

LCFF Budget Overview for Parents

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

CDS Code: 12626870124263

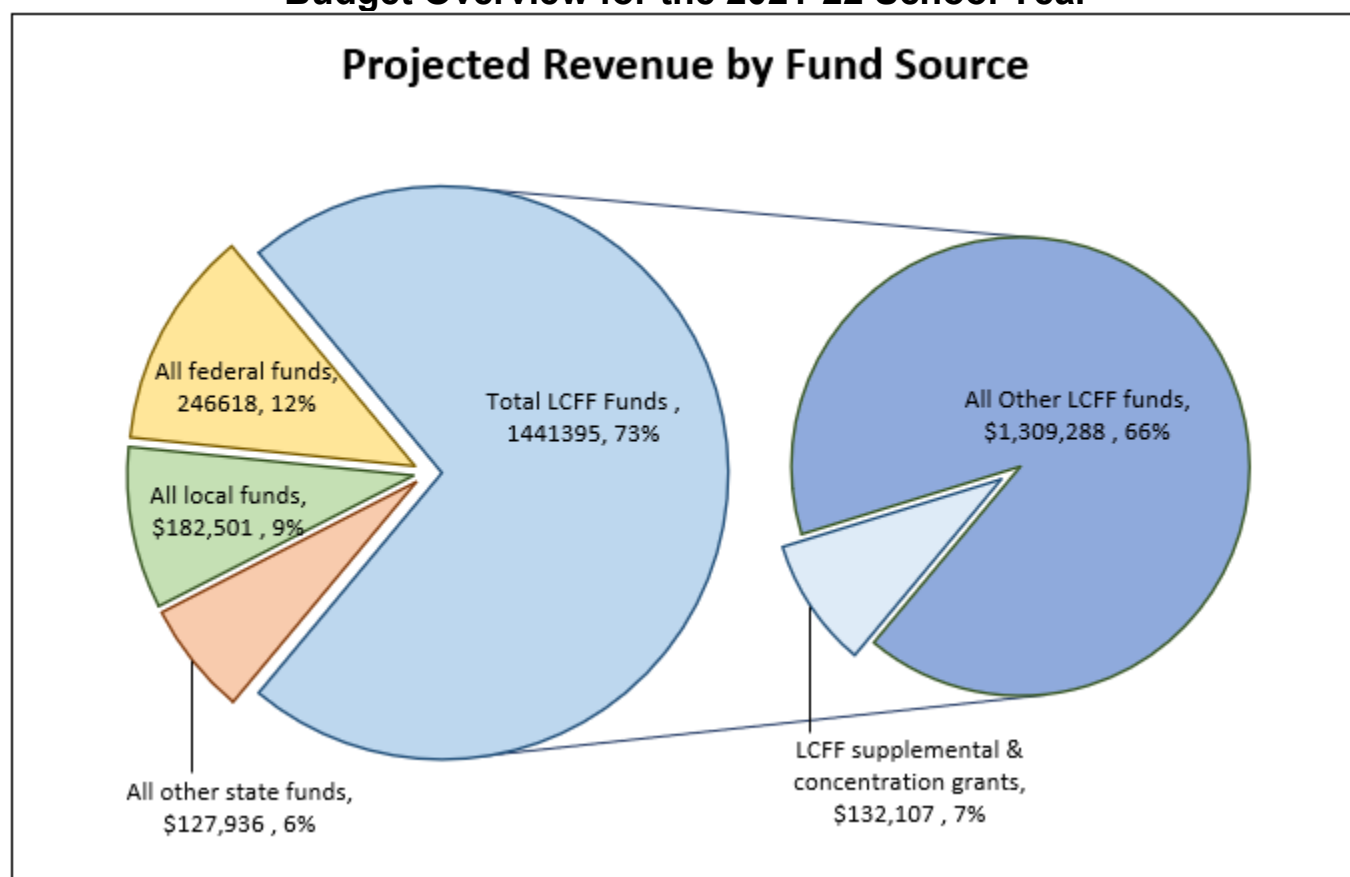
School Year: 2021-22

LEA contact information:

