00	$5128.69
3	3.2	Hands-on learning, art & STEM workshops (ELOP) & student travel.	Yes	$14,118.00	$7744.18
3	3.3	Schoolwide events & outreach	No Yes	$3,696.00	$6206.86
3	3.4	Non-classroom-based enrollment option, teacher salary, administrative oversight		$10,295.00	$9910.36
4	4.1	COVID-19 testing	No	$0.00	$0.0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	PPE, classroom safety modifications	No	$0.00	$441.92
4	4.3	Short-term Independent study	No	$0.00	$0.00
4	4.4	Campus maintenance	No Yes	$30,168.00	$27,273.11

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$63,763	$92,622.00	$107,955.20	($15,333.20)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	Academic interventions, homework support, and STEM	Yes	$26,608.00	$16,648.66		
1	1.9	Aftercare, break camp, and Summer sessions.	Yes	$48,258.00	$50,082.39		
3	3.2	Hands-on learning, art & STEM workshops (ELOP) & student travel.	Yes	$5,892.00	$7744.18		
3	3.3	Schoolwide events & outreach	Yes	$3,696.00	$6206.86		
4	4.4	Campus maintenance	Yes	$8,168.00	$27,273.11		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
[INPUT]	[Shared with 2023-24 Contributing Actions Annual Update Table]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
$470,548	$63,763	0%	13.551%	$107,955.20	0.000%	22.942%	$0.00	0.000%

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    ▪ The reasons for the ineffectiveness, and
    ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Trillium Charter School is a TK-5th grade public charter school that was founded by a group of parents and educators passionate about alternative education and schools of choice. Trillium has been in operation at its home location since 2002 and maintains much of its original character with continual improvements in facilities, technology, and staff expertise.Trillium offers a site-based program with multi-grade classes, a highly-qualified teaching staff, and multiple partnerships throughout the community that enhance learning opportunities. Trillium also offers non-classroom-based instruction under the guidance of a credentialed teacher.

Trillium's population attracts neighborhood families, those who prefer a small school environment, or families seeking a change of placement in response to academic or social concerns.
The majority of our enrolled students live in the Arcata Elementary, Pacific Union, or McKinleyville School Districts, but we regularly serve students within a 30 mile radius who commute for the class sizes,
individualized support, and small school community.

Trillium's charter is authorized by the Pacific Union School District, a single site TK-8 district with approximately 600 students. We maintain a positive relationship with our LEA and contract with PU for food and transportation services.
2023-2024 was the first year Trillium operated as a direct-funded charter school and this has reconfigured the functions of our school office, our district MOU, and our working relationship with HCOE.

Reflections: Annual Performance

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

CA Dashboard performance:

Local Indicators: All local indicators have been met with appropriately credentialed teachers in each class, sufficiency of instructional materials and supplies, and facilities that meet health and safety inspections.

CAASPP scores for 22-23: 14.5 points below the state standards in ELA, and 18.5 points below the state standard in math. These scores trend in step with county-wide elementary test scores, including those of our authorizing LEA.

CAASPP test groups: All Trillium's test groups have <10 students, and are therefore too small to generate a performance color on the CA dashboard.
Instead, we look to benchmark assessments from each trimester to measure student performance and these show measured improvement for each grade TK-5 in every grading period.

The CAASPP participation rate was 100%.

Chronic absenteeism: CA was 22.2% for 22-23, a 5% decline from 21-22 when Trillium was in CSI.

Notable trends: We are observing a trend of increased student numbers in the following subgroups: socioeconomically disadvantaged (92%), students experiencing homelessness (>1%), students with exceptional needs (26%- not reflected in the Dashboard), or students who require behavior interventions that may include suspension (>28%). Each of these numbers have increased in the 2022 Dashboard and are likely to increase again in the 2023 Dashboard based on 23-24 school data.
This identified need in our school that has been included in all planning of goals, actions and services.

