

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laurel Tree Charter School

CDS Code: 12626870124263

School Year: 2024-25

LEA contact information:

Brenda Sutter

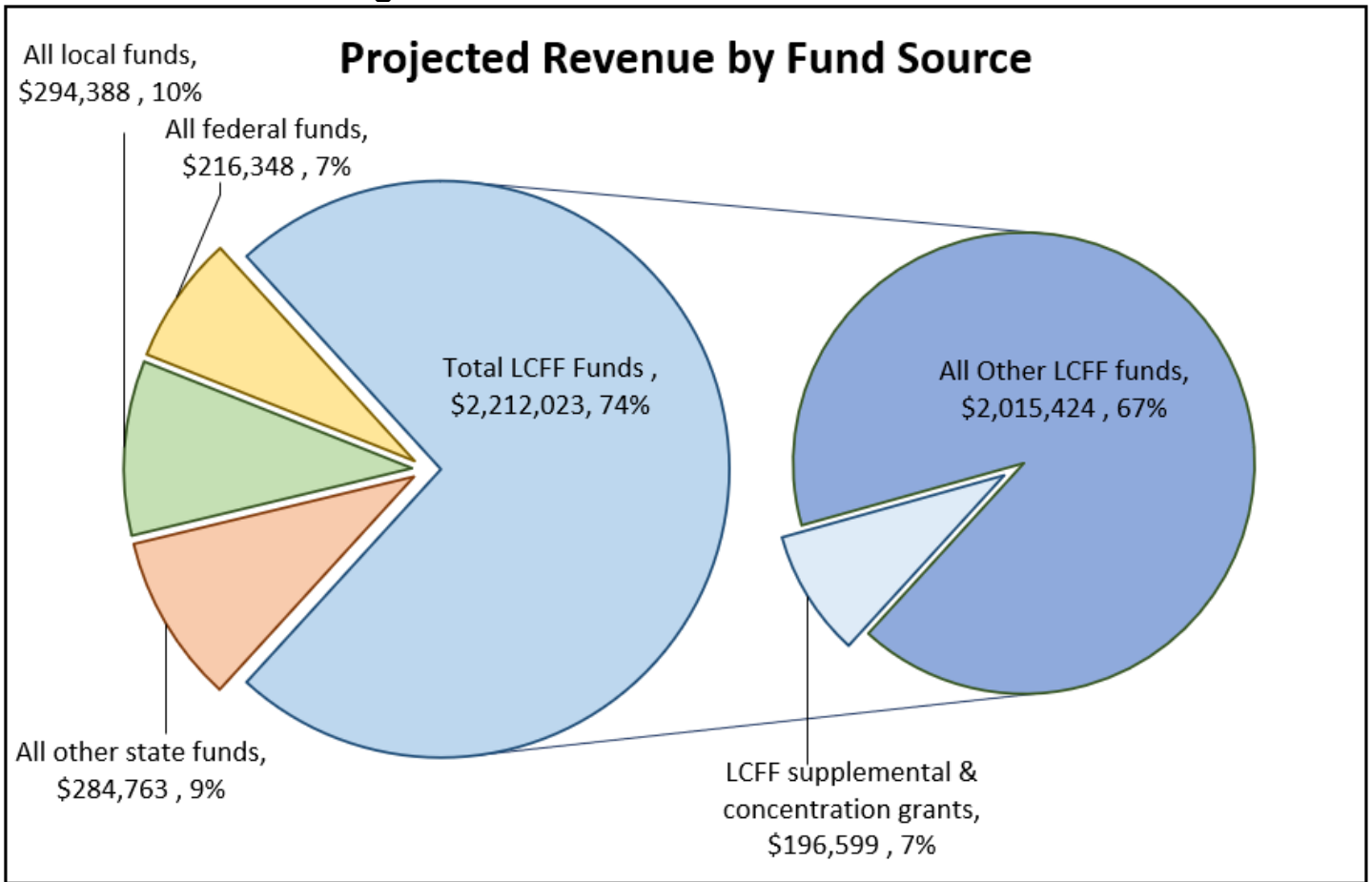
Lead Teacher

laureltree_lc@yahoo.com

707 822-5626

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

Budget Overview for the 2024-25 School Year

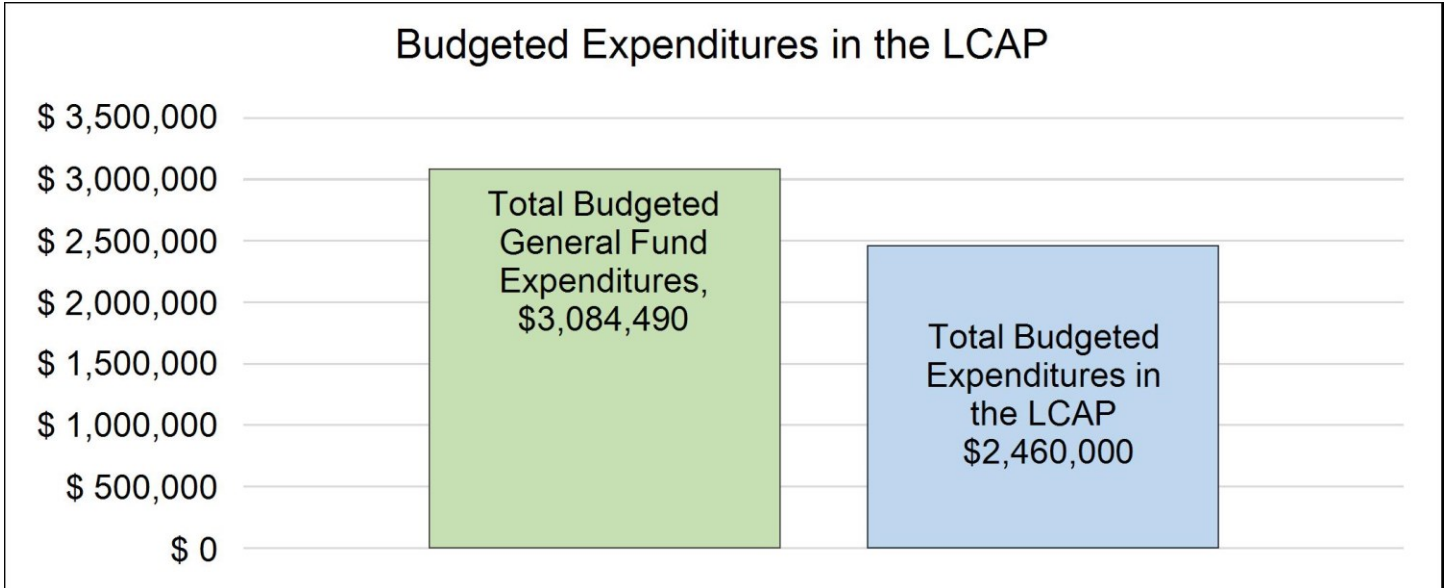


This chart shows the total general purpose revenue Laurel Tree Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laurel Tree Charter School is \$3,007,522, of which \$2,212,023 is Local Control Funding Formula (LCFF), \$284,763 is other state funds, \$294,388 is local funds, and \$216,348 is federal funds. Of the \$2,212,023 in LCFF Funds, \$196,599 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Laurel Tree 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.