707 822-5626

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

Budget Overview for the 2021-22 School Year

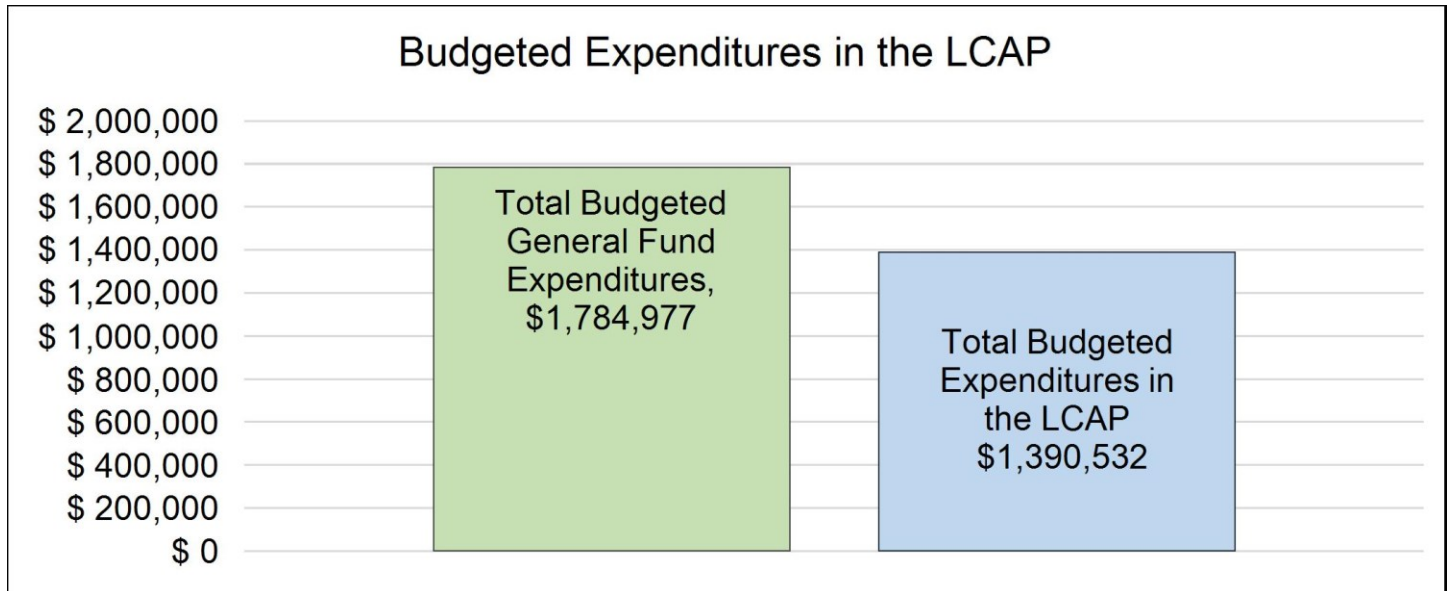


This chart shows the total general purpose revenue Laurel Tree Charter School expects to receive in the coming year from all sources.

The total revenue projected for Laurel Tree Charter School is \$1,998,450, of which \$1,441,395 is Local Control Funding Formula (LCFF), \$127,936 is other state funds, \$182,501 is local funds, and \$246,618 is federal funds. Of the \$1,441,395 in LCFF Funds, \$132,107 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Laurel Tree Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Laurel Tree Charter School plans to spend \$1784977 for the 2021-22 school year. Of that amount, \$1,390,531.73 is tied to actions/services in the LCAP and \$394,445.27 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

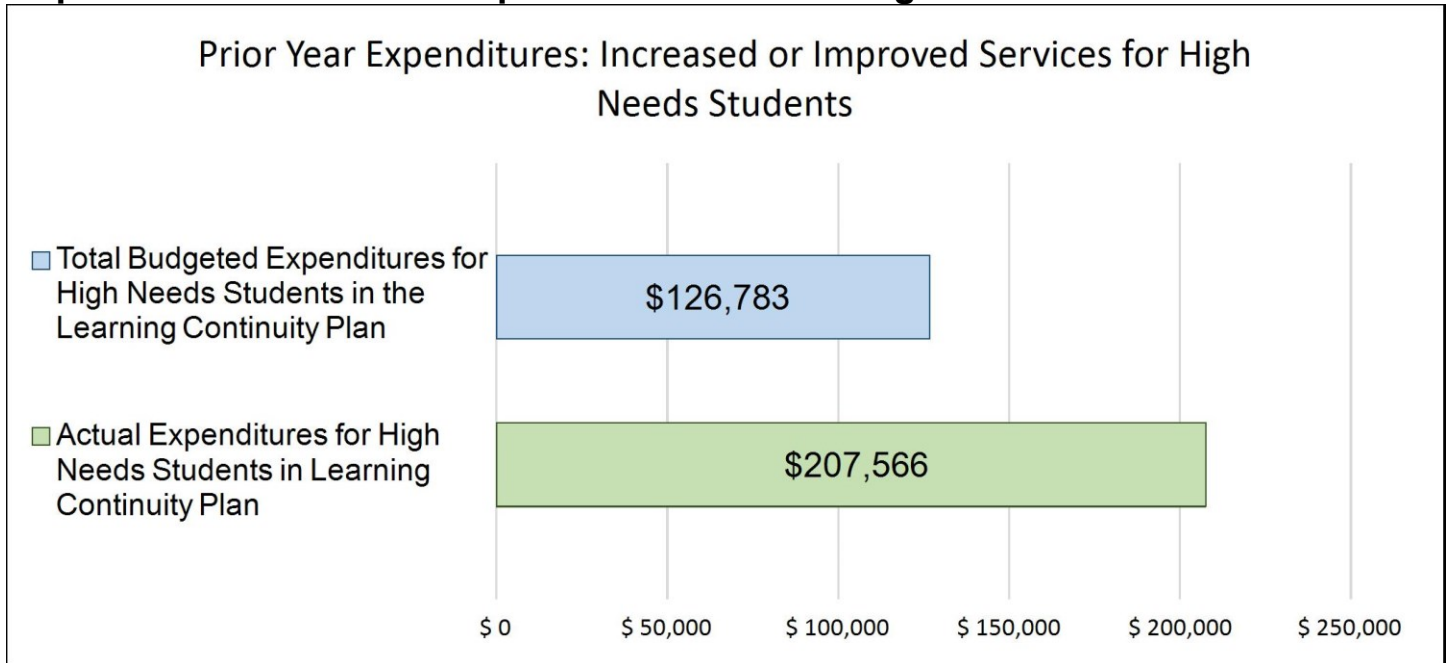
We did not include funding for the Superintendent/Board, pull out for STRS, or the fiscal/office funding.