Stability Rates: The CDE has started tracking the stability rates of students who transfer schools one or more times in a school year.
Trillium's current rate of instability is 20.5%, which is double the county-wide rate. We are estimating a higher % in 2024 based on local data.
It has been have noted that families moving into the area often lack stable housing. We are updating our procedures to better serve these students and their families in conjunction with McKinney-Vento services.

Local Data Review:

Enrollment: Enrollment for 23-24 was 43 students, an increase from the 22-23 Dashboard student count of 34 and is the result of our NCBIS program. Site-based enrollment was 36. Trillium enrolled a total of 54 students throughout the 23-24 school year. 14 students transferred in and 10 students transferred out at some point in the school year. Enrollment for 24-25 is projected at 45 students.

School Engagement: Parent-family participation rates increased in 23-24 to >75% for in-person attendance at school events, climate and planning survey returns, field trip chaperoning, or attending a conference.

Our goal is to increase this to >90% in 24-25.

Non-classroom-based Instruction: 23-24 was the first year of Trillium's NCBIS program. The program opened with 2 students enrolled and finished the year with 9. There is currently a waiting list for this program that is contingent upon
an increase in site-based enrollment.

Chronic absenteeism: Rates for 23-24 are projected at 16.6%, which is a continued decrease from Dashboard rates over the past 2 years. The majority of absences were for student illness/medical needs, but Spring Climate Surveys identified additional factors, including single-parent illness, transportation issues, and high gas prices as barriers to attendance. The NCBIS program was designed, in part, to create options for families who struggle with attendance and is currently meeting this goal.

Professional Development: Trillium's 23-24 instructional calendar included five professional development days. The staff held an Equity Series, completed CPR,First Aid, and Epi-Pen trainings, and met for collaborative planning with classroom teachers, administration, and ELO-P coordinators.

Student Interventions: In 23-24, >28% of students required Tier 3 support or interventions in the form of Student Study Team (SST) meetings, Restorative Practices, or Behavior Intervention Team (BIT) requests to Humboldt Bridges, ERHMS, or the SELPA team. Trillium will be developing a student Wellness policy in conjunction with our Nutrition Program and the Children & Youth Behavioral Health Initiative (CYBHI) as responses to this increased need.

SPED Referrals: 10% of students were referred for an initial special education evaluation in 23-24.

Students Experiencing Homelessness: McKinney-Vento student enrollment increased by >.05% in 23-24 and our school liaison is working to support these families. Trillium's Steering Committee updated school policies outlining procedures for assistance.

NSLP: Trillium's Nutrition Program was approved by CDE and we are completing year 1 of our Universal free Meals program. A state compliance review was conducted and showed "no findings". Our cumulative FRPM eligibility for 23-24 is 92% and we have applied for the Community Eligibility Provision (CEP) for 24-25.

Reflections: Technical Assistance

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

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Fall family survey	September 2023
Parent/family-teacher conferences	November 2023 April 2024
Staff LCAP planning meeting	May 24, 2024
Student climate survey	May 2024
End of year family survey	May 2024
Steering Committee LCAP planning	June 5, 2024
SELPA approval	June 17, 2024
LCAP Public Hearing	June 24, 2024
Final LCAP adoption	June 25, 2024

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

This LCAP was developed through a review of local data in combination with input and feedback gathered from our community of students, parents/guardians, classroom and specialty teachers, support staff, school administration, and steering committee members. Information was collected through Planning, Climate, and LCAP surveys, parent/family-teacher conferences, staff meetings, committee meetings, planning meetings, or ParentSquare communications. Several of our contributors have multiple roles within the school community and were able to provide input from the dual-perspective of parent/board member or parent/staff member. Parents/families were invited to an LCAP public hearing held on June 24. All staff and board members contributed in the development of our new LCAP goals, and all Trillium community members were invited to review the Annual Update, the Budget Overview for Parents, and the Local Indicator Report. Our SELPA director reviewed our draft and gave feedback prior to final approval. *The final LCAP *was* board approved on June 25, 2024*