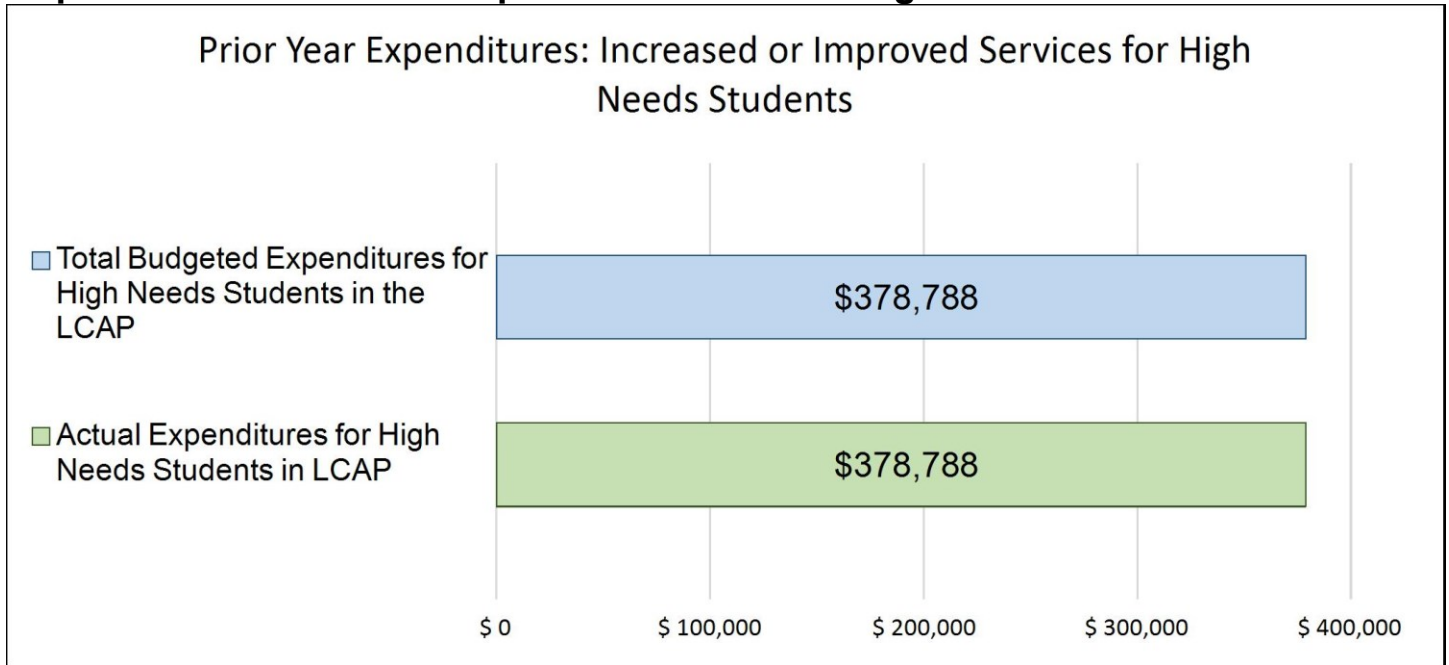
The text description of the above chart is as follows: Laurel Tree Charter School plans to spend \$3084490 for the 2024-25 school year. Of that amount, \$2460000 is tied to actions/services in the LCAP and \$624,490 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP 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, Laurel Tree Charter School is projecting it will receive \$196599 based on the enrollment of foster youth, English learner, and low-income students. Laurel Tree Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Laurel Tree Charter School plans to spend \$1603000 towards meeting this requirement, as described in the LCAP.

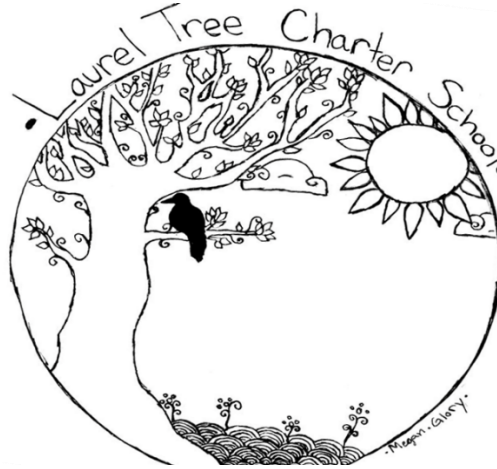
LCFF Budget Overview for Parents

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



This chart compares what Laurel Tree 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 Laurel Tree 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, Laurel Tree Charter School's LCAP budgeted \$378,788 for planned actions to increase or improve services for high needs students. Laurel Tree Charter School actually spent \$378,788 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
Laurel Tree Charter School	Brenda Sutter Lead Teacher	laureltree_lc@yahoo.com 707 822-5626

Goals and Actions

Goal

Goal #	Description
1	A strong connection with students, families, and community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase communication of our Mission, Vision, and our Five R's to our community through our website, Monday Note, and events. Events that create connections with parents and community.	Our website has many things parents need: calendar, Monday Note, SARC, information on policies. It is not currently in Spanish. There are state requirements that are not present or are out of date. Our mission/vision statement needs updating. We have been unable to hold community events.	Website update is complete. Available in Spanish. We worked on updating our mission/vision but didn't come up with anything we liked better. We are looking forward to having a school performance (outside) of Midsummer Night's Dream with a Picnic Potluck in May, and an in-person graduation ceremony in June. In progress	Outcomes: Two Potluck and Performances, a back-to-school night, creation of FIG, Theater Performance at NCRT in April - on track for five events. Website available in Spanish. Website audit and update with parent/staff input in progress.	2023-24 Mid-Year Outcomes: All parent information and state requirements are available on our website. We had a back-to-school event in the fall, two successful FIG events, a potluck and performance at the end of second quarter, and a theater event at the end of the first quarter. We had another theater event at the end of the third quarter. FIG is planning a Craft Faire in the Spring. Our website is available in Spanish.	All needed parent information will be available on-line and at a back-to-school event in the fall. All state required information will be posted online. All information will be available in Spanish. Community Events, including a back-to-school night, will happen five times a year.
We will have good communication with parents on systems and procedures and 90% of parents in	82% of parents have logged in this year. 66% of students have logged in this year.	Jupiter Grades: How many students and parents/contacts logged in between 12/30/21 and 6/16/22:	Jupiter Grades: How many students and parents/contacts logged in between 8/22/22 and 6/15/23:	Jupiter Grades: How many students and parents/contacts logged in between 8/28/23 and 1/20/23:	90% of all parents and students regularly use Jupiter Ed (monthly for parents, weekly for students) as ways to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grades 7-12 will login to Jupiter Ed monthly and the use it as an information sources, a way to give input, and a way to contact teachers as measured by the Jupiter Ed Stats. 90% of our students in grades 6-12 will have weekly logins on JupiterEd. 80% of families will access the Monday Note Weekly		67% of Parents 89% of Students All parent emails from enrollment paperwork were added as subscribers on our Monday Note list. We have a delivery rate of 99% and an Open Rate of between 80% and 90% each week.	65% of Parents 94% of Students Emails updated at the beginning of the year. Weekly Newsletter Open rate of about 80%	60% of Parents 97% of Students Emails updated at the beginning of the year. Weekly Newsletter Open rate of between 85 to 89%	connect with teachers, and give input, as measured by the Jupiter Ed stats. Access of the Monday Note will be at 80%weekly as measured by Wix Stats.
Increase our Average Daily Attendance from 93% to 96%	93% in 2019-20	81% in 2020-21	88% in 2021-22		Average Daily Attendance is maintained at 96%
Decrease our percentage of chronic absenteeism (absent more than 10%) from 13% to 5%.	13% in 2019-20	20.6% in 2020-21	16.5% in 2021-22	23% in 2022-23 ? in 2023-24	Chronic Absenteeism is 5% or lower.
Increase the number of Attendance Meetings with family for chronic absenteeism to 80%.	0% during the pandemic	0% this year	We have had five attendance circles for older students. They have not been very effective. Our attendance rates continue to be a problem. We're beginning a round of attendance circles for primary this month.	Zero attendance circles so far in 2023-24. We have instituted a packet system for 1-6th grade that should help us recover some of our attendance losses. We have an online system for 7th-12th ready to roll out for second semester.	We have attendance circles with 80% of our chronic absentees and develop a successful plan with a team that includes our school psychologist.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain our middle school drop-out rate of 0%.	0% in 2019-20	0% in 2021-22	0% in 2022-23	0% in 2023-24 so far.	We maintain a 0% middle school drop out rate.

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.

Our actual implementation on Chronic Absenteeism and Attendance did not go as planned. We must hire one person to contact families and follow through with packets. It didn't work to add those duties to existing staff who were also doing many other things. We have modified our actions on this goal in the new 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.

No material differences

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

Most of our actions were effective except for our actions around chronic absenteeism. We made some progress with innovations on recovering days with work packets, but were unable to affect change on the real issue: students are missing too much school.

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.

New actions: Hire an Attendance Clerk to follow up on absent students and make sure that packets are sent and recovered. Create policies and agreements that are easy for the Attendance Clerk to follow through on.

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	A safe school site that facilitates the kind of learning we aspire to - inclusive, sustainable, developmentally appropriate, project-based, and college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>100% of our staff will be trained in first aid and CPR.</p> <p>90% of our high school students will be trained in first aid and CPR.</p> <p>80% of our middle school students will have basic first aid and water safety training.</p> <p>We will have several staff members complete the Wilderness First Aid Course.</p>	<p>70% of the staff has current first aid/CPR</p> <p>No training for middle and high school took place in 2020-21.</p> <p>None of our staff has taken the Wilderness First Aid Course.</p>	<p>10 staff completed first aide and CPR training in December.</p> <p>Three staff members completed the Wilderness First Aide Course in August.</p> <p>Students have not yet had training.</p> <p>In Progress</p>	<p>No first aide training was done this year as of 3/23</p>	<p>No first aide training was done this year.</p> <p>All primary students have had swimming lessons. 1st-3rd will be taking Junior Lifeguard lessons in the Spring.</p>	<p>100% of our staff is trained in first aid and CPR.</p> <p>90% of our high school students are trained in first aid and CPR.</p> <p>80% of our middle school students have basic first aid and water safety training.</p> <p>Several staff members of our staff have completed the Wilderness First Aid Course.</p>
<p>Humidity rates at the Arcata site between 40-60%. Mold levels monitored and appropriate action taken.</p>	<p>No mold testing or humidity testing was done in 20-21. In 2019-29 the humidity was under 60% and mold testing was done showing an</p>	<p>Mold Testing done in Sept. 2021. "The air sampling did not identify any mold types at significantly high spore count levels and there does not appear to be a</p>	<p>No mold testing was done as of 3/23</p>	<p>Mold testing scheduled for February. Completed. No significant issues found.</p>	<p>Our new site will have been built and we will no longer need to monitor a potentially unhealthy building.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	improvement from previous years.	building related mold issue at this time.” In progress			
Maintain and improve emergency kits, including fire safety kits in all classrooms.	All classrooms currently have emergency kits and fire safety kits.	All classrooms currently have emergency kits and fire safety kits. Safety binders have been updated In progress	Unknown as of 3/23	All three sites have emergency kits in plastic storage containers.	All classrooms will continue to have well-stocked emergency kits and fire safety kits.
Safety Plan with risk assessments for Forest School and Off-Site Plans be maintained yearly.	We have a safety plan that was written in 2019. We review it yearly.	Reviewed and updated by the Board. In progress	Reviewed and updated by the Board. Safety plan reviewed by Staff in August In Progress	Reviewed and updated by the Board. Safety plan reviewed by Staff in August. Plan updated mid-year by the Board and reviewed at January Staff Retreat. Staff ran drills.	Our safety plan includes risk assessment for Forest School and emergency plans for our new site and all off-site locations. It is reviewed and updated yearly.
We have built a sustainable school and can move all students to the new site.	We have purchased four acres of land and begun the permit process with the county. Permaculture Designs were drawn up by our high school students. Regenerative building ideas were developed in collaboration with University of San	Reused redwood fencing has been built around the perimeter of the property. The first stage of the food forest/windbreak was planted by students in November. Staff revised and updated site plans in January with a design team headed up by	We submitted our application to the Office of Public School Construction in June. We have a contract with Whitchurch and Cleekco to get us through the planning department phase. We are also pursuing	We were able to get a long-term lease on a 15,000 square foot building on nine acres. We are shifting the primary and secondary campuses to this new site over the summer. We will begin a permaculture plan for the new site	Our sustainably built, regenerative school with food forests, orchards and gardens is ready for the whole school to move into.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Diego Engineering Professor, Caroline Baillie.	<p>Cleekco. The modification of the Coastal Permit was approved by the Planning Commission in April. Cleekco has been hired to get us through the planning/permitting process. We have funding for this phase. We are pursuing two funding options for the building phase. We will submit our application for funding to the Office of Public School Construction in May.</p> <p>In progress</p>	funding through Umpqua Bank.	as one of our LCAP goals.	

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.

We are on target with our Safety Plan and kits. We were still unable to get first aid training scheduled. We were able to obtain a long-term site for the school with a building instead of building from scratch!

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.

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Our actions for first aid training were ineffective, primarily because we couldn't squeeze one more thing in on top of what we were already doing. Fitting those things into our schedule planning for next year may help.
Our actions for getting a new site were unexpected but dramatically effective. Leasing a site with nine acres with an existing building allows us to bring the whole school back together much more quickly than building from scratch would have done. It also allows us to continue receiving funding from SB740.
Our maintenance actions on the Safety Plan and safety kits were right on target.

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.

Scheduling first aid into our PE classes, and creating a permaculture plan for the new site.