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

In 2021-22, Laurel Tree Charter School is projecting it will receive \$132107 based on the enrollment of foster youth, English learner, and low-income students. Laurel Tree Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Laurel Tree Charter School plans to spend \$411,788 towards meeting this requirement, as described in the LCAP.

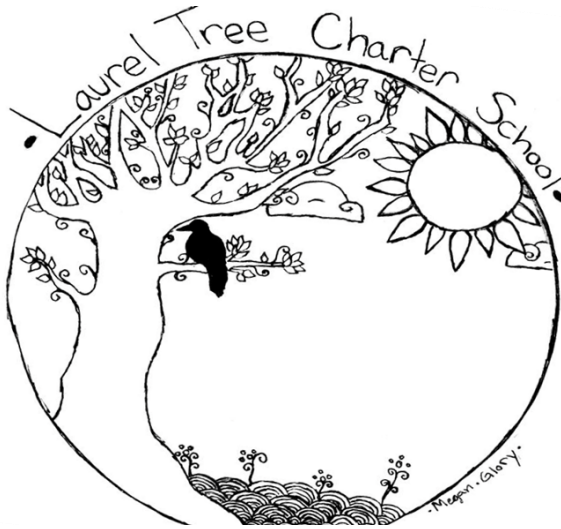
LCFF Budget Overview for Parents

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



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

In 2020-21, Laurel Tree Charter School's Learning Continuity Plan budgeted \$126,783 for planned actions to increase or improve services for high needs students. Laurel Tree Charter School actually spent \$207,566 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Laurel Tree Charter School	Sutter Brenda	laureltree_lc@yahoo.com 707 822-5626

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

Goal 1

Students will attend school regularly.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator P-2 ADA 19-20 96% Baseline 93%	
Metric/Indicator Percentage of Chronic Absenteeism as of May 30th 19-20 80% Baseline 10%	
Metric/Indicator Middle School Drop Outs as of May 30th 19-20 0% Baseline 0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>We will increase parent awareness of attendance policies and the importance of good school attendance by:</p> <p>*Including attendance policies in back-to- school mailings</p> <p>*Posting policies online *Discussing it in the Monday Note *Discussing it at the first Potluck and Performance</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 10,000.00</p> <p>2000-2999: Classified Personnel Salaries LCFF 86,028.00</p> <p>3000-3999: Employee Benefits LCFF 24,087.00</p> <p>4000-4999: Books And Supplies LCFF 11,250.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 22,000.00</p> <p>Capital Equipment</p> <p>Other Outgo</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 11,000</p> <p>2000-2999: Classified Personnel Salaries LCFF 93,723</p> <p>3000-3999: Employee Benefits LCFF 30,258</p> <p>4000-4999: Books And Supplies LCFF 4,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 27,950</p>
<p>Continue having office staff track Independent Study Packets</p> <p>Office staff report on attendance problems weekly at staff meetings</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 10,000.00</p> <p>2000-2999: Classified Personnel Salaries LCFF 86,028.00</p> <p>3000-3999: Employee Benefits LCFF 24,087.00</p> <p>4000-4999: Books And Supplies LCFF 11,250.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 22,000.00</p> <p>Capital Equipment</p> <p>Other Outgo</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 11,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF 93,723</p> <p>3000-3999: Employee Benefits LCFF 30,258</p> <p>4000-4999: Books And Supplies LCFF 4,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 27,950</p>
<p>Have an "Attendance Circle" with 80% of the students who are chronically absent. This meeting should result in an attendance</p>	<p>See Goal 1, Action 1 and 2</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
contract. Maintain an additional .2 School Psych to facilitate these meetings and work on reducing barriers to school attendance.		

Goal Analysis

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

All funds were implemented to support helping students access the curriculum during the pandemic and providing additional support for work completion.

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

During the pandemic, we shifted from physical attendance at school and holding Attendance Circles to supporting students in accessing and completing work online. We created a tracking system for students who needed more support, assigning SPED staff and aides to provide check-ins and additional online supports. We hired two additional part-time aides to work one-on-one and small group with students who were either not attending online classes or were not turning in work. They made daily phone calls to get those students online. SPED staff also began documenting and reaching out to individual students we had concerns about. They created additional support schedules and in some cases, had students come into the school to receive additional support, even when we were in the Purple Tier. We saw a major improvement in work completion, as measured by students passing classes, in the second half of the year.

Goal 2

We will have a safe building and be prepared for emergencies.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of our staff current in CPR and first aid 19-20 100% Baseline unknown	
Metric/Indicator Humidity Rates as measured three times a year. Mold testing done once a year and any needed action taken. 19-20 Humidity between 40-60% Mold levels monitored and appropriate action taken. Baseline Humidity between 40-60% Mold testing done. Air filters installed. Previously we've installed a moisture barrier under the building and worked to divert water from under the building. Metric/Indicator Emergency Kits in all of our classrooms 19-20 100%	

Expected	Actual
Baseline One or two kits	
Metric/Indicator Safety plan updated yearly. 19-20 Review and update safety plan each year during the Summer Staff Retreat. All staff aware of the safety plan and involved in the implementation of the plan.	
Baseline Plan updated irregularly. New staff is not aware of all procedures.	
Metric/Indicator Rodent population controlled 19-20 Continue with pest control. No obvious rodent activity inside the building. Continue to look for alternative site to move our school. Baseline Lots of rodent activity in the building.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Have 100% of our staff current in CPR and First Aid. Provide first aid training for our high school students.	1000-1999: Certificated Personnel Salaries LCFF 0.00 2000-2999: Classified Personnel Salaries LCFF 28,697.00 3000-3999: Employee Benefits LCFF 2,209.00 4000-4999: Books And Supplies LCFF 22,015.00	1000-1999: Certificated Personnel Salaries LCFF 0.00 3000-3999: Employee Benefits LCFF 14,700.00 3000-3999: Employee Benefits LCFF 1,287.00 4000-4999: Books And Supplies LCFF 9,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF 88,147.00 Capital Equipment Other Outgo	5000-5999: Services And Other Operating Expenditures LCFF 336,140.00
Humidity Rates checked twice a year. Mold testing is done once a year and any needed action taken.	See goal 2, action 1	See goal 2, action 1
Emergency Kits in 100% of our classrooms. Purchase water replacements and water filters.	See goal 2, action 1	See goal 2, action 1
Write the new Safety Plan as required by the new state law. Stipend a staff member to write the plan during the summer of 2019. Review and implement at a whole staff in August 2019.	See goal 2, action 1	See goal 2, action 1
Attending a conference in August on New School Funding. \$50.00 Continuing to work with Greenway Project Management to build a new site.	See goal 2, action 1	See goal 2, action 1

Goal Analysis

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

The majority of the funds for this goal were spent on purchasing a piece of land for our new school site! We were able to use this site to hold outdoor classes four days a week beginning in March. This was critical to our ability to return to in person classes.

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

During the pandemic we have not provided training for our high school students in first aid. We will implement that in the coming year. We also need to make sure that all new staff have current first aid and CPR. We have not done the humidity rate checks, however we have spent a good deal of time focused on ventilation and air filtering. Emergency kits have been reorganized to match our new classroom configuration and are good to go. The new Safety Plan is written and will be reviewed at the Staff Retreat this summer. We did not attend the conference on New School Funding. We have paid Greenway for their work on our behalf and decided to move forward with purchasing a site and building it in smaller steps, on our own. We purchased a four-acre piece of property in McKinleyville in February 2021. High School students are working on a permaculture design project for the property, along

with Engineering students from the University of San Diego and Professor Caroline Baillie. We have begun the permit process for Phase 1 of our new school site.



Goal 3

Curriculum: Providing Support for All Students. We will provide intervention for all students who do not demonstrate a year's growth in targeted areas of Reading and Math Skills, as measured by our school-wide testing, administered three times a year. This goal is principally directed towards high needs students, our unduplicated pupils - specifically our socioeconomically disadvantaged and our foster youth.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP 19-20 Continue to increase our growth in English and Math by 3%. Baseline Increase of 24.5 points on CAASPP in English and 29.50+ points in Math and EnglishMath. Scoring LOW overall.	
Metric/Indicator Wit and Wisdom combined with PhonetixSuccess For All (Or similar program) taught in small, ability level groupings that provides RTI for all students. 19-20 Able to measure an increase in number of students meeting or exceeding a year's growth in English. Trial of a new Math Program that allows us to track individual progress. Use of Exact Path for 5th-8th grades to target specific skills individually. Baseline I-Ready	

Expected	Actual
<p>Metric/Indicator Parent Participation increased through five Community Event (Performance and Potluck) during the year.</p> <p>19-20 Performance and Potluck Community Event that showcases our five Laurel Tree Wild Units, has a student performance component and can be used to share information and gather surveys on LCAP. These community events bring together parents of unduplicated pupils and parents of individuals with exceptional needs to see their students perform and to give input into school decisions.</p> <p>Baseline Several community events during the year – sparsely attended. Theater events that are well attended. Parent Group not well attended.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement Wit and Wisdom with the addition of a phonics program in the younger grades. Staff training in phonics program before school.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 104,000.00</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 17,472.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 40,094.00</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 9,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 204,000.00</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 66,470.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 96,518.00</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in the classroom, reteaching, additional Resource Teacher, extra teacher to ensure small class size.)</p> <p>A half-time math support teacher for high school students will continue to be provided. We will continue to have a full-time school psychologist and .4 speech pathologist. These actions will support our unduplicated students (low income) which make up over 50% of our population.</p> <p>1 FTE Teaching position and benefits and a special service aide to provide push-in services to students needing extra support will be provided.</p> <p>We are using Dibels to assess growth in K-4, and NWEA to assess growth in 5-8. The Exact Path from Edmentum will be used to teach specific skills that are identified by the NWEA in 5th-8th grade.</p> <p>We wrote a Performance Indicator Review to increase participation rates for CAASPP testing.</p>	<p>Supplemental and Concentration 37,000.00</p> <p>Capital Equipment</p> <p>Other Outgo</p> <p>See goal 3, action 1</p>	<p>Supplemental and Concentration 2,000.00</p> <p>See goal 3, action 1</p>
<p>We will create a series of five events designed to showcase our Laurel Tree Wild Units and bring parents together as a community. We will use these events as a time to solicit parent participation and input into school planning. \$2500 for rental of facilities.</p> <p>We will complete a yearly survey of parents about school community, safety, and input on LCAP goals.</p>	<p>facilities rental 5000-5999: Services And Other Operating Expenditures Unrestricted \$2500</p> <p>See Goal 1, Action 1 Cost part of administrative duties and office staff.</p>	<p>facilities rental 5000-5999: Services And Other Operating Expenditures Unrestricted 0.00</p> <p>See Goal 1, Action 1 Cost part of administrative duties and office staff.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 5 - This is our first year of having EL students (2). We will send a teacher to training on English Learner Testing and begin to develop our plan to use CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	See Goal 1, Action 1 Part of Admin duties	See Goal 1, Action 1 Part of Admin duties

Goal Analysis

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

We paid for more of our staff from this goal this year due to the pandemic. We needed small classes with their own aide in order to keep everyone in a separate pod. We also increased the amount of extra support needed to connect with students online. Materials and supplies costs dropped considerably as we were entirely online from November to March.

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

Some of our grade levels were able to continue to use Wit and Wisdom successfully (4th and 5th). The younger primary grades found it wasn't suitable for the online curriculum as it needs a lot of teacher instruction and is not suitable for the online instruction we had to do much of this year. Older grades were configured differently this year to accommodate the pandemic, so we took a break from Wit and Wisdom. We will return to it next year. We used all of the supports we had previously for students not making adequate growth and added some more. We hired two additional aides. We developed a schedule and record of supports for students since we had multiple people working with the same families, to keep track of services being offered. We set up special one-on-one and small group sessions for students online and at school. We were unable to hold any of our Potluck and Performances this year but will return to them next year. This year we have been involved in the WASC Self-Assessment process and are using all of that work to inform our new LCAP goals. Again, due to Covid-19, we did not send a teacher to training on English Learner Testing but will do that in the coming year. We have completed CORE- Growth testing for all of our primary students.



Goal 4

Providing a Rich and Rigorous Curriculum: Teachers will integrate Common Core Standards in language arts and mathematics, and National Sustainability Standards into their teaching and into the measurement of student progress.(Priority 2) Teachers will increase the engagement and reduce suspension and expulsion rates of low achieving students by training in mindfulness and restorative justice; and by providing increased opportunities for engagement through hands-on activities and travel (Broad course of study – Priority 7). While we provide these for all our students, we are specifically targeting our unduplicated students (low income – 50% of our population) who most often need rich, hands-on experiences and strong relationships in order to succeed academically. All students will have sufficient state standards-aligned instructional materials. (Priority 1)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Completion and implementation of K-8 Common Core Report Card (Priority 2) 19-20 K-4 Common Core Report Card implemented. Baseline K-4 Common Core Report Card Implemented Metric/Indicator Integration of Common Core standards within project based learning (Priority 2) 19-20 Revise and improve Assessments. Develop more for new units, so that all students have access to a broad course of study. Baseline Some individual work on this.	

Expected	Actual
<p>Metric/Indicator Purchase of sufficient state standards aligned instructional materials. (Priority 1)</p> <p>19-20 Review implementation of the program at Staff Retreat, make modifications and continue the program.</p> <p>Baseline We need a comprehensive, standards aligned approach to our English Curriculum</p>	
<p>Metric/Indicator Reduce suspension and expulsion rates by moving to Restorative Practices and Mindfulness</p> <p>19-20 Suspension and expulsion rates will remain the same or improve</p> <p>Baseline 90% of the staff received training in Restorative Practices. Circles used in all classrooms</p> <p>Current suspension and expulsion rates are under 2%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement Forest Kindergarten Program with Core Growth assessments used to plan instruction and intervention.	<p>1000-1999: Certificated Personnel Salaries Regular Instruction 529,800.00</p> <p>2000-2999: Classified Personnel Salaries Low Performing Student Block 41,026.00</p> <p>3000-3999: Employee Benefits Special Education 263,910.00</p>	<p>1000-1999: Certificated Personnel Salaries Regular Instruction 497,593.00</p> <p>2000-2999: Classified Personnel Salaries Low Performing Student Block 47,492.00</p> <p>3000-3999: Employee Benefits Special Education 232,832.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title I 51,107.00 5000-5999: Services And Other Operating Expenditures CO-OP contract 48,025.00 Capital Equipment OT therapy to HCOE Art Instruction Food Service 7000-7439: Other Outgo Special Education 1,768.00	4000-4999: Books And Supplies Title I 27,422.00 5000-5999: Services And Other Operating Expenditures CO-OP contract 0.00 0.00 7000-7439: Other Outgo 43,363.00
<p>Teachers continue to use our Staff Retreat week in June to develop and refine rich and rigorous curriculum units using Common Core standards around project- based learning.</p> <p>High School teachers will develop A-G elective and science classes.</p>	See Goal 4, action 1	See Goal 4, action 1
We will continue to purchase materials and supplies that support Common Core in our classrooms, to ensure that we have sufficient state standards-aligned instructional materials, and experiences that support real learning through travel and theater.	See Goal 4, action 1	See Goal 4, action 1

Goal Analysis

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

We purchased fewer books and supplies than anticipated because we were in Distance Learning for much of the year as a response to Covid-19. Some of that funding was diverted to online programs, computers, and also to outdoor equipment for when we were able to bring students back onsite. Some of our personnel costs were lower as we shifted the payment for that position to Goal 3.

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

We have continued to implement Forest Kindergarten Program with Core Growth assessments used to plan instruction and intervention, although we were only able to meet one or two days a week in person during the months of September -November. We moved to distance learning through the winter months and returned to in-person instruction two days a week in March and four days a week in April. Although we were unable to have our usual staff retreat last summer, the high school teachers did write a new A-G course which was approved for this year. Expository Reading and Writing through the Lens of Permaculture was piloted this year even though much of our year was online. Students were able to complete the Permaculture Design Project in the spring. We look forward to returning to travel and theater after the pandemic.



Goal 5

Increase or improve services to improve college readiness for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase the number of A-- courses that we offer 19-20 All high school courses are A-G approved. Baseline Most academic classes are A-G approved. We need to get our science classes approved.	
Metric/Indicator Increase the percentage of students who concurrently enroll in courses at College of the Redwoods. 19-20 90% of 12th graders will have taken a college course before graduating. Baseline 6 out of 9 12th graders 66% 3 out of 9 11th graders 33% 4 out of 11 10th graders 36%	
Metric/Indicator a. Increase the percentage of students who apply to college or other training programs.	

Expected	Actual
<p>b. Increase the percentage of students who are accepted to four year institutions.</p> <p>c. Increase the percentage of students who have successfully completed courses that satisfy the requirements for entrance to a UC or CSU.</p> <p>d. Increase the percentage of students who participate in or demonstrate college preparedness by taking the Early Assessment Program.</p> <p>19-20 100% of our graduating seniors applied to college or training program as part of a college/career unit in their English classes. Begin tracking the number of students that have completed courses needed for enrollment to a UC or CSU.</p> <p>Baseline a. 6 out of 8 graduating seniors have applied and enrolled in a community college for next year. 87% b. 0% of our graduating seniors were accepted to a four year institution. c. Unknown - new goal for 2019-20 d. Unknown - new goal for 2019-20</p> <p>Metric/Indicator Increase the number of computers available to high school students</p> <p>19-20 One computer per student available in all high school classrooms.</p> <p>Baseline 15 computers available in the computer lab. 15 laptops available in Colby's room.</p> <p>Metric/Indicator Decrease the high school drop-out rates and increase our graduation rates</p>	

Expected	Actual
19-20 Maintain graduation rates. Baseline 0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Pay stipends to teachers to write science A-G courses and elective courses during the summer.	2000-2999: Classified Personnel Salaries Unrestricted \$900	
Continue to have the Academic Counselor position to oversee the concurrent enrollment process and support students in their first classes at College of the Redwoods.	See goal 4, action 1 and goal 1, action 1 Included in regular teaching salary and Office Administration	
Teach a unit on college and career in high school English classes that results in an application to college or technical school.	Regular Instruction 62 0000 0 1110 1000 Site Admin. 62 0000 0 1110 2700	
Creating a culture of college-going: *Teach unit on applying to college as part of our high school English classes. (Fall 2019)	Field Trips to college 5000-5999: Services And Other Operating Expenditures Student Travel \$5,000	
* Provide field trips to colleges for high school students. (Fall 2019)		
* Provide job shadowing opportunities or community service requirements for high school students.		
*Provide opportunities to take the PSAT and the SAT for our high school students *Provide information from Career Frontiers to our high school students.		
* Begin to track the number of students who participate in and demonstrate preparedness for college through the Early Assessment Program (EAP) and have successfully completed coursework that satisfies the entrance requirements for UC or CSU. (new for 2019-20)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to maintain and repair computers so that all high school students have access to computers in all their classes.	4000-4999: Books And Supplies Unrestricted \$5,000	

Goal Analysis

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

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

Teachers added courses to our A-G course list over the summer. We have continued to have an academic counselor position to oversee concurrent enrollment. This year four of our six high school seniors took online classes at College of the Redwoods. We did not teach our usual unit on applying to college, however we did offer the SAT at school and one of our teachers has been supporting students in the application process. All high school students have access to computers. We purchased more this year. We were unable to travel to visit colleges or implement our new community service/job shadow program. We will return to those next year.



Goal 6

Improve Teacher Evaluation and Professional Development

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Yearly review of the evaluation tool. 19-20 Reviewed and modified the tool. Baseline Reviewed the tool.	
Metric/Indicator Yearly evaluation of all staff. 19-20 Evaluate 100% of the staff Baseline Evaluate 90% of the staff	
Metric/Indicator Goals written for all teachers. Goals used to develop professional development plan. 19-20 Write goals at staff retreat and include them in the review process. Plan professional development based on those goals	

Expected	Actual
Baseline Wrote goals at staff retreat and include them in the review process. Planned professional development based on those goals	
Metric/Indicator Duties reviewed annually and contracts updated. 19-20 Review duties and update contracts for all employees. Baseline Reviewed duties and updated contracts.	
Metric/Indicator Percentage of teachers appropriately assigned and fully credentialed. 19-20 Create a list of teachers that are not appropriately assigned and create a written plan to bring us into compliance. Baseline 100% of our teachers are fully credentialed 80% of our teachers are appropriately assigned	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Modified our tool to be a Professional Development Badge. We incorporated a focus on observing each other implementing Grace Dearborn's classroom management strategies.	Instructional Title II Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$4,000	Instructional Title 11 Professional Development 5000-5999: Services And Other Operating Expenditures Title II 4,000
Teachers write goals at staff retreat which are part of their Teacher Evaluations. They also plan staff development based on their goals and program needs.	See goal 4, actions 1 and 2	See Goal 4, Actions 1 and 2
Contracts, duties, and expectations reviewed annually at the Staff Retreat.	See goal 4, actions 1 and 2	See Goal 4, Actions 1 and 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
During staff retreat, develop a list of any teachers that are not appropriately assigned or fully credentialed and develop a plan to bring us into full compliance.	See Goal 4, Action 2	See Goal 4, Action 2

Goal Analysis

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

Funds were used as planned

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

Staff retreat is always a critical component for developing our plans, schedules, goals and visions for each year. It also helps us stay connected and develop as teachers.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Building or purchasing outdoor shelters so that we can hold classes outside. \$ 10,000	10,000	17547	No
Purchasing rain jackets for students so that all students can be outside for class throughout the winter. \$ 20,000	20,000	19123	Yes
Lease of off-site locations so we have enough space outside to safely distance \$4,000	4000	3420	No
Building Hand washing stations \$500	500	487	No
Purchase of Outdoor Curriculum \$3000	3000	1875	No
Purchase of cleaning supplies \$1500	1500	4208	No
Purchase of PPE \$2000	2000	1825	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase Certificated Staff to cover small cohort size \$24,600	24600	0	Yes
Increase Classified Staff: making sure we have one aftercare aide per cohort so there is no mixing between cohorts, increasing kitchen manager time to cover increased cleaning and new serving requirements, increase janitorial staff to add mid-day cleaning \$31,508	31508	3,647	No
Hiring additional aides in order to provide one aide per cohort. \$20,800	20800	23,297	Yes
Increasing hours from .3 to .5 for both School Psychologist and Speech Pathologist in order to provide more social/emotional support for students. \$30,000	30000	12,551	Yes

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

We were able to cover much of what we needed to do with existing staff since our class sizes were already quite small.

Analysis of In-Person Instructional Offerings

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

Our plan was: Laurel Tree Charter School is starting the year with one-day-a-week classroom-based instruction for all students, in an outdoor classroom. In addition to this, our SPED program is reaching out to all students with IEP's to offer more on-site instruction in a small group or one-on-one setting for an additional session each week.

We will move to more days of on-site instruction using criteria recommended by our Admin Team and approved by the Board.

While the actions related to in-person offerings were taken to benefit all our students, the purchase of rain jackets so that all students have access to outdoor classes regardless of income level, and the increased support of mental health professionals we felt were especially critical for our students with unique needs.

Ten of our teachers are being certified as Forest School practitioners through the University of San Diego. We feel that Forest School is the perfect vehicle to meet the mental, emotional, and physical health needs of students during this pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Chromebooks for distance learning and other tech (overhead cameras, go pro, scanners, hotspots) that allow our teachers to connect to students and deliver curriculum on-line \$16,000	16000	7,784	Yes
Purchase of book sets and art supplies to send home \$5,000	5000	36,824	No

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

We were able to mostly use computers we already had. We were able to provide computers to all families who needed them. We were also able to move to hybrid for the end of the year. We will need to replenish our computers for next year as many came back needing repair.

Analysis of the Distance Learning Program

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

Our plan was: We are starting the year with distance learning and one day a week of on-site instruction. For distance learning we have daily online check-ins with all students, supports in place for additional check ins with IEP students, and follow up for any student not attending or not turning in work. Our on-site days are three to four hours a day, depending on grade level. These allow us to teach safety protocols for being together and to adjust and improve those safety protocols between meetings.

We hope to move to more days of on-site instruction, but will always offer distance learning as an alternative for families that want it, for students that need to quarantine, and for times when a cohort may need to shut down due to a case of Covid-19. By starting with both systems in place, it allows us to move easily back and forth between the two as needed.

We have developed a set of criteria using the r-effective rate and Humboldt County's Covid-19 Level to determine when we should be on-site and when we will move to distance learning. The Admin Team and the Board will vote to approve this set of criteria.

We have provided chrome books to all students who need them. We have 70 chrome books checked out to students at this time. We have purchased 5 hotspots to help with internet for students who need that.

Primary (K-5): These cohorts of 12-15 students have on-line meetings with their teachers on four days and on-site for one day, each week.

During online meetings teachers introduce assignments, provide social/emotional connections for their students, and communicate with parents. Aides may also meet with small groups or provide story/activity times online. Staff provides between one to two hours a day of live contact. In addition, we are in daily contact with parents and push assignments through See Saw and Google Classroom. Both these platforms allow us to send, receive, and assess student work.

Teachers keep a weekly log that tracks daily attendance in online or on-site classes, whether work assigned is being done, and parent contact to follow up when students are not attending or not completing work. Students marked absent for more than three days receive a phone call, documentation of attempts to help them catch up or of additional services provided. If these are ineffective they are referred to the administrator for a parent meeting and follow up by our school psychologist or psych tech.

These logs also show the time value of pupil work assigned and the amount of time students are with a teacher or aide.

Middle School and Secondary (6-12): These cohorts of 10-12 students have on-line meetings with their teachers three days a week, one day of on-site, and one day of independent projects. Onsite days are four hours long.

Teachers are online with students for an hour each day and students have three hours worth of work to do on their own. Teachers are available for an additional hour during their afternoon office hours. The SPED staff, teachers, and aides work together to provide additional supports for students with IEPs both on-line and onsite. These additional supports are tracked to make sure we are meeting IEP services. Teachers use Google Classroom to assign and receive student work. Teachers use JupiterEd to record if students were present in person or turned in work. Students who did neither are marked absent.

Students marked absent for more than three days receive a phone call, documentation of attempts to help them catch up or of additional services provided. If these are ineffective they are referred to the administrator for a parent meeting and follow up by our school psychologist or psych tech.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA Testing 3,000	3000	0	Yes
Edmentum 1,900	1900	1900	Yes

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

We will implement NWEA testing in the fall. Our focus this year was on student emotional health and well-being.

Analysis of Pupil Learning Loss

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

Our plan was: Our first priority this year is the health (mental, emotional, and physical) of our students and staff. This is our focus. Beyond that, the measurement of student's abilities against a set of institutional norms is perhaps one of the things that we can move away from during this opportunity for change. How will we measure that students are learning? I'd like to see us continue to develop our tracking of individual student growth based on observation and use of rubrics.

We currently have students on-site one day a week. Our focus for that day is not academic assessment. We need that day to play, develop health and safety procedures, build relationships, and meet students social and emotional needs. When we have students at school for more days, the staff will resume using our assessment systems to track academic skills acquisition. The primary team is using the Core Growth program to track progress for skills acquisition in the primary grades. IEP goals track progress for students with special needs. Middle school and high school teachers use JