LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trillium Charter School
CDS Code: 12 62976 0115154
School Year: 2025-26
LEA contact information:
Marianne Keller
Director
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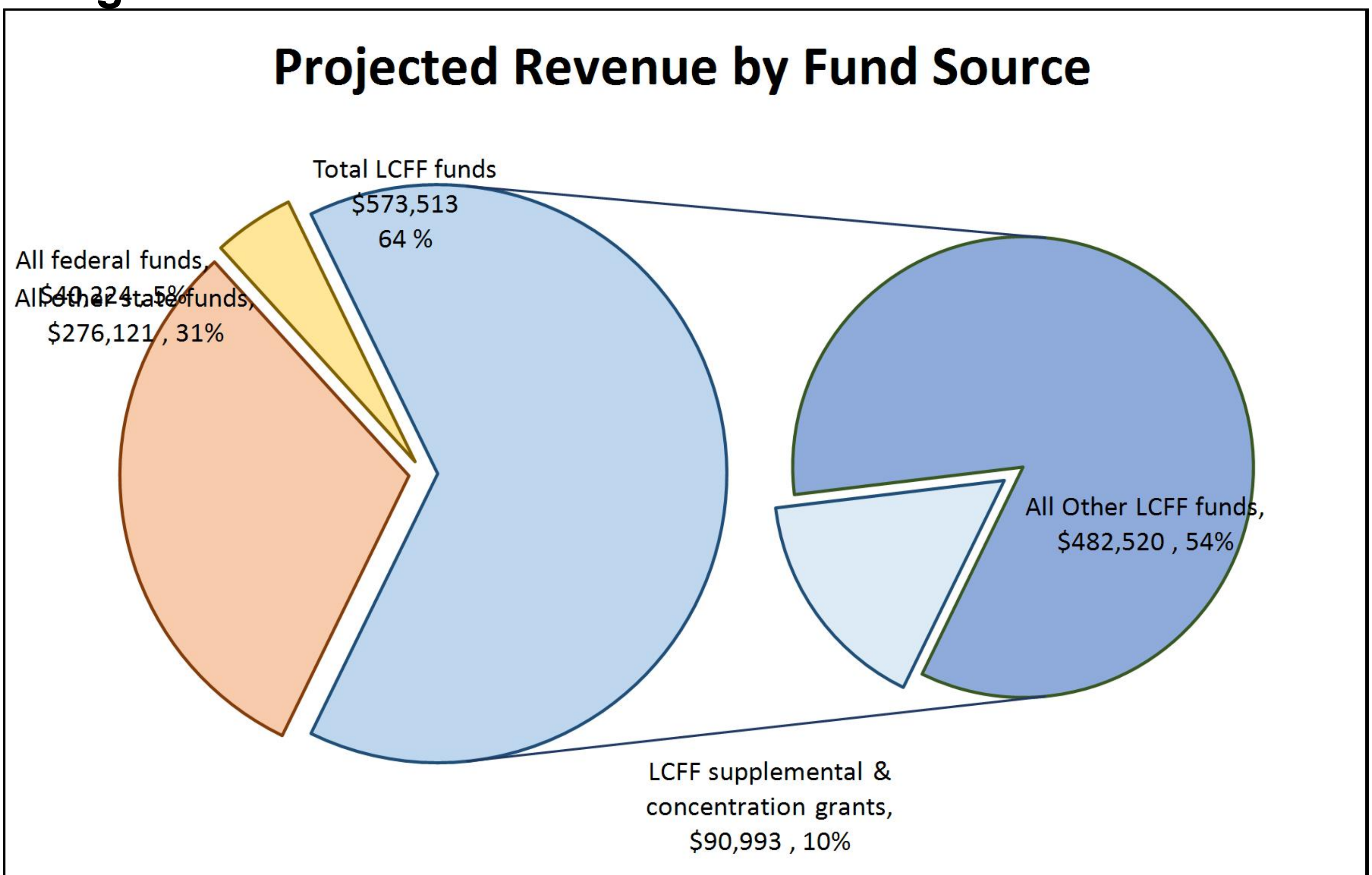
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

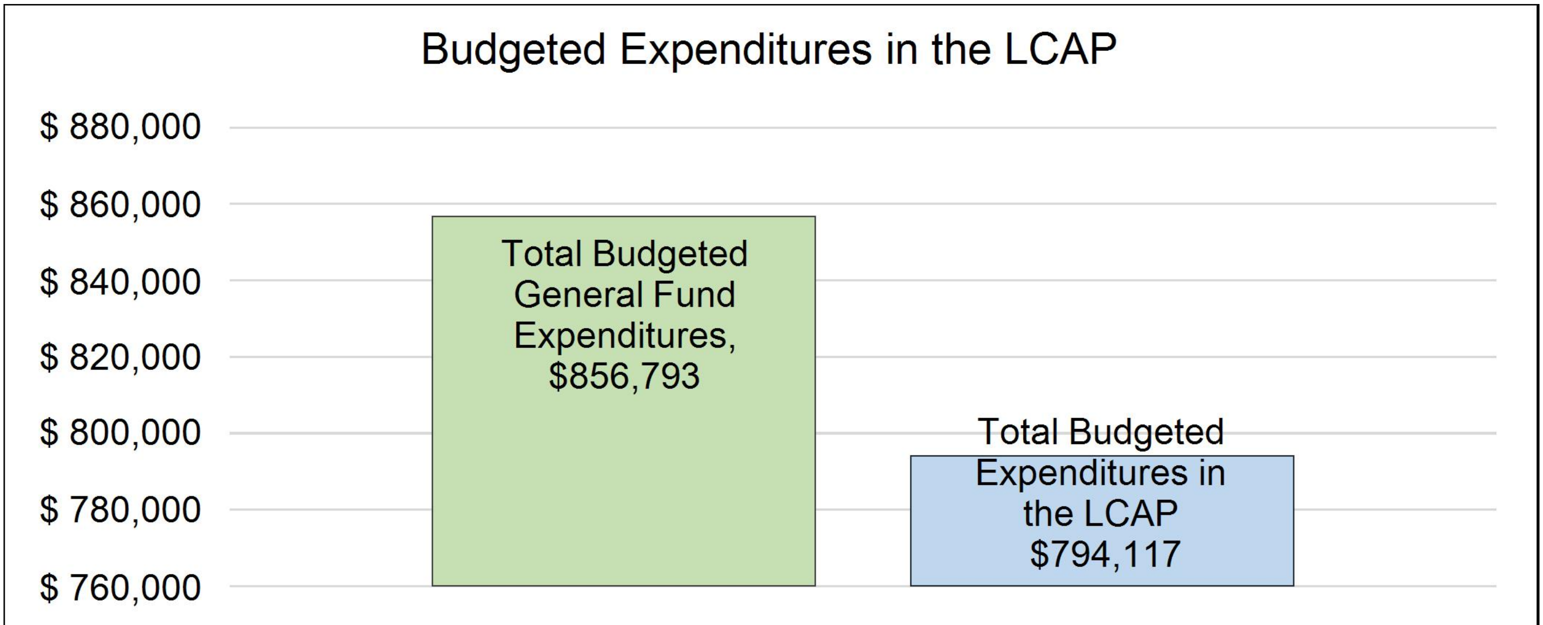


This chart shows the total general purpose revenue Trillium Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trillium Charter School is $889,858, of which $573,513 is Local Control Funding Formula (LCFF), $276,121 is other state funds, $0 is local funds, and $40,224 is federal funds. Of the $573,513 in LCFF Funds, $90,993 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Trillium Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

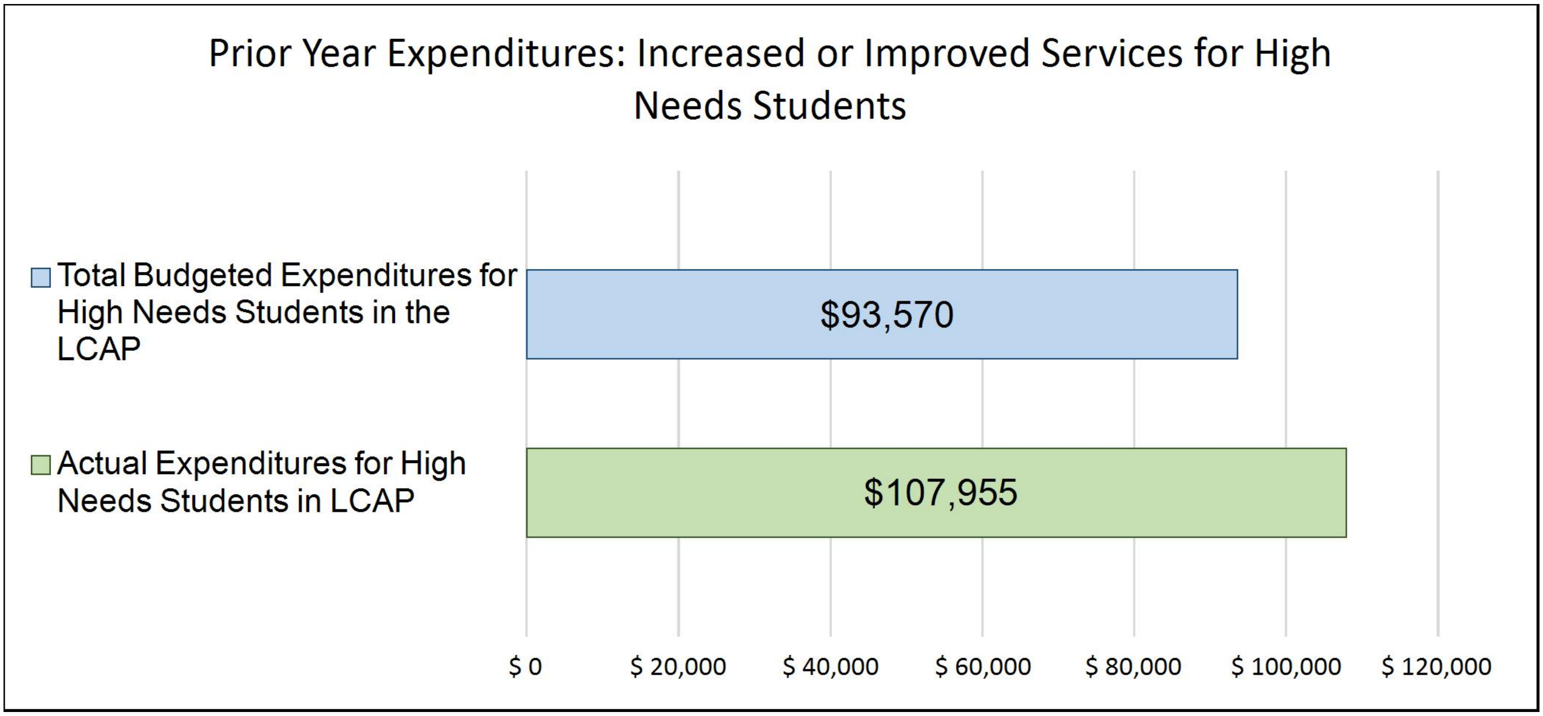
The text description of the above chart is as follows: Trillium Charter School plans to spend $856,793 for the 2025-26 school year. Of that amount, $794,117 is tied to actions/services in the LCAP and $62,676 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Trillium Charter School is projecting it will receive $90,993 based on the enrollment of foster youth, English learner, and low-income students. Trillium Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Trillium Charter School plans to spend $308,162 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Trillium Charter School's LCAP budgeted $93,570 for planned actions to increase or improve services for high needs students. Trillium Charter School actually spent $107,955 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Trillium Charter School is a TK-5th grade public charter school that was founded in 2001 by parents and educators who were passionate about alternative education and schools of choice. Trillium has been in operation at its home location since 2002 and maintains much of its original character while integrating continual improvements in facilities, technology, and staff expertise.Trillium offers a site-based program with multi-grade classes, a highly-qualified teaching staff, and multiple partnerships throughout the community that enhance learning opportunities. Trillium also offers non-classroom-based instruction under the guidance of a credentialed teacher.

Trillium's population attracts families who reflect the greater community, including neighborhood families, those who prefer a small school environment, or families seeking a change of placement in response to academic or social concerns in larger programs. The majority of our enrolled students live in the Arcata, Pacific Union, or McKinleyville School Districts, and we regularly serve students within a 40 mile radius who commute for the small class sizes, individualized support, and family-oriented school community. Trillium serves a student population that is 85% socio-economically disadvantaged and includes a number of McKinney-Vento homeless youth. Trillium receives equity multiplier funds that are used to serve the particular needs of these student groups.

Trillium's charter has been authorized by the Pacific Union Elementary School District since 2008. In 2023 Trillium became a direct-funded charter school, which has reconfigured many of the functions of our school office, our district interactions, and our working relationship with the Humboldt County Office of Education. Trillium is preparing for charter renewal in 2026 and will be working closely with our district and HCOE thorughout this process.

Reflections: Annual Performance

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

CA Dashboard performance:

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

CAASPP scores for 23-24 show a decline of 56 points for ELA and 43.6 points in Math.
24-25 are pending, but early results indicate a significant increase in test scores for in both of these test areas.
With 95% of CAASPP results in for 24-25 it is noteworthy that, although some 4th & 5th grade students did not meet the state standards, 99% of students scores in ELA and Math increased when compared to their 3rd grade scores.
Our test scores historically trend in step with county-wide elementary test scores, including those of our authorizing LEA.

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

The CAASPP participation rate was 100%.

Chronic absenteeism:

Notable trends: We are observing a trend of high or increased student numbers in the following subgroups: socioeconomically disadvantaged (86%), students experiencing homelessness (16%), students with exceptional needs (25%- not reflected in the Dashboard), or students who require behavior interventions that may include suspension (>28%). Each of these numbers increased in the 2023 Dashboard, and our McKinney-Vento and SPED populations both increased again in the 24-25 school year. These identified needs at our school have been included in all planning of goals, actions and services.

Stability Rates: The CDE has started tracking the stability rates of students who transfer schools one or more times in a school year. Trillium's current rate of instability is 20.5%, which is double the county-wide rate. It has been noted that families moving into the area often lack stable housing, and we are updating our procedures to better serve students and their families through housing survey data collection, needs assessments, and McKinney-Vento direct support.

Local Data Review:

Enrollment: Average enrollment for 24-25 was 40 students, which remained steady compared to the 23-24 Dashboard. Trillium enrolled a total of 50 students throughout the 23-24 school year; 10 students transferred in and 6 students transferred out at some point in the school year. Our instability rate is projected to increase to 30% . Enrollment for 25-26 is projected at 53 students which is our highest enrollment since our return to in-person school in 2021.

School Engagement: Parent-family participation rates remained high in 24-25 with >85% of family members attending in-person school events, field trip chaperoning, and attending a conference with their child's teacher.
Our goal is to increase this to >95% in 25-26. Climate and planning survey return rates remained steady at around 50%.

Non-classroom-based Instruction: Our NCBIS program was full with an active waiting list for the entirety of the 24-25 school year.
This program has been highly successful and this, inn conjunction with shot & long term independent study options, is serving to improve our school wide attendance rates.

Chronic absenteeism: Rates for 23-24 increased by 26%, and we had included specific actions using evidence-based strategies to improve this rate in 24-25.
Based on our local data, we are meeting our school-wide goal of 90% or better attendance rates for the P1 and P2 attendance reporting periods. .
The majority of excused absences were for student illness/medical needs, but Spring Climate Surveys identified additional factors, including single-parent illness, transportation issues, and high gas prices as barriers to attendance.
The NCBIS program was designed, in part, to create options for families who struggle with attendance and is a significant factor in us meeting this goal.

Professional Development: Trillium's 24-25 instructional calendar included five professional development days and Trillium staff and met for collaborative planning with classroom teachers, administration, and ELO-P coordinators.

Student Interventions: In 24-25, 15% of students required Tier 3 support or interventions in the form of Student Study Team (SST) meetings, Restorative Practices, or Behavior Intervention Team (BIT) requests to Humboldt Bridges, ERHMS, or the SELPA BIT team, which is a significant decrease from >28% in 23-24. Trillium joined the Humboldt County Youth Behavioral Health Initiative (CYBHI) consortium and is developing partnerships with local providers for increased access to mental health and behavioral support needs.

Special Education: 25% of Trillium students received special education and related services in the 24-25 school year. This is the 2nd year in a row of increased needs in this area.

Students Experiencing Homelessness: McKinney-Vento student enrollment increased from >.05% in 23-24 to 18% in 24-25, and our school MV liaison is working to support these families in conjunction with the Humboldt County Foster-Homeless Youth Education Services.

NSLP: Trillium's Nutrition Program is completing year 2 of our Universal free Meals program. Our cumulative FRPM eligibility for 24-25 is 82% and we are applying for the Community Eligibility Provision (CEP) for 25-26.

Trillium has no LREGB funds to expend in 2024-2025.

Reflections: Technical Assistance

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

On the 2023 Dashboard our school had no lowest performing student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Fall family survey	November 2024
Fall Staff survey	November 2024
Parent/family-teacher conferences	November 18-22, 2024 March 10-14, 2025
Parent Advisory Meeting	December 12, 2024
Staff planning meetings	August 26, 2024 January 17, 2025 May 5, 2025
Student climate survey	May 2025
End of year family survey	May 2025
Parent Advisory Meeting	May 28, 2025
Steering Committee LCAP planning	May 28, 2025
SELPA approval	Received May 23, 2025
LCAP Public Hearing	June 4, 2025
Final LCAP adoption	June 6, 2025

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

This LCAP was developed through a review of local data in combination with input and feedback gathered from our community of students, parents/guardians, classroom and specialty teachers, support staff, school administration, and steering committee members. Information was collected through Planning, Climate, and LCAP surveys, in-person parent/family-teacher conferences, staff planning meetings, committee meetings, parent advisory meetings, and direct ParentSquare communications. Several of our contributors have multiple roles within the school community and were able to provide input from the dual-perspective of parent/board member or parent/staff member. Parents/families were invited to an LCAP public hearing held on June 4, 2025. All staff and board members contributed in the development of our new LCAP actions/services, and all Trillium community members were invited to review the Annual Update, the Budget Overview for Parents, and the Local Indicator Report or attend the public meetings where reports were given. Our SELPA director reviewed our draft and gave feedback prior to final approval. The final LCAP for 25-26 was board approved on June 6, 2025, including the Budget Overview for Parents and the Annual Update.