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	Assessment that is used to plan student supports and track individual student growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase our CAASPP scores in English and Math by 3% each year.	2018-19 CAASPP SCORES ELA % Met or Exceeded 53.8 Math % Met or Exceeded 38.8	53/84 students tested in ELA 40% met or exceeded California 49.01% 50/84 students tested Math 32% met or exceeded California 33.76% Actual data will come from this year's scores. Last year's data cannot be seen as a valid measure.	82 students tested in ELA 38% met or exceeded California 47% 81 students tested in math 23% met or exceeded in Math California 33%	76 students tested in ELA 36.85% met or exceeded California 46.65% 78 students tested in Mathematics 24.36% met or exceeded California 34.62%	ELA % Met or Exceeded 63 Math % Met or Exceeded 48
Full implementation of Wit and Wisdom program with strong phonics and reading intervention in the early grades.	Only some teachers used Wit and Wisdom during the pandemic.	All teachers using Wit and Wisdom, but not all using it consistently. Phonics and reading interventions have been added in the primary grades. In progress	We purchased Classroom Connect for 1st and 2nd grade to provide stronger phonics, and the SIPPS program as a reading intervention. Good implementation in those grades. We will add 3rd grade to	Strong implementation of Collaborative Classroom for 1st-3rd. Materials purchased for those classrooms. Continued use of SIPPS program as reading intervention. Staff sent to SIPPS training in January.	All teachers consistently using Wit and Wisdom, with phonics and reading interventions in the primary grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			that next year. 4th-8th classrooms were using Wit and Wisdom fairly consistently.	4th-8th grade using Wit and Wisdom.	
Consistent use over time of Dibels, Exact Path, and CAASPP, as well as in house assessment and teacher knowledge of students to track individual progress and target instruction.	We used Core Growth this year in the primary grades and half-heartedly administered the CAASPP.	We have used Dibbles for primary grades and Core Growth for K/1. Some middle and high school mid-year assessment has also been collected. We are on track for CAASPP testing this year. In progress	We have used Dibbles for primary grades and Core Growth for K/1. Some middle and high school mid-year assessment has also been collected. We are on track for CAASPP testing this year. We designated a testing coordinator this year.	Strong implementation of Dibbles three times a year to monitor student growth and plan for who needs more support in 1st-6th. Interim assessments planned for middle and high school.	We will have three years of data showing individual growth for students and be using that data to target instruction.

Goal Analysis

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

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

No substantive differences between planned actions and actual 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.

No substantive differences between budgeted expenditures and actual expenditures

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

We're waiting on the latest data from CAASPP before we can assess the effectiveness.

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

We plan to continue our CAASPP goals and will make changes in the next LCAP depending on this year's assessment data. Dibels actions remain the same as we are seeing steady progress there.

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	Standards integrated into rich and rigorous hands-on, project-based, forest school curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates - Maintain low suspension and expulsion rates through Restorative Practices and Mindfulness.	0 suspensions and expulsions in 2020-21	We have had one suspension this year. We need a refresher course on Restorative Practices for our whole team as we have many new staff members. We are using mindfulness regularly in many classes In progress	We have had one suspension this year. We need a refresher course on Restorative Practices for our whole team as we have many new staff members. We are using mindfulness regularly in many classes In progress	We have had two suspensions this year (an increase of 2.2%) We did a refresher course on Restorative Practices with our aides and were able to send seven of them to an all-day Restorative Practices training. We are using schoolwide social emotional techniques that we learn as part of our ArtSEL Trainings.	We continue to maintain low suspension and expulsion rates through Restorative Practices and Mindfulness.
Integration of standards/values into our project-based learning.	Ten teachers have developed Forest School Lessons at different grade levels as part of our practicum and an A-G English course was designed around permaculture	Continues to happen with individual teachers, but needs a formal structure. We have rearranged our schedule to allow planning time for teachers to develop these lessons in a formal way.	Teachers continue to do this individually, but a continuum of practice across the K-12 curriculum needs to be developed. We have hired a consultant to help us develop this and will work on it at Staff Retreat.	At our last staff retreat we worked on a continuum of practice across the K-12 curriculum in the areas of Mathematics and problem solving, ELA, School Safety and Discipline, and Forest School.	We have project-based learning with standards (common core, sustainability, forest school) integrated in all grades. There is a clearly outlined framework of skills and assessments for all levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		In progress			
Racial equity, accessibility and inclusion in all levels of the curriculum.	Wit and Wisdom, Howard Zinn, Stamped, and Native People's Curriculum are already part of our curriculum.	We completed an outline of our curriculum and found we have a very diverse curriculum. We identified areas that we'd like to add to. We have not been able to provide training on equity and inclusion, yet, but we have scheduled the training for next year. In progress	Equity Training happened this year. We've also had a strong focus on inclusion and designing events and systems for inclusion. Further purchasing of curriculum and materials to increase diversity in our history curriculum for US History.	Our Family Inclusion Group has been active in designing events and systems for inclusion of all families.	A clear outline of how racial equity, accessibility and inclusion is addressed at all levels. Staff has received training on equity and inclusion.
Increase our ability to get kids off-site and outside	We have two vans.	We purchased an additional van in March. We are waiting on the bikes and kayaks until we have a secure space to store them on the new site. In progress	We received a grant that will allow us to purchase two additional vans and a mobile outdoor kitchen. The bikes and kayaks are still waiting until we have a secure place at the new site.	The vans and the mobile outdoor kitchen were purchased and are being used. We now have five vans to facilitate getting students outside and off-site.	We have four vans, a set of 20 e-bikes with a trailer, and a set of 10 kayaks with a trailer in order to facilitate getting students outside and off-site.

Goal Analysis

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

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

No substantive differences in planned actions and actual 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.

No material differences between budgeted expenditures and actual expenditures.

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

These actions were effective in making progress towards our goal, however, we are moving the restorative practices action and our Family Inclusion Group action to Goal 1 in our next LCAP and increasing focus on those. Our curriculum goal will be moved in with our assessment goal in the new LCAP and more emphasis placed on creating rubrics that show and measure learning for projects.

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

We are moving the restorative practices action and our Family Inclusion Group action to Goal 1 in our next LCAP and increasing focus on those. Our curriculum goal will be moved in with our assessment goal in the new LCAP and more emphasis placed on creating rubrics that show and measure learning for projects.

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	Graduates that are ready for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of A-G Courses Available	26 Courses 5 History (A) 6 English (B) 7 Math (C) 3 Science (D) 1 Language (E) 1 Art (F) 4 Elective (G)	Two travel courses were added as A-G electives. One more travel course will be added by the end of the year. Geology needs to be added this year as well. In progress	No new courses added this year.	New World History Course added this year. Several Science and elective courses to be added in February.	35 Courses with at least one more in Art, Language, and Electives.
Number of CTE Pathways Available	0	0 Not started	We are shifting to using College of the Redwoods concurrent enrollment as our CTE Pathways.	We are continuing to use College of the Redwoods concurrent enrollment as our CTE Pathways.	Three CTE Pathways Available for students
System for tracking graduates	We one in place but we'd like to formalize it and have a way to track what happens to our graduates after they leave us.	We updated our informal one for the 2021 WASC. We still need to create a more formal one. Not started	Still using the informal system	Still using the informal system	Updated computer tracking system in place and being used consistently.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in the percentage of 11th and 12th graders taking concurrent enrollment classes	For 20/21 the percentage is 24%	10/19 of our 11th and 12th graders are concurrently enrolled in Spring semester. We hit our 50% mark this semester.	6/14 of our 11th and 12 graders are concurrently enrolled in Spring semester. 43%	5/13 of our 11th and 12th graders are concurrently enrolled at College of the Redwoods for the Fall Semester 38%	50% of our 11th and 12th graders taking concurrent enrollment classes.
Increase in the number of seniors graduating directly to a college/trade program.	Currently it's 81% for the whole time since we've been tracking. This year it's 50%	50%	7 out of 8 of our graduates went directly into a college/trade program. 87.5%	5 out of 7 of our graduates are already enrolled at College of the Redwoods and will continue that next year. 71%	85% of our graduates going directly to a college or trade program after graduating from Laurel Tree.
Increase the number of students who participate in and demonstrate preparedness for college through the Early Assessment Program (EAP) or other college readiness indicators.	We do not currently track this at all. First we'll need to decide what college readiness indicators we want to use.	Not started	Not started	Not started	A system in place that defines what college readiness indicators we are using, and three years of data showing an increase in the level of their preparedness for college.

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.

We have made progress towards each of these goals, but continued work is needed - we have not reached these goals yet. No substantive differences in planned actions and actual implementation with the exception of shifting our CTE pathways to concurrent enrollment.

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.

No material differences between budgeted expenditures and actual expenditures.

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

The actions were somewhat effective but need to be applied more systematically.

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

We are shifting back to looking at CTE pathways in addition to increasing Concurrent Enrollment at College of the Redwoods.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

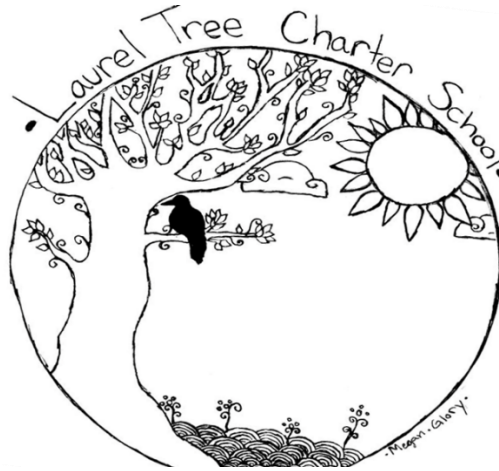
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Laurel Tree Charter School	Brenda Sutter Lead Teacher	laureltree_lc@yahoo.com 707 822-5626

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.

School Background:

Our mission is to create a sustainable model of education which provides all students with accessible curriculum, based on college preparatory standards while developing life and social skills in a mixed-age setting. We are a K-12, teacher-run school with a focus on sustainability. We work to bring hands-on learning to our students but with a foundation in academic standards using the principles of Forest School and Permaculture. We use our Local Control and Accountability Plan (LCAP) as our goal-setting tool and our schoolwide action plan.

Laurel Tree Charter School began thirty years ago. The school started in our founder's house with seventeen children that first year. The idea was to create an amazing education and magical childhood for her children and some of their friends – to be able to do more than a regular school could, to be able to get out and into the community, and to provide a real-world education. We read, and cooked, and traveled, and explored the community. The kids grew, and so did the school. We kept adding teachers and students. We moved seven times to accommodate our growing population.

We got grants and training along the way to help with the development of our vision. The Pac-Tin grant in 2010 brought us enough funding to get training toward Creating a Sustainable School. Many of us got our permaculture certificate and took coursework in Facilitation, School Gardens, and Creating Sustainable Communities. We sent a team to the Alice Waters Edible Schoolyard program for training in 2016. Another group of six teachers went to training in Portland on Permaculture for Educators in 2017 and our kindergarten teacher got her certification in this new thing called Forest School. Slowly we've been building our expertise and knowledge base and moving towards a new kind of education, but one that builds on what we've been doing all along.

Currently, Laurel Tree is a kindergarten through twelfth-grade school with a focus on sustainability and community. We are a free public school, open to all. 81% of our kids go on to college. Many of them attend College of the Redwoods concurrently while still enrolled at Laurel Tree. Teachers work in teaching teams and handle the administration of the school collectively. We focus on community skills such as mediation, mindfulness, and restorative justice, as well as the Common Core and National Standards for Sustainability. We have been accredited by the Western Association of Schools and Colleges (WASC) since our chartering and received a six-year with a mid-cycle check-in on our last visit. We are members of the Charter School Development Center.

In the last seven years, we have begun a Forest Kindergarten program – the only public school program of its kind in the U.S. Our kindergarten teacher is certified as a Level 3 Forest Practitioner. Many of our staff took Forest School STEAM (science, technology, engineering, art, and math) training from the University of San Diego. This year-long practicum will allow us to continue to blend outdoor learning with rigorous academic standards for all our students.

Our main campus at 2730 Foster Avenue in Arcata is on nine acres. We've also purchased 4.5 acres in McKinleyville that borders the Hammond Trail. We are creating a school that looks more like a community than an institution; one that has learning spaces both inside and outside, facilitates learning experiences in the community and the classroom, and provides spaces for whole-group and small-group work. We are creating spaces designed for mixed-age groups to work and play together, including science labs, a library, and kitchen classrooms. Gardens, food forests, and natural play spaces are as important to us as classrooms and computer labs. Our planned curriculum includes restoring habitats and working on community projects. This site will provide healthy spaces for kids to learn inside and out and blur the lines between school and community. It is our home base for exploring the rest of the world. We will continue to create spaces for the kinds of learning and teaching we aspire to: hands-on, place-based, student centered, authentic learning experiences.

Reflections: Annual Performance

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

Part 1:
2024 Dashboard data is not yet available.

Part 2:
2023 Dashboard (Data must remain in the plan for the full 3 year cycle)
Lowest Performance Level (School Performance)

- Chronic Absenteeism: Laurel Tree

Lowest Performance Level (Student Group Performance LEA/School Level)

- Academic ELA: Socioeconomically Disadvantaged and Students with Disabilities
- Academic Math: Socioeconomically Disadvantaged and Students with Disabilities
- Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities, and White

Goal 3 is our response to the CAASPP scores. Goal 1 is our response to Chronic Absenteeism.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Teachers, administrators, principals, and other school personnel	School staff review and revise the LCAP as part of their work at the Staff Retreat. This is done at both the mid-year and the end-of-year staff retreat.
Parents, School Board, and Students	Mid-year surveys, LCAP goals shared at Community Events, and discussion in the spring at school board meetings.

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

Ideas generated in board and staff meetings, and in response to the mid-year survey of families drove the first draft of the new LCAP. Board meeting discussion around attendance issues strongly influenced the modification of that goal and its actions. During a two-hour work session on a draft of the LCAP in June, school staff made revisions and fine-tuned many actions for goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Creating a school culture where staff, students, and families feel welcome, safe, and included.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
--

An explanation of why the LEA has developed this goal.

We want a school culture where students, staff, and families feel welcome, well-informed, and included in the decision-making process.
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain communication channels through an accessible website, weekly newsletters, Jupiter Ed, and quarterly community events.	<p>Our website is available in Spanish. All parent information and required state information is posted.</p> <p>We have four or five successful community events per year.</p> <p>60% of 8-12th grade parents use Jupiter.</p> <p>97% of 8-12 students use Jupiter Weekly Newsletter</p> <p>open rate is between</p>			<p>Our website is available in Spanish. All parent information and required state information is posted.</p> <p>We have four or five successful community events per year run by the Family Inclusion Group</p> <p>90% of 8-12th grade parents use Jupiter. There is a clear</p>	

		85-89%. 95% of parents receive the newsletter.			understanding of how to use Jupiter to track assignments and contact teachers. 100% of 8-12 students use Jupiter to track assignments, contact teachers, and monitor grades. Weekly Newsletter open rate is between 90-95%. 95% of parents receive the newsletter.	
1.2	Attendance	Our ADA is 88% in 22/23 Our chronic absenteeism is 23% in 22/23			Our ADA is 94% Our chronic absenteeism is 10%	
1.3	Drop-out rate	Middle School Drop Out Rate is 0%			Maintain 0% Middle School Drop Out Rate	
1.4	Family Inclusion Group Participation	We currently have a Family Inclusion Group just getting established. Meetings are sporadic and attendance is usually 4 or 5 people.			Family Inclusion Group supports and runs functions such as Potluck and Performance Nights, Back-to-School Night, parent trainings, and family fun events. They have	

					established a binder that can be passed on about how to do the various events.	
1.5	Create systems of care that involve students in the care and upkeep of our school community	Individual teachers do this in their classrooms.			We have a school-wide set of meaningful and well-defined jobs that result in a stronger community and the development of life skills for students.	
1.6	Restorative Practices	We have had staff training on Restorative Practices but need more training and a better system of implementation			All staff has yearly restorative practices training. There are schoolwide systems in place that facilitate regular use of restorative practices.	
1.7	Increase communication and training for new employees	We have an employee handbook and a new employee packet, but need better follow through.			We have strong supports in place for new employees. They have good information about expectations and where to go for help, there is a "buddy system" in place, staff reviews happen within the first three months, and training in	

					restorative practices is provided.	
--	--	--	--	--	------------------------------------	--

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	Summer Communications Systems Update	Maintain and update website each summer: state reports, school information, parent resources, staff information. The website and Jupiter accounts are updated with current family and staff emails so the newsletter and Jupiter systems are accessible to all.	\$10,000.00	No
1.2	Communication Systems Training	Classrooms read the weekly newsletter with students on Monday mornings, train 7th-12th grade students in the use of Jupiter Ed Systems for tracking assignments and contacting teachers, and provide parent training/information at Back-to-School night on the use of Jupiter for 7th-12th grade.	\$500.00	No

1.3	Attendance Procedures and IS Packets	Year One: Hire an Attendance Clerk to follow up on absent students and ensure packets are sent and recovered. Create policies and agreements that are easy for the Attendance Clerk to follow. Collect data on why students are not attending. Update parent handbook to make sure that families are aware of the importance of attendance and the consequences for not attending. Year Two and Three: Analyze data and refine systems. Maintain attendance clerk.	\$25,000.00	No
1.4	Create a Family Inclusion Binder	Year One: Choose a few events that FIG will manage. Assign a staff member as a liaison. Create a binder that can be passed on with all of the FIG projects/ideas together and outlines how to run the events. Year Two: Review and refine systems. Choose new events to be added to the binder. Year Three: Review and refine systems. Add to or modify events.	\$0.00	No
1.5	Parent Surveys	Survey parents, staff, and students yearly about school community, safety, and input on LCAP goals.	\$0.00	No
1.6	Systems of Care	Year One: Identify systems needed for the classrooms and for the whole school. Establish written procedures for each system, student skills lists, and an evaluation rubric/system. Year Two: Review and refine. Plan for knowledge transfer from one group to the next. Year Three: Review and refine. Data collection and integration into classroom learning.	\$5,000.00	No
1.7	Restorative Practices	Year One: Establish a one-day restorative training refresher at the beginning of the school year. Identify schoolwide systems that can help us implement regular use of restorative training. Implement one system. Year Two: Maintain the training, revise and refine the system we implemented, add another. Year Three: Maintain training, revise and refine systems.	\$500.00	No
1.8	New Employee Support	Year One: Employees have a contract with clear duties and expectations, are provided with an employee handbook and information related to their job (playground rules, discipline policy, etc). There is a buddy system in place so they have someone to help them get established and they know who to go to on the admin team if they have questions or need help/support. They receive a review within the first three months. Year Two: review and refine the system. Year Three: Maintain.	\$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Site and Facilities	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A school site that is safe and facilitates the kind of learning we envision: hands-on, place-based, student-centered, authentic learning experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain and Improve emergency kits and binders. Create checklist for going off-site	We are moving to a new site and have to establish kits and Emergency Binders at the new location.			The school will continue to have well-stocked emergency kits in each wing, in the vans, and at off-site locations. Each classroom has an Emergency Binder with medical needs, emergency contacts, and emergency procedures. All teachers have a checklist of what	

					they need before they leave campus.	
2.2	Maintain Safety Plan with risk assessment for Forest School and Off-Site locations maintained.	We have a safety plan that was written in 2019. We review it each summer and the Board approves it in August.			Our safety plan includes risk assessment for Forest School and emergency plans for off-site locations. It is reviewed and updated yearly.	
2.3	Creation of a Permaculture Plan for the site at 2730 Foster.	We do not have a permaculture plan for the new site. We sent four staff members to Occidental Arts and Ecology Center to get their Permaculture Design Certification. Six other staff members currently have Permaculture background.			We are in year three of implementing our Permaculture Plan.	
2.4	Restructure the cost of our facilities so that it is financially sustainable.	We are paying \$20,000 a month this year. That is scheduled to increase to \$22,000 a month next year and then increase by 3% over the next 18 years.			We have a group of investors to purchase the school and lease it to us at a lower and more sustainable rate.	

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	Maintain Emergency Kits and Binders	Review and replenish our emergency kits at all locations and school vans yearly. Update Emergency Binders for each classroom. Create a checklist for going off site.	\$2,000.00	No
2.2	Maintain Safety Plan	Review and update our Safety Plan each summer. The Board will review and approve at the August Board Meeting.	\$0.00	No
2.3	Permaculture Plan	Year One: Observation throughout our first year to understand the site. Sun, wind, noise, fire sectors observed and charted. Develop a 3-5 year vision for the site and a system of planned development that includes plans for upkeep. Year Two: Begin implementation of the plan. Review and refine. Year Three: Continue implementation. Review and refine. Begin longer term planning for the site with schedules for maintenance of projects.	\$200,000.00	No
2.4	Facilities Cost	Restructure the cost of our facilities so that it is financially sustainable.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Assessment and Curriculum	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We want to make sure that we are using assessment to plan student support and track individual student growth, as well as choose and create a curriculum that integrates standards into a rich and rigorous curriculum that is hands-on, project-based, and developmentally appropriate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase our CAASPP scores in English and Math by 3% each year	Scores for 23/24 are not yet reported.			We show consistent growth of at least 3% each year in English and Math	
3.2	Selected assessment tools will be used three times a year in 2nd-6th grade to measure individual student growth and plan student SIPPS support. Use of CAASPP interim assessments for 7th-12th twice a year	90% of students, three times a year for 2nd - 6th to monitor individual student growth and plan student support using SIPPS. 20% of students in 7th-12th used interim assessments twice a year			Maintain implementation of assessment tools three times a year for 1st - 6th to monitor individual student growth and plan student support using SIPPS.	

	We will maintain 90% testing of all students 2nd-6th with our in-house assessment too and increase our use of interim assessments for 7th-12th to 90%				Maintain use of CAASPP interim assessments for 7th-12th twice a year	
3.3	All project-based classes (Wild Classes) will use rubrics to clarify and measure learning and skill acquisition, and have done a risk assessment that can be shared with parents.	Teachers are using some rubrics in some classes, but often the skills or learning that we are targeting with a project is not clear to students and parents, and it is not easily assessed.			All project-based classes will have a rubric that clarifies and measures skills and learning associated with that project. This will be shared with parents and students at the beginning of the class, used to assess student learning during and after the project, and used as the basis for their grade. These rubrics will be kept in a project binder for future use by other teachers.	
3.4	Programs that span the TK-12 spectrum in the areas of Forest School/Permaculture, travel, theater, swimming, biking, ELA, Science, and Math will be documented and	We have done some beginning work on how our programs span the TK-12 spectrum. "Rainbow charts".			Continue to document, review and refine programs that span the grade levels and provide continuity to our TK-12 experience in the areas of	

	institutionalized for clarity.				theater, travel, swimming, biking, and Forest School/Permaculture, in addition to our core subjects of English Language Arts, Science, and Mathematics.
--	--------------------------------	--	--	--	---

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Gather data to inform student support.	Designate an assessment coordinator. Assessments will be given three times a year for 1st-6th grade. CAASPP Interim Assessments will be done twice a year for 7th-12th	\$65,000.00	No
3.2	Provide Support	Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support via SIPPS, SST and Beyond System, small group RST, aide support in the classroom, reteaching, additional Resource Teacher, and class size under 20. We also provide a full-time school psychologist and a .8 Speech Therapist. These actions will support our unduplicated students (low-income) which make up over 50% of our population. aid salaries (650,000), speech and school psych (120,000) + benefits (440,000), primary teachers (393,000)	\$1,603,000.00	No Yes
3.3	Create Curriculum and Assessment that reflect school vision and values.	Continue to use our Staff Retreat week in June to develop and refine rich and rigorous curriculum units using Common Core Standards with project-based learning and Forest School and Permaculture principles. High school teachers continue to develop both elective and core classes through the A-G system.	\$6,000.00	No
3.4	Purchasing Curriculum	Continue to purchase materials and supplies to ensure that we have sufficient state-standards-aligned instructional materials. Continue to fund experiences and activities outside the classroom that provide hands-on and project-based learning.	\$160,000.00	No

<p>3.5</p>	<p>Document and Institutionalize Programs</p>	<p>Document, review and refine programs that span the grade levels and provide continuity to our TK-12 experience in the areas of theater, travel, swimming, biking, and Forest School/Permaculture, in addition to our core subjects of English Language Arts, Science, and Mathematics. Year One: Outline and document how we use theater, travel, swimming, biking, Forest School Permaculture across the TK-12 spectrum and why. Year Two: Review and refine year one documentation. Outline and document how we provide continuity and projects across the TK-12 spectrum in ELA, math, and science. Year Three: Review and refine our document and programs.</p>	<p>\$2,000.00</p>	<p>No</p>
-------------------	---	--	-------------------	-----------

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Graduates ready for college, career, and community	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
--

An explanation of why the LEA has developed this goal.

We want our graduates to be ready for college, career, and community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase the number of A-G Courses Available	30 A-G Courses			35 Courses with at least one more in Art, Language, and electives.	
4.2	Increase the number of CTE Pathways Available	We are using College of the Redwoods concurrent enrollment, but do not have any established CTE Pathways.			Develop three CTE Pathways for students with one of them being Permaculture. Have established CTE offerings through other educational agencies.	

4.3	Increase the percentage of 11th and 12th grade students taking concurrent enrollment classes at College of the Redwoods	38% (5 out of 13) of our 11th and 12th grade students took classes at College of the Redwoods in 2023-24			50% of our 11th and 12th grade students taking concurrent enrollment classes at College of the Redwoods.	
-----	---	--	--	--	--	--

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
4.1	Develop A-G Curriculum/CTE Pathways	Pay stipends to teachers to write A-G courses/create CTE Pathways during the summer.	\$1,500.00	No
4.2	Academic and Career Counseling and Support	<p>*We provide information in the summer to all high school students about concurrently enrolling in CR for the fall semester. *The Academic Counselor position is shared by a high school teacher and front office staff oversees the concurrent enrollment process and supports students in their first classes at CR. \$30,000 for front office staff</p> <p>*High school teachers include a unit on college and career as part of High School English and assist with applications to schools and FAFSA. \$120,000 for two teachers</p> <p>*Attend local college fairs as a community activity.</p> <p>*Utilize skill surveys like the ASVAB to help students think about career options.</p>	\$132,000.00	No
4.3	Computer Access	Continue to maintain and repair computers so that all high school students have access to computers in all their core classes. Provide a tech stipend for maintaining computers and internet.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Governance: Developing our capacity as a teacher-run school and planning for a sustainable and strong leadership.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement)</p>
--

An explanation of why the LEA has developed this goal.

<p>Developing and maintaining our governance structures is critical to the success of our school. We are planning for succession and developing structures that will allow for strong leadership to continue even when one or more members of the team moves on.</p>
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Develop our capacity as a teacher-run school.	Power has become concentrated at the top during the pandemic. We need to outline different administrative tasks and delegate them more widely. We have many new staff members who do not have the institutional knowledge of pre-covid procedures. We have many procedures that need to be developed.			We have efficient, equitable workloads for administrative duties that are clearly outlined and easy to pass from one person to the next. The administrative duties have assessments built in. There are clear procedures for the things needed to run our school and	

					<p>they are easily accessible by all staff.</p> <p>We use a staff agenda that allows anyone to bring an issue to the meeting and we have received training from Teacher Powered Schools.</p>	
5.2	Salary and Benefits	<p>We are underpaid as compared to other districts. We have a salary schedule that pays all teachers the same amount with a \$5,000 addition for administrative duties. The school pays 100% of fulltime staff health benefits, but we don't feel like we're getting the best deal possible with our current plan.</p>			<p>We have an equitable and sustainable salary schedule that reflects our values, meets the legal requirements for a non-profit organization, and is competitive with local districts. Our health benefits have been reviewed by staff and the plan that best fits our needs/budget has been chosen. Decisions about sick leave accrual, disability insurance, and At Will Status have been made by the Admin Team and put into Board Approved policy.</p>	

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
5.1	Sharing the Admin Workload	We want to create an efficient, equitable workload that can be easily shared and transferred from one person to the next as the team changes or just changes roles. We want to make sure that teachers have opportunities engage in budgeting and other decision making opportunities. Year One: Identify administrative roles and responsibilities to be shared. Create clear outlines of those roles and responsibilities that are easily understood and implemented. Create clear assessments that go with the outlines. Year Two: Assign individuals or groups to the admin roles. Assess performance. Year Three: Review and refine roles and responsibilities. Assign individuals or groups to the admin roles. Assess performance at year-end.	\$130,000.00	No

5.2	Create or renew usable governance procedures (including Staff Meeting Agenda) .	Year One: Identify procedures needed. Do we already have one or do we need to create one? Reinroduce our Staff Meeting Agenda. Year Two: Write and implement needed procedures. Year Three: Review and revise. Write other procedures needed.		No
5.3	Get training/coaching from Teacher Powered Schools	Year One: Training with Teacher-Powered Schools. Getting help with our goal setting. Year Two: Check-in on progress towards our goals. Year Three: Check-in on progress toward our goals.	\$2,000.00	No
5.4	Salary Schedule	Year One: Get into compliance with non-profit law. Year Two: research local salary schedules and create proposals for a step and column pay scale. Year Three: Adopt a long-term pay scale voted on by Admin Team and approved by the Board.	\$100,000.00	No
5.5	Benefits Package	Year One: Change brokers and get more information on our options. Bring proposals to the table for vote by Admin Team and approval by the Board. Discuss and vote on sick leave accrual, At-Will status, and disability leave. Research reinstating the PERS program for our classified employees or make sure they have something equitable. Year Two: Review and revisit the benefits package with the salary schedule we're considering. Year Three: Long-term plan in place that includes benefits package and salary schedule.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$212031	\$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
	0.000%	\$0.00	

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
3.2	<p>Action: Provide Support</p> <p>Need: CAASPP Scores</p> <p>Scope: Schoolwide</p>	providing small group tutoring based on CAASPP and other assessment scores	Increase in CAASPP and other assessment scores

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.

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	6 to 1	
Staff-to-student ratio of certificated staff providing direct services to students	20 to 1	

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		212031		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,121,000.00	\$295,000.00	\$24,000.00	\$20,000.00	\$2,460,000.00	\$1,947,500.00	\$512,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Summer Communications Systems Update	All	No			All Schools	yearly in the summer	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
1	1.2	Communication Systems Training	All	No			All Schools	September and then throughout the year.	\$0.00	\$500.00	\$500.00				\$500.00	
1	1.3	Attendance Procedures and IS Packets	All	No			All Schools	throughout the year - 3 years	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
1	1.4	Create a Family Inclusion Binder	All	No			All Schools	Summer	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.5	Parent Surveys	All	No			All Schools	January	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	Systems of Care	All	No			All Schools	Summer planning, throughout the year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.7	Restorative Practices	All	No			All Schools	Yearly in August	\$0.00	\$500.00	\$500.00				\$500.00	
1	1.8	New Employee Support	All	No			All Schools	Summer planning, August implementation	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.1	Maintain Emergency Kits and Binders	All Students with Disabilities	No				Summer planning	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.2	Maintain Safety Plan	All	No			All Schools	Summer planning	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Permaculture Plan	All	No			All Schools	Ongoing, three years	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Facilities Cost	All	No			All Schools		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
3	3.1	Gather data to inform student support.	All Students with Disabilities Low Income	No			All Schools		\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	
3	3.2	Provide Support	Students with Disabilities English Learners Foster Youth Low Income Low Income	No Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$1,603,000.00	\$0.00	\$1,603,000.00				\$1,603,000.00	
3	3.3	Create Curriculum and Assessment that reflect school vision and values.	All	No			All Schools	Summer Planning	\$3,000.00	\$3,000.00	\$6,000.00				\$6,000.00	
3	3.4	Purchasing Curriculum	All	No			All Schools		\$0.00	\$160,000.00		\$160,000.00			\$160,000.00	
3	3.5	Document and Institutionalize Programs	All	No			All Schools		\$0.00	\$2,000.00			\$2,000.00		\$2,000.00	
4	4.1	Develop A-G Curriculum/CTE Pathways	high school	No			All Schools	Summer Planning	\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	
4	4.2	Academic and Career Counseling and Support	high school	No			All Schools	Fall Semester	\$130,000.00	\$2,000.00	\$2,000.00	\$130,000.00			\$132,000.00	
4	4.3	Computer Access	All high school	No			All Schools		\$10,000.00	\$0.00			\$10,000.00		\$10,000.00	
5	5.1	Sharing the Admin Workload	All	No			All Schools	Three years	\$0.00	\$130,000.00	\$100,000.00		\$10,000.00	\$20,000.00	\$130,000.00	
5	5.2	Create or renew usable governance procedures (including Staff Meeting Agenda) .	All	No			All Schools	Three years								
5	5.3	Get training/coaching from Teacher Powered Schools	All	No			All Schools	Three years	\$0.00	\$2,000.00			\$2,000.00		\$2,000.00	
5	5.4	Salary Schedule	All	No			All Schools	three years	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
5	5.5	Benefits Package	All	No			All Schools	three years	\$0.00	\$0.00	\$0.00				\$0.00	

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	
	212031		0.000%		\$1,603,000.00	0.000%	0.000 %	Total:	\$1,603,000.00	
									LEA-wide Total:	\$0.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$1,603,000.00

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 (%)
3	3.2	Provide Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,603,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,418,031.73	\$1,391,938.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Sharing Information	No Yes	\$1,000.00	1000.
1	1.2	Tracking/Reporting Attendance	No	\$167,000.00	167,000
1	1.3	Attendance Circles	No	\$32,000.00	32,000
1	1.4	Website	No Yes	\$300.00	0
1	1.5	Handbooks	No Yes	\$500.00	500.
1	1.6	Community Events	No	\$3,000.00	2,000
1	1.7	Parent Surveys	No		
1	1.8	Back-to-School Night	No	\$1,000.00	500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Training	No	\$5,000.00	0
2	2.2	Mold Testing and Maintenance	No	\$250.00	250.00
2	2.3	Emergency Supplies	No	\$500.00	700
2	2.4	Safety Plan	No		
2	2.5	New Site	No	\$361,140.00	350,000
3	3.1	Gather accurate data to inform student supports.	Yes	27,500	33,000
3	3.2	Provide support	Yes	\$403,988.00	403,988
3	3.3	Get Training	Yes	6000	6000
4	4.1	Create Curriculum	No	\$56,873.73	57,000
4	4.2	Create Culture	No		
4	4.3	Integrate our Values	No		
4	4.4	Purchasing	No	\$210,000.00	210,000
5	5.1	Develop A-G Curriculum/CTE Pathways	No	\$1,500.00	1000

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)
5	5.2	Counseling and Support	No	\$110,000.00	110,000
5	5.3	Create a Culture of College-Going	No	\$5,500.00	2,000
5	5.4	Computer Access	No	\$14,980.00	15,000

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)
	\$378,788.00	\$378,788.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Sharing Information	Yes	\$1,000.00	1000		
1	1.4	Website	Yes	\$300.00	300		
1	1.5	Handbooks	Yes	\$500.00	500		
3	3.1	Gather accurate data to inform student supports.	Yes				
3	3.2	Provide support	Yes	\$370,988.00	370,988		
3	3.3	Get Training	Yes	\$6,000.00	6000		

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)
			0.000%	\$378,788.00	0.000%	0.000%	\$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:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2023