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Trillium students will demonstrate continued growth and achievement in academics, social-emotional development, and community engagement through access to high-quality instruction, curriculum, assessments, and support services provided by school staff and community partners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Settlement Inspection Report Online curriculum & subscriptions	Williams Report - all areas sufficient Currently in use: Mystery Science, Zearn, typing, Zoom, Flocabulary				
1.2	NCBIS teacher contracts	.3 FTE teacher NCBIS files and SIS				

	NCBIS enrollment, contracts, and signed learning logs Invoices for instructional materials	Materials supplied by teacher or through written request & approval				
1.3	Substitute teacher time sheets CA Dashboard Student assessment & report card materials CAASPP test scores: interim & summative Test supplies & administration Conference sign-up records Extended aftercare sign in/out records	Budgeted for 24-25 CAASPP scores: ELA 14.5 below standard- declined 44.5 pts, Math 8.4 below standard- increased 8.4 pts 100% CAASPP participation 100% PFT participation			Increased CAASPP test scores in ELA and Math	
1.4	Classroom aide timesheets, salary and benefits Teacher FTE for tutoring	2 classroom aides at .8 FTE .4 FTE teacher for specialized instruction			MOE	
1.5	Teacher stipend for Restorative Practices Referrals for ERMHS & BIT	Stipend requests Contracts on file with SELPA			Completion of 3-year Restorative School integration	
1.6	Contracts/ MOU for services with HCOE, SELPA, SLP SPED teacher salary & benefits	Contracts on file .5 FTE RST			Seamless integration of service referrals and billing for LEA BOP and CYBHI.	

	SEIS time tracaker				
1.7	CA Dashboard CALPADs attendance reporting Annual attendance reporting (P-1, P-2, EOY) SIS attendance reports Annual Audit	Attendance in Orange .2 FTE attendance monitor P-1 ADA 35.72, P-2 ADA 36.8 New SIS onboarding July 2024 2023 audit on file New auditor selected in March 2024			Increase attendance to >90% ADA
1.8	CA Dashboard SIS attendance reports CALPADs attendance reporting	Chronic Absenteeism rate 22.2%, a 5.1% decline from 21-22 CALPADS EOY reports pending certification			Continued decline in chronic absenteeism.
1.9	Annual housing survey McKinney-Vento service records and invoices	Students experiencing homelessness >3% Title I budgeted funds $500			Expanded services to supporting McKinney-Vento students.
1.10	Data collection records CALPADs reports & certifications Annual staff contracts	New housing survey for 2024 All student data submissions completed for 23-24 Compliance reports posted on school website			Maintain timely compliance for all data collection and reporting.

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional materials & supplies	Trillium will provide all students in TK-5th grades, including those with exceptional needs, state-aligned curriculum, instructional supplies and materials; including text books, workbooks, devices, subscriptions to online educational programs, art supplies, and other necessary tools needed for equitable access to classroom lessons, activities, projects, and extracurricular programs.	$25,945.00	Yes
1.2	NCBIS and Independent study	Trillium will offer a non-classroom-based program (NCBIS) under the direction of a credentialed teacher. Site-based students will have short and long-term independent study available by parent/guardian request, including special education services for students with exceptional needs.	$27,803.00	No

		All NCBIS and IS instructional materials and supplies will be supplied by Trillium.		
1.3	Assessments and progress monitoring	Trillium teachers will complete benchmark assessments to measure academic progress during each grading period and provide families with a progress report. Social-emotional reports will be included with report cards. Families will be invited to conferences with classroom teachers for in-person updates on student progress. 3-5 grade students will complete interim and formative CAASPP statewide assessments. Annual meetings will review progress and update IEP goals for students with exceptional needs.	$4,100.00	No
1.4	Academic interventions	Students identified as working below grade level will be provided specialized academic support during instructional time and access to online tutoring with a teacher.	$32,413.00	No
1.5	Special education	Students may be referred for a comprehensive special education evaluation when identified through academic screenings, teacher referrals, or parent/guardian request. Determination of eligibility will generate specialized support services provided by the school resource teacher or through contracts with qualified service providers. Identified students who do not qualify for special education services will be recommended for a 504 plan or other personalized planning.	$32,010.00	No
1.6	Behavior Support	Students may receive tiered behavior support or interventions, including school-wide behavior reinforcements (e.g. caught-ya, class rewards, etc), conflict resolutions, Restorative Circles, classroom accommodations, behavior plans/contracts, or referrals to contracted providers and community partners.	$2,848.00	No
1.7	Attendance Monitoring	Trillium's target is to maintain >90% ADA for each attendance reporting period. Office staff will monitor daily attendance using the school SIS and contact the families of absent students. Attendance reports will be included	$30,392.00	No

		with report cards. Healthy snacks will be provided for students in early morning care to incentivize timely arrival. Trillium will encourage families to participate in the HCOE's "Send Your Selfie to School" county-wide attendance campaign.		
1.8	Chronic Absenteeism	Students with <90% attendance will be identified as chronically absent. School staff will work with families to identify and eliminate barriers to attendance. Attendance incentives or support may be provided in conjunction with improvement agreements. Attendance contracts may be utilized to set timelines and measure improvement.	$2,000.00	No
1.9	Homeless Youth	Trillium will distribute annual housing surveys to families of enrolled students to collect current housing status. McKinney-Vento support and material assistance will be coordinated by the school's homeless youth liaison based on individual needs assessments.	$10,293.00	No
1.10	School Administration	Trillium's director will oversee McKinney-Vento student data collection and services, CALPADs reporting, Nutrition Program civil rights data coordination, SEIS data management, and school compliance reporting as mandated by CDE.	$68,551.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Trillium will foster a positive, collaborative, and engaged school culture by maintaining a highly-qualified staff, providing continual opportunities for professional development, and through collaboration and partnering with families and the community to enrich student learning experiences.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Salaries & benefits Induction Program Fees Stipends	2/3 CA Clear Credentialed teachers 1/3 New teacher enrolled in Induction Program with on-site mentor			100% teachers with CA Clear credential	
2.2	Classified staff timesheets	2 classroom aides @ >.8 FTE			Sufficient aid time in each classroom.	

2.3	Professional Development Records Staff development day attendance Keenan portal certificates of completion	100% staff participation in at least 1 day of professional development in 23-24 Certificates on file			Ongoing PD for all staff.	
2.4	Inspection records Employee timesheets Facility Inspection Tool (FIT)	All inspections passed- no corrections .4 FTE maintenance employees FIT from 9/23 shows all areas "good".			Well-maintained facilities	
2.5	Comprehensive School Safety Plan Safety drill logs Safety preparedness training certifications School nurse Contracted services agreement	CSSP posted on website Drills scheduled monthly in 24-25 75% staff completed CPR, first aide, epipen training in 23-24 IEP and grade-based screenings provided			Increased safety measures for areas identified as vulnerable during lock-down.	
2.6	School Nutrition Program	Program review= no findings Food service staff @ .XX FTE Nutrition Program Director at .2 FTE			Independently run breakfast & lunch program with locally-sourced ingredients. Successful infrastructure grant for new kitchen equipment.	
2.7	Extended Learning Opportunities	>90% student enrollment in morning care, after care, and extended programs			Continued success with after school and intersession programs.	

		3 ELOP staff members at .3 FTE				
2.8	Family Engagement	>75% participation in school events >80% conference attendance 99% ParentSquare sign-ups			Increased family engagement and participation in committees. Complete PS smart aite intergration.	
2.9	Student Engagement	70% return of student surveys Attendance rates for 23-24 estimated at			Improvement in all areas identified by students in climate surveys- safety, anti-bullying, food program options.	
2.10	Student interventions, referrals, Incident reports Suspension rates Billing for LEA BOP and CYBHI	28% of students had at least one behavior intervention in 23-24 Suspension rate in orange-2.6% of students New in 24-25			Seamless integration of service referrals and billing for LEA BOP and CYBHI.	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Appropriately assigned teachers	Trillium will employ appropriately assigned and credentialed teachers for all instruction. Newly credential teachers will be provided mentorship and administrative support in conjunction with the Induction Program.	$192,237.00	No
2.2	Classroom aides and support staff	Trillium will provide aides in each classroom >.8 FTE and monitors on the playground. Classrooms with TK students will follow mandated staff ratios in the classroom and the ELO-P programs.	$49,433.00	No
2.3	Professional development & training	Ongoing opportunities for learning and professional development will be available to staff members both in-person and online through HCOE, CDE, CSDC, and available educational partners. Up to five mandatory staff development days will be built into the school calendar for group workshops and collaboration. Weekly planning meetings will be held with the teaching, administrative, and ELO-P staff throughout the school year. All Trillium staff members will be required to compete annual training for mandated reporting, OSHA safety, blood born pathogens, and de-escalation strategies through the Keenan Safe Schools Portal.	$3,700.00	No
2.4	Facilities, maintenance, and safety	Trillium will undergo annual inspections to assure the safety and sufficiency of our facilities, including Health Department kitchen and Arcata Fire Safety inspections, annual use of the Facility Inspection Tool, and a	$52,865.00	No

		Williams Settlement site visit. Maintenance employees will be employed at .4 FTE and we will independently contract for cleaning service, yard work, pest management, and outdoor bathroom facilities. Trillium maintains an exclusive, unlimited rental agreement for its current facility.		
2.5	Emergency Preparedness	Trillium will review a Comprehensive School Safety Plan annually to update policies and procedures for a range of potential emergency scenarios. Fire, earthquake, and lock down drills will be practiced with staff and students throughout the school year. Annual training for the administration of Epipen and Naloxone will be provided. to staff. First aide and CPR trainings will be available every 2 years. CPI training and refresher courses will be encouraged for all staff members.		No
2.6	School Nutrition Program	Trillium will provide Universal Free meals to all students for breakfast and lunch through the NSLP and the Fresh Fruits and Vegetables Program. Classrooms will participate in monthly nutrition lessons though the Harvest of the Month Program. CALPADs direct certification status, CNIPs claims, and daily food service tracking will be maintained by school staff. Food service manager and server certifications will be maintained by kitchen staff.	$50,875.00	No Yes
2.7	Extended Learning Opportunities	Trillium's ELO-P program will provide care before and after school that includes STEM & art activities, interactive play, and healthy snacks. All-day camps will be offered free of charge during school breaks and holiday closures for 30 days outside of the instructional calendar.	$79,355.00	Yes
2.8	Family engagement and input	Trillium staff will make every effort to establish and maintain positive working relationships with the families of our students. Parents and family members are invited to participate in school-wide events, volunteer opportunities, fundraising efforts, field trips, and family nights. Parent/guardian-teacher conferences will be held twice each school year for progress reporting and collaboration with families. The ParentSquare portal and associated Smart Sites will function as a hub for school calendar updates, attendance alerts, event sign-ups, and individual messaging with	$5,300.00	No

		parents/guardians. Families will be asked to compete bi-annual program surveys for stakeholder input and to participate in sub-committees focused on campus safety, fundraising, and school planning.		
2.9	Student engagement	Trillium students will participate in activities that augment academic instruction and incorporate PE, community building, mental health & wellness, STEM, art, and music, eg. Yoga for Kids, all-school community forums, running club, and Fun Friday workshops. Restorative Circles will be used in each classroom to establish inter-connectedness and facilitate resolutions to student incidents. Students will be asked to provide feedback about their school experiences at the end of each school year through interviews and school climate surveys.	$1,400.00	No
2.10	Student Health & Wellness	Trillium will coordinate with HCOE, the Lyons Club, and local puberty education programs for school nurse services, including vision & hearing screenings, dental screenings, and puberty education. We will coordinate with the Backbacks for Kids program to increase food access for eligible families. Trillium will develop a Student Wellness Policy and contract with community-based organizations and providers to expand access to mental health and wellness services for students, including those identified as students exceptional needs. Trillium staff will coordinate with HCOE and local school leaders to establish partnerships with qualified providers and oversee data management and billing.	$600.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$75,649	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.650%	0.000%	$$0.00	17.650%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional materials & supplies **Need:** 92% low-income student population **Scope:**	Trillium is dedicated to providing all necessary tools for success in an equitable fashion.	Purchasing records, student progress and attendance reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.10	**Action:** School Administration **Need:** Consolidated management of data collection, support coordination, and reporting for low-income, special education, and McKinney-Vento students. **Scope:** Schoolwide	School wide management of data collection is most effective, as only 5 students (8%) fall outside of our unduplicated student count. Access to needs-based services is available to all students.	Data collection records, CALPADs reports & certifications, Annual staff contracts
2.6	**Action:** School Nutrition Program **Need:** 92% FRPM eligibility **Scope:** Schoolwide	We will feed all students and offset identified food insecurity for our unduplicated student population.	CNIPs billing, CALPADs direct certification reports
2.7	**Action:** Extended Learning Opportunities **Need:** 92% low-income student population 55% single-parent households **Scope:** Schoolwide	Extended day and calendar break care is designed to support working families and provide students with increased access to educational opportunities.	ELO-P attendance records Staff salaries & benefits

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Trillium's unduplicated count for 23-24 was 39 (92.8%), however, we will not receive concentration funds because our LEA has a percentage >55%.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	428,607	75,649	17.650%	0.000%	17.650%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$348,700.00	$267,813.00	$0.00	$55,607.00	$672,120.00	$531,616.00	$140,504.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional materials & supplies	Low	Income	Yes	Schoolwide	Low Income	All Schools Specific Schools: Trillium Charter TK-5	ongoing	$0.00	$25,945.00	$12,220.00	$7,000.00		$6,725.00	$25,945.00
1	1.2	NCBIS and Independent study	All Students with Disabilities		No				ongoing	$24,503.00	$3,300.00		$24,503.00		$3,300.00	$27,803.00
1	1.3	Assessments and progress monitoring	All Students with Disabilities		No				ongoing	$3,900.00	$200.00	$4,100.00				$4,100.00
1	1.4	Academic interventions	All Students with Disabilities		No				ongoing	$32,413.00	$0.00	$32,413.00				$32,413.00
1	1.5	Special education	All Students with Disabilities		No				ongoing	$32,010.00	$0.00		$32,010.00			$32,010.00
1	1.6	Behavior Support	All Students with Disabilities		No				ongoing	$0.00	$2,848.00		$2,848.00			$2,848.00
1	1.7	Attendance Monitoring	All Students with Disabilities		No				ongoing	$14,892.00	$15,500.00	$27,392.00			$3,000.00	$30,392.00
1	1.8	Chronic Absenteeism	All Students with Disabilities		No				ongoing	$0.00	$2,000.00		$2,000.00			$2,000.00
1	1.9	Homeless Youth	All Students with		No				ongoing	$9,793.00	$500.00	$9,793.00	$500.00			$10,293.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities												
1	1.10	School Administration		Yes	Schoolwide		All Schools Specific Schools: Trillium Charter	ongoing	$68,551.00	$0.00	$68,551.00				$68,551.00
2	2.1	Appropriately assigned teachers	All Students with Disabilities	No				ongoing	$188,737.00	$3,500.00	$135,792.00	$56,445.00			$192,237.00
2	2.2	Classroom aides and support staff	All Students with Disabilities	No				onging	$49,433.00	$0.00	$6,851.00			$42,582.00	$49,433.00
2	2.3	Professional development & training	All Students with Disabilities	No				ongoing	$0.00	$3,700.00		$3,700.00			$3,700.00
2	2.4	Facilities, maintenance, and safety	All Students with Disabilities	No				ongoing	$8,623.00	$44,242.00	$32,189.00	$20,676.00			$52,865.00
2	2.5	Emergency Preparedness	All Students with Disabilities	No				ongoing							
2	2.6	School Nutrition Program	All Students with Disabilities	No Yes	Schoolwide			ongoing	$26,082.00	$24,793.00	$9,793.00	$41,082.00			$50,875.00
2	2.7	Extended Learning Opportunities	Low Income	Yes	Schoolwide	Low Income		ongoing	$72,679.00	$6,676.00	$3,006.00	$76,349.00			$79,355.00
2	2.8	Family engagement and input	All Students with Disabilities	No				ongoing	$0.00	$5,300.00	$5,000.00	$300.00			$5,300.00
2	2.9	Student engagement	All Students with Disabilities	No				ongoing	$0.00	$1,400.00	$1,400.00				$1,400.00
2	2.10	Student Health & Wellness	All Students with Disabilities	No				ongoing	$0.00	$600.00	$200.00	$400.00			$600.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
428,607	75,649	17.650%	0.000%	17.650%	$93,570.00	0.000%	21.831 %	**Total:**	$93,570.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$93,570.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional materials & supplies	Yes	Schoolwide	Low Income	All Schools Specific Schools: Trillium Charter TK-5	$12,220.00	
1	1.10	School Administration	Yes	Schoolwide		All Schools Specific Schools: Trillium Charter	$68,551.00	
2	2.6	School Nutrition Program	Yes	Schoolwide			$9,793.00	
2	2.7	Extended Learning Opportunities	Yes	Schoolwide	Low Income		$3,006.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$750,148.00	$805,481.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit and maintain qualified teachers and paraprofessionals.	No	$227,988.00	$369,591.57
1	1.2	Instructional materials, related classroom supplies and technology/devices for students.	No	$10,082.00	$19,835.36
1	1.3	Differentiated academic instruction and inclusive community building for all students.	No	$28,932.00	$16,350.45
1	1.4	Progress monitoring and student assessments	No	$5,000.00	$2122.12
1	1.5	Academic interventions, homework support, and STEM	Yes	$26,608.00	$16,648.66
1	1.6	Attendance monitoring and reporting	No	$1,000.00	$22,950
1	1.7	Student meals	No	$0.00	$22,848.94
1	1.8	HCOE contracts	No	$5,173.00	628.60
1	1.9	Aftercare, break camp, and Summer sessions.	No Yes	$48,258.00	$50,082.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Math interventions (CSI)		$30,753.00	$14,167.19
1	1.11	School Calendar	No	$0.00	$0.00
2	2.1	Salaries, health benefits and stipends	No	$236,917.00	$147,031.08
2	2.2	Staff training and team building activities	No	$2,840.00	$8310.48
2	2.3	ParentSquare annual subscription + add-on features	No	$400.00	$210.00
2	2.4	Equity Audit	No	$3,000.00	$3000.00
2	2.5	Charter Impact contracted services	No	$55,000.00	$55,000
3	3.1	Weekly student workshops		$9,920.00	$5128.69
3	3.2	Hands-on learning, art & STEM workshops (ELOP) & student travel.	Yes	$14,118.00	$7744.18
3	3.3	Schoolwide events & outreach	No Yes	$3,696.00	$6206.86
3	3.4	Non-classroom-based enrollment option, teacher salary, administrative oversight		$10,295.00	$9910.36
4	4.1	COVID-19 testing	No	$0.00	$0.0
4	4.2	PPE, classroom safety modifications	No	$0.00	$441.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Short-term Independent study	No	$0.00	$0.00
4	4.4	Campus maintenance	No Yes	$30,168.00	$27,273.11

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$63,763	$92,622.00	$107,955.20	($15,333.20)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Academic interventions, homework support, and STEM	Yes	$26,608.00	$16,648.66		
1	1.9	Aftercare, break camp, and Summer sessions.	Yes	$48,258.00	$50,082.39		
3	3.2	Hands-on learning, art & STEM workshops (ELOP) & student travel.	Yes	$5,892.00	$7744.18		
3	3.3	Schoolwide events & outreach	Yes	$3,696.00	$6206.86		
4	4.4	Campus maintenance	Yes	$8,168.00	$27,273.11		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$470,548	$63,763	0%	13.551%	$107,955.20	0.000%	22.942%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions
Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.

- o Indicate the school year to which the baseline data applies.

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

    - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    - Include a discussion of relevant challenges and successes experienced with the implementation process.

    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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