Based on the specific input gathered through these engagement processes we have included actions and services intended to improve attendance, increase access to behavior support, retain highly-qualified staff members, provide no-cost meals for low-income students that are made on site, expand services for low-income and McKinney-Vento students & their families, and maintain a sense of student belonging at Trillium, including high levels of parent/family engagement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created to address the needs of our primarily low-income student population who benefit from a learning environment where their personal and social-emotional needs are supported at school. Our survey responses identified basic needs such as housing, transportation challenges, and food insecurity as high priorities for our families. Evidence-based data clearly shows that academic achievement improves when students basic needs are met, therefore Trillium has planned actions to provide school supplies, instructional materials, free meals, additional aides, and support programs to offset any barriers to academic engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Instructional materials & supplies: Williams Settlement Inspection Report Online curriculum & subscriptions	Williams Report - all areas sufficient Currently in use: Mystery Science, Zearn, typing, Zoom, Flocabulary	Williams Inspection verified Facility Inspection Tool, instructional materials sufficiency, and teacher		Continued sufficiency in all areas	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assignments as all in compliance. Online curriculum in use- new addition of Spanish Academy			
1.2	Non-classroom-based instruction (NCBIS) and Independent study: NCBIS teacher contracts NCBIS enrollment, contracts, and signed learning logs Invoices for instructional materials	.3 FTE teacher NCBIS files and SIS Materials supplied by teacher or through written request & approval	.4 Teacher is overseeing the program. The NCBIS program is fully enrolled and has an active waiting list.		Fully enrolled NCBIS program	We had to increase the FTE of teacher time for this program by 5 hrs/week.
1.3	Assessments and progress monitoring: Substitute teacher time sheets CA Dashboard Student assessment & report card materials CAASPP test scores: interim & summative Test supplies & administration Conference sign-up records Extended aftercare sign in/out records	Budgeted for 24-25 CAASPP scores: ELA 14.5 below standard- declined 44.5 pts, Math 8.4 below standard- increased 8.4 pts 100% CAASPP participation 100% PFT participation	CAASPP testing was completed on 5/16/25 with 100% participation. Scores are pending.		Increased CAASPP test scores in ELA and Math	scores pending 100% participation in 24-25
1.4	Academic interventions: Classroom aide timesheets, salary and benefits	2 classroom aides at .8 FTE .4 FTE teacher for specialized instruction	Dedicated aides in each class at .8 and .6 FTE. .3 FTE teacher leading		MOE	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teacher FTE for learning recovery		learning recovery for identified students.			
1.5	Special education: SPED teacher salary & benefits SEIS time tracker Contracts/ MOU for services with HCOE, SELPA, SLP	Contracts on file with SELPA .5 FTE for RST Contracts on file with independently contracted providers	24-25 MOUs on file with HCOE and SELPA. .3 FTE Resource Specialist and benefits.		Completion of 3-year Restorative School integration	Restorative circles have been used in the classroom throughout the year.
1.6	Behavior Support: Teacher stipend for Restorative Practices Referrals for ERMHS & BIT	Student referrals on file	Restorative Practices included in TDD. LEA BOP and SMAA contracted with Paradigm, annual report submitted 12/19/24. Trillium joined the county CYBHI consortium.		Seamless integration of service referrals and billing for LEA BOP and CYBHI.	First round of LEA BOP/SMAA billing to be submitted in the 4th quarter of 2025.
1.7	Attendance Monitoring & Support: CA Dashboard CALPADs attendance reporting Annual attendance reporting (P-1, P-2, EOY) SIS attendance reports Annual Audit	Attendance in Orange .2 FTE attendance monitor P-1 ADA 35.72, P-2 ADA 36.8 New SIS onboarding July 2024 2023 audit on file New auditor selected in March 2024	23-24 attendance in red on CA Dashboard. P-1 ADA 37.87 P-2 ADA 37.68 Oasis SIS onboarding complete. Annual Audit Report completed in December 2024		Increase attendance to >90% ADA	Attendance increased from 23-24 rates for both P-1 and P-2. We are meeting our school-wide target of 90% attendance rate. Attendance contracts and Independent Study options improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with Wilson, Hadley, King & Co. 1 finding corrected & board approved 3/26/25.			attendance for select students.
1.8	Chronic Absenteeism: CA Dashboard SIS attendance reports CALPADs attendance reporting	Chronic Absenteeism rate 22.2%, a 5.1% decline from 21-22 CALPADS EOY reports pending certification	23-24 Chronic Absenteeism rate 49% on CA Dashboard. All 23-24 CALPADs reporting complete.		Continued decline in chronic absenteeism.	24-25 attendance reporting pending. P1 and P2 ADA increases predict a decrease in chronic absenteeism for 24-25. Last instructional day 6/12/25 and attendance will be entered into CALPADs by 6/20/25.
1.9	Homeless Youth: Annual housing survey McKinney-Vento service records and invoices	Students experiencing homelessness >3% Title I budgeted funds $500	24-25 homeless rate increased to 14.63% of students. Title I funding revoked by Federal Gov't in 23-24.		Expanded services to supporting McKinney-Vento students.	We did not receive Title I funds in 24-25. M-V students were supported through transportation and laundry vouchers using general funds, as well as direct support for coordination of community-based services.
1.10	School Administration: Data collection records	New housing survey for 2024	Continued compliance in all reporting areas.		Maintain timely compliance for all	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CALPADs reports & certifications Annual staff contracts	All student data submissions completed for 23-24 Compliance reports posted on school website			data collection and reporting.	
1.11	Art & Music integration: AMS expenditure reporting	new in 2025			Fully integrated music program	

Goal Analysis [2024-25]

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.

We were able to implement all planned actions for Goal 1.

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

We had an increase of McKinney-Vento students from >3% in 23-24 to 16% in 24-25. We had $500 budgeted for 24-25 and spent $3640 for laundry and gas vouchers for transportation to/from school. We also had a significant increase in billing for SPED and related services, specifically behavior support services through the SELPA and school psychologist assessments through HCOE. We had additional funds through CSI that we needed to spend down by September 2024 and spent $16,000 more on new curriculum to meet our 22-23 CSI goals. Our new budget will reflect this change.

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

There were 2 areas that were slightly less effective than we had planned; 1) Although our ADA increased for P-1 and P2-, we still fell short of our school-wide goal of 90% ADA for site-based students. We saw increased attendance for all families who signed attendance contracts and will continue to utilize this tool for students identified as chronically absent in the first trimester. Our school-wide attendance goal is being met due to the high non-classroom-based student attendance rates. 2) Restorative circles were used in both classrooms through the school year, but the staff integration was less comprehensive than originally planned and was primarily covered during a teacher duty day in January rather than at weekly teacher meetings.

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.

We will make some changes to our short and long-term independent study options to increase self-guided access for parents and implement attendance recovery options as guided by CDE in 25-26. We plan to have our NCBIS teacher oversee the independent study for site-based students in collaboration with the classroom teachers. For the sake of overall clarity, the titles on all metrics have been updated to match the associated actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional materials & supplies	Trillium will provide all students in TK-5th grades, including those with exceptional needs, state-aligned curriculum, instructional supplies, and classroom materials; including text books, workbooks, devices, access to online educational programs, art supplies, and other necessary tools needed for equitable access to classroom lessons, activities, projects, and extracurricular programs.	$18,141.70	Yes
1.2	NCBIS and Independent study	Trillium will offer a non-classroom-based program (NCBIS) under the direction of a credentialed teacher. Site-based students will have short and long-term independent study available by parent/guardian request, including special education services for students with exceptional needs. All NCBIS and IS instructional materials and supplies will be supplied by Trillium.	$46,476.13	Yes
1.3	Assessments and progress monitoring	Trillium teachers will complete benchmark assessments to measure academic progress during each grading period and provide families with written progress reports. Social-emotional reports will be included with report cards. Families will be invited to conferences twice each school year to meet with classroom teachers for updates on student progress. 3-5 grade students will complete interim and formative CAASPP statewide assessments. Annual meetings will review progress and update IEP goals for students with exceptional needs.	$4,975.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Academic interventions	Students identified as working below grade level will be provided specialized academic support during instructional time and access to online tutoring with a teacher.	$30,213.25	No
1.5	Special education	Students may be referred for a comprehensive special education evaluation when identified through academic screenings, teacher referrals, or parent/guardian request. Determination of eligibility will generate specialized support services provided by the school resource teacher or through contracts with qualified service providers. Identified students who do not qualify for special education services will be recommended for a 504 plan or other personalized planning.	$58,076.44	No
1.6	Behavior Support	Students may receive tiered behavior support or interventions, including school-wide behavior reinforcements (e.g. caught-ya, class awards, behavior incentives, etc), conflict resolutions, Restorative Circles, classroom accommodations, behavior plans/contracts, or referrals to contracted providers and community partners.	$3,000.00	No
1.7	Attendance Monitoring & Support	Trillium's target is to maintain >90% ADA for each attendance reporting period. Office staff will monitor and log daily attendance using the school SIS, and families of absent students will be contacted. Trimester attendance reports will be included with report cards. Healthy snacks will be provided for students in early morning care to incentivize timely arrival. Trillium staff will encourage families to utilize short-term independent study to off-set absences whenever possible. Attendance recovery will be offered outside of the instructional day under the direction of a credentialed teacher to make-up instructional minutes and earn attendance credits.	$35,374.90	Yes
1.8	Chronic Absenteeism	Students with <90% attendance will be identified as chronically absent. School staff will work with families to identify and eliminate barriers to attendance. Attendance incentives or support may be provided in		No

Action #	Title	Description	Total Funds	Contributing
		conjunction with improvement agreements. Attendance contracts may be utilized to set timelines and measure improvement.		
1.9	Homeless Youth	Trillium will distribute annual housing surveys to families of enrolled students to collect current housing status. McKinney-Vento support and material assistance will be coordinated by the school's homeless youth liaison based on individual needs assessments.	$1,800.00	No Yes
1.10	School Administration	Trillium's director will oversee CALPADs reporting, Nutrition Program data coordination, SEIS data management, McKinney-Vento student data collection and services, and all school compliance reporting as mandated by CDE. Trillium will contract with Charter Impact for fiscal services and compliance support. Trillium will participate in an annual audit and correct findings as recommended.	$170,037.25	Yes
1.11	Art & Music integration	Trillium will fund staff time and purchase curriculum for art & music integration within the parameters of the AMS grant.	$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was designed to assure that Trillium staff members are well-trained and continue to broaden their knowledge base for professional excellence. It is also intended to support a welcoming school community where students feel a sense of belonging and families are engaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately assigned teachers: Teacher Salaries & benefits Induction Program Fees Stipends	2/3 CA Clear Credentialed teachers 1/3 New teacher enrolled in Induction Program with on-site mentor	No teacher misassignments. Induction program was completed.		100% teachers with CA Clear credential	2/3 teachers with CA Clear Credentials. 2nd year teacher CLEAR credential is pending.
2.2	Classroom aides and support staff: Classified staff timesheets	2 classroom aides @ >.8 FTE	We have 1 aide @ .9 and one at .6 and this aide time is working out very well.		Sufficient aid time in each classroom.	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Professional development & training: Professional Development Records Staff development day attendance Keenan portal certificates of completion	100% staff participation in at least 1 day of professional development in 23-24 Certificates on file	3 all-staff development days have been held as of Feb. 5, 2025. Keenan certificates are on file. PD options are posted in the school office.		Ongoing PD for all staff.	maintained
2.4	Facilities, maintenance, and safety: Inspection records Employee timesheets Facility Inspection Tool (FIT)	All inspections passed- no corrections .4 FTE maintenance employees FIT from 9/23 shows all areas "good".	24-25 FIT shows all areas as "good". Williams inspection shows all areas in compliance. Kitchen and fire inspections have been conducted & are in compliance with only 1 minor kitchen correction for water temperature. Maintenance employee working at .3 FTE.		Well-maintained facilities	maintained
2.5	Emergency Preparedness: Comprehensive School Safety Plan Safety drill logs Safety preparedness training certifications School nurse Contracted services agreement	CSSP posted on website Drills scheduled monthly in 24-25 75% staff completed CPR, first aide, epipen training in 23-24 IEP and grade-based screenings provided	CSSP committee review scheduled for 2/26/25. Fire, lockdown and earthquake drills have been held- need to schedule more. 100% of staff attended Epipen training on		Increased safety measures for areas identified as vulnerable during lock-down.	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1/17/25. All students have had vision and hearing screening, including for initial and triennial IEPs.			
2.6	School Nutrition Program: Universal Free Meals	Program review= no findings Food service staff @ .5 FTE Nutrition Program Director at .2 FTE	Kitchen staff at .6 FTE Nutrition Program Manager at .4 FTE New kitchen equipment installed and grant reporting was submitted. Breakfast made in-house, lunches contracted with PU.		Independently run breakfast & lunch program with locally-sourced ingredients. Successful infrastructure grant for new kitchen equipment.	Kitchen staff projected to increase to .75 for 25-26
2.7	Extended Learning Opportunities: Morning/After School care & Camp Trillium participation	>90% student enrollment in morning care, after care, and extended programs 3 ELOP staff members at .3 FTE	80% of students currently using ELO-P programs 1 ELOP staff member @ .6 1 long-term sub. @ .3		Continued success with after school and intersession programs.	maintained
2.8	Family engagement and input: Family Engagement rates	>75% participation in school events >80% conference attendance 99% ParentSquare sign-ups	85% parent/family participation in school wide events 91% participation in one or more teacher conferences		Increased family engagement and participation in committees. Complete PS smart aite intergration.	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% of students have 1 or more active ParentSquare contact.			
2.9	Student Engagement: Annual student climate surveys Attendance rates	70% return of student surveys Attendance rates for 23-24 estimated at	24-25 ADA: P-1 37.87, P-2 37.68 Student surveys completed in May 2025.		Improvement in all areas identified by students in climate surveys- safety, anti-bullying, food program options.	maintained
2.10	Student Health & Wellness: Student interventions, referrals, Incident reports Suspension rates Billing for LEA BOP and CYBHI	28% of students had at least one behavior intervention in 23-24 Suspension rate in orange-2.6% of students New in 24-25	LEA BOP implementation in progress. Trillium joined the CYBHI consortium through HCOE.		Seamless integration of service referrals and billing for LEA BOP and CYBHI.	Reduction of behavior referrals and suspensions for 24-25.

Goal Analysis [2024-25]

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.

We implemented the majority of our planned actions for Goal #2. We were only able to offer 23 ELO-P days this year due to lack of available staff in the Fall of 2024. We also discontinued our integration with the ParentSquare smart sites and are sticking with their basic site instead.

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

We spent more on substitute teachers than originally budgeted due to an extended medical leave of absence. Our Nutrition Program staffing needs were higher than expected. We were anticipating billing LEA BOP throughout the school year but were not able to bill in the first 2 questers after a delay in contracting.

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

We had a significant decrease in the need for behavior interventions and suspensions in 24-25. This is partly due to some changes in enrollment, but also related to trauma-informed teaching practices and effective strategies for behavior regulation in the classrooms. Family and student engagement met or exceeded 23-24 participation levels.

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.

We are increasing FTE for kitchen staff for 25-26 and will be making all meals in-house. For the sake of overall clarity, the titles on all metrics have been updated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Appropriately assigned teachers	Trillium will employ appropriately assigned and credentialed teachers for all instruction. Newly credential teachers will be provided mentorship and administrative support in conjunction with the Induction Program.	$193,587.58	No
2.2	Classroom aides and support staff	Trillium will provide aides in each classroom >.8 FTE and monitors on the playground. Classrooms with TK students will follow mandated staff ratios in the classroom and the ELO-P programs.	$36,001.00	Yes
2.3	Professional development & training	Ongoing opportunities for learning and professional development will be available to staff members both in-person and online through HCOE, CDE, CSDC, and available educational partners. Up to five mandatory staff development days will be built into the school calendar for group workshops and collaboration. Weekly planning meetings will be held with the teaching, administrative, and ELO-P staff throughout the school year. All Trillium staff members will be required to compete annual training for mandated reporting, OSHA safety, blood born pathogens, and de-escalation strategies through the Keenan Safe Schools Portal.	$200.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Facilities, maintenance, and safety	Trillium will undergo annual inspections to assure the safety and sufficiency of our facilities, including Health Department kitchen and Arcata Fire Safety inspections, annual use of the Facility Inspection Tool, and a Williams Settlement site visit. Maintenance employees will be employed at .4 FTE and we will independently contract for cleaning service, yard work, pest management, and outdoor bathroom facilities. Trillium maintains an exclusive, unlimited rental agreement for its current facility.	$36,320.00	No
2.5	Emergency Preparedness	Trillium will review a Comprehensive School Safety Plan annually to update policies and procedures for a range of potential emergency scenarios. Fire, earthquake, and lock down drills will be practiced with staff and students throughout the school year. Annual training for the administration of Epipen and Naloxone will be provided. to staff. First aide and CPR trainings will be available every 2 years. CPI training and refresher courses will be encouraged for all staff members.		No
2.6	School Nutrition Program	Trillium will provide Universal Free meals to all students for breakfast and lunch through the NSLP, the School Breakfast Program, and the After School Meal Supplements. Classrooms will participate in monthly nutrition lessons though the Harvest of the Month Program. CALPADs direct certification status, CNIPs claims, and daily food service tracking will be maintained by school staff. Food service manager and server certifications will be maintained by kitchen staff.	$50,577.45	Yes
2.7	Extended Learning Opportunities	Trillium's ELO-P program will provide care before and after school that includes academic support, STEM & art activities, interactive play, and healthy snacks. All-day camps will be offered free of charge during school breaks and holiday closures for up to 30 days outside of the instructional calendar.	$43,226.78	No
2.8	Family engagement and input	Trillium staff will make every effort to establish and maintain positive working relationships with the families of our students. Parents and family members are invited to participate in school-wide events, volunteer	$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities, fundraising efforts, field trips, and family nights. Parent/guardian-teacher conferences will be held twice each school year for progress reporting and collaboration with families. The ParentSquare portal will function as a hub for school calendar updates, attendance alerts, event sign-ups, and individual messaging with parents/guardians. Families will be asked to compete bi-annual program surveys for stakeholder input and to participate in sub-committees or advisory committees focused on campus safety, fundraising, and school planning.		
2.9	Student engagement	Trillium students will participate in activities that augment academic instruction and incorporate PE, community building, mental health & wellness, STEM, art, and music, eg. Yoga for Kids, all-school community forums, running club, and Fun Friday workshops. Restorative Circles will be used in each classroom to establish interconnectedness and facilitate resolutions to student incidents. Students will be asked to provide feedback about their school experiences at the end of each school year through interviews and school climate surveys.	$6,901.00	No
2.10	Student Health & Wellness	Trillium will coordinate with HCOE, the Lyons Club, and local puberty education programs for school nurse services, including vision & hearing screenings, dental screenings, and puberty education. We will coordinate with the Backbacks for Kids program to increase food access for eligible families. Trillium will develop a Student Wellness Policy and contract with community-based organizations and providers to expand access to mental health and wellness services for students, including those identified as students exceptional needs.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Trillium will provide material support services for low-income and McKinney-Vento students and maintain a high completion rate for students who transfer in mid-year and re-enroll all eligible students for the following school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

This is a new goal in the 2025-2026.

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.

NA

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

NA

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.

NA

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family support & services	Trillium will maintain a supply of clothes, shoes, and toiletries available for students needing these items. On-site laundry services will be available. Staff will coordinate all family services.	$50,709.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$90993	$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
15.811%	15.314%	$75,168.00	31.125%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional materials & supplies **Need:** Trillium's 82% low-income student population benefits from having all materials and supplies supplied by the school. **Scope:**	Trillium is dedicated to providing all necessary tools for student success in an equitable fashion.	Purchasing records, student progress and attendance reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.2	**Action:** NCBIS and Independent study **Need:** Transportation issues have been identified as an ongoing barrier to attendance for low-income students, who benefit from non-classroom based learning option. **Scope:** Schoolwide	Site-based students have access to short and long-term independent study throughout the year to offset absences and stay connected to the curriculum during illnesses. Home-based learning is available through our non-classroom-based program.	NCBIS contracts and learning logs, IS work samples, classroom materials
1.7	**Action:** Attendance Monitoring & Support **Need:** Low-income students have higher rates of chronic absenteeism and benefit from before school meals, attendance incentives, and frequent check-ins from staff. **Scope:** Schoolwide	These actions will be offered school-wide to provide seamless support for low-income and M-V homeless youth and their peers.	Daily attendance monitoring, annual attendance reporting, CA Dashboard
1.10	**Action:** School Administration **Need:** Consolidated management of data collection, support coordination, and reporting for low-income, special education, and McKinney-Vento students.	School-wide management of data collection and reporting will be managed by the school administration with fiscal services contracted through Charter Impact Access to needs-based services is available to all students.	Data collection records, CALPADs reports & certifications, Annual staff contracts, compliance reporting, annual audit

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** Classroom aides and support staff **Need:** Low-income students have higher rates of behavior referrals. **Scope:** Schoolwide	Classroom aides are able to assist students with behavior support and individual academic support during instruction. This need is highest with low-income students but is offered school-wide to assure equitable support for all students at Trillium.	Incident reports, behavior tracking, referrals on file
2.6	**Action:** School Nutrition Program **Need:** Trillium primarily serves a population of low-income students with 85% FRPM eligibility **Scope:** Schoolwide	We will provide meals for all students to offset identified food insecurity for our unduplicated student population.	CNIPs billing, CALPADs direct certification reports

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Homeless Youth **Need:** McKinney-Vento Homeless Youth require specific supports as identified through individualized needs assessments. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to provide equitable educational access through material support and coordination with community-based services for students experiences housing insecurity.	Annual housing surveys, family contracts for support, purchasinf records
3.1	**Action:** Family support & services **Need:** McKinney-Vento and low-income students often need changes of clothing and personal hygiene supplies at school. **Scope:** Limited to Unduplicated Student Group(s)	Having supplies at school to offer students allows them to stay at school when personal needs arise. These supplies are intended for students with the highest need but will be available to all students at our small school.	Supply records

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

Additional Concentration Grant Funding

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

Trillium will receive concentration funds in 2025 for the first time. These funds will allow us to maintain full-time instructional aides in all classrooms to work along with certificated teachers.

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		20:1
Staff-to-student ratio of certificated staff providing direct services to students		14:1

2025-26 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	575,513	90993	15.811%	15.314%	31.125%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$477,772.11	$276,121.32	$0.00	$40,224.05	$794,117.48	$631,476.58	$162,640.90

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	Instructional materials & supplies	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Trillium Charter TK-5	ongoing	$0.00	$18,141.70		$18,141.70			$18,141.70	
1	1.2	NCBIS and Independent study	Low Income	Yes	School wide	Low Income	Specific Schools: Trillium Charter	ongoing	$45,230.93	$1,245.20	$45,230.93	$1,245.20			$46,476.13	
1	1.3	Assessments and progress monitoring	All Students with Disabilities	No			All Schools Specific Schools: Trillium	ongoing	$4,975.00	$0.00	$4,975.00				$4,975.00	
1	1.4	Academic interventions	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing	$30,213.25	$0.00	$24,282.25	$5,931.00			$30,213.25	
1	1.5	Special education	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing	$58,076.44	$0.00	$20,123.80	$24,952.64		$13,000.00	$58,076.44	
1	1.6	Behavior Support	All Students with Disabilities	No				ongoing	$0.00	$3,000.00		$3,000.00			$3,000.00	
1	1.7	Attendance Monitoring & Support	Low Income	Yes	School wide	Low Income	Specific Schools: Trillium	ongoing	$33,374.90	$2,000.00	$33,374.90	$2,000.00			$35,374.90	

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
							Charter									
1	1.8	Chronic Absenteeism	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing								
1	1.9	Homeless Youth	Low Income McKinney-Vento Homeless Youth	No Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Trillium Charter	ongoing	$0.00	$1,800.00	$1,800.00				$1,800.00	
1	1.10	School Administration		Yes	School wide		All Schools Specific Schools: Trillium CharterTrillium Charter	ongoing	$83,437.25	$86,600.00	$170,037.25				$170,037.25	
1	1.11	Art & Music integration	All Students with Disabilities	No					$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.1	Appropriately assigned teachers	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing	$193,587.58	$0.00	$96,792.58	$96,795.00			$193,587.58	
2	2.2	Classroom aides and support staff	Low Income	Yes	School wide	Low Income	Specific Schools: Trillium Charter	onging	$36,001.00	$0.00	$36,001.00				$36,001.00	
2	2.3	Professional development & training	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing	$0.00	$200.00				$200.00	$200.00	
2	2.4	Facilities, maintenance, and safety	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing	$8,385.00	$27,935.00	$23,436.00	$12,884.00			$36,320.00	

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	**2.5**	Emergency Preparedness	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing								
2	**2.6**	School Nutrition Program	Low Income	Yes	School wide	Low Income	Specific Schools: Trillium Charter	ongoing	$48,742.45	$1,835.00	$21,718.40	$1,835.00		$27,024.05	$50,577.45	
2	**2.7**	Extended Learning Opportunities	All	No			All Schools	ongoing	$42,604.18	$622.60		$43,226.78			$43,226.78	
2	**2.8**	Family engagement and input	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing	$0.00	$3,500.00		$3,500.00			$3,500.00	
2	**2.9**	Student engagement	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing	$6,601.00	$300.00		$6,901.00			$6,901.00	
2	**2.10**	Student Health & Wellness	All Students with Disabilities	No			All Schools Specific Schools: Trillium Charter	ongoing								
3	**3.1**	Family support & services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			$40,247.60	$10,461.40		$50,709.00			$50,709.00	

2025-26 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
575,513	90993	15.811%	15.314%	31.125%	$308,162.48	0.000%	53.546 %	**Total:**	$308,162.48
								LEA-wide Total:	$0.00
								Limited Total:	$1,800.00
								Schoolwide Total:	$306,362.48

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional materials & supplies	Yes	Schoolwide	Low Income	All Schools Specific Schools: Trillium Charter TK-5		
1	**1.2**	NCBIS and Independent study	Yes	Schoolwide	Low Income		$45,230.93	
1	**1.7**	Attendance Monitoring & Support	Yes	Schoolwide	Low Income		$33,374.90	
1	**1.9**	Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Low Income		$1,800.00	
1	**1.10**	School Administration	Yes	Schoolwide		All Schools Specific Schools: Trillium Charter	$170,037.25	
2	**2.2**	Classroom aides and support staff	Yes	Schoolwide	Low Income		$36,001.00	
2	**2.6**	School Nutrition Program	Yes	Schoolwide	Low Income		$21,718.40	
3	**3.1**	Family support & services	Yes	Limited to Unduplicated	Low Income			

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 (%)
				Student Group(s)				

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$672,120.00	$657,046.04

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**	Instructional materials & supplies	Yes	$25,945	39,919.85
1	**1.2**	NCBIS and Independent study	No	$27,803	$21,661.83
1	**1.3**	Assessments and progress monitoring	No	$4,100	$3873.65
1	**1.4**	Academic interventions	No	$32,413	$24,175.72
1	**1.5**	Special education	No	$32,010	$35,589.52
1	**1.6**	Behavior Support	No	$2,848	$1,903
1	**1.7**	Attendance Monitoring	No	$30,392	$69,569.20
1	**1.8**	Chronic Absenteeism	No	$2,000	$87.86
1	**1.9**	Homeless Youth	No	$10,293	$10,793
1	**1.10**	School Administration	Yes	$68,551	$66,682.50
2	**2.1**	Appropriately assigned teachers	No	$192,237	$191,913.37

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	**2.2**	Classroom aides and support staff	No	$49,433	$50,276.24
2	**2.3**	Professional development & training	No	$3,700	$855.59
2	**2.4**	Facilities, maintenance, and safety	No	$52,865	24,930.79
2	**2.5**	Emergency Preparedness	No	0	0
2	**2.6**	School Nutrition Program	No Yes	$50,875	$54,094.06
2	**2.7**	Extended Learning Opportunities	Yes	$79,355	$57,312.30
2	**2.8**	Family engagement and input	No	$5,300	$246.47
2	**2.9**	Student engagement	No	$1,400	$2311.09
2	**2.10**	Student Health & Wellness	No	$600	$850

2024-25 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)
75,168	$93,570.00	$0.00	$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**	Instructional materials & supplies	Yes	$12,220.00			
1	**1.10**	School Administration	Yes	$68,551.00			
2	**2.6**	School Nutrition Program	Yes	$9,793.00			
2	**2.7**	Extended Learning Opportunities	Yes	$3,006.00			

2024-25 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)
490,844	75,168	0	15.314%	$0.00	0.000%	0.000%	$75,168.00	15.314%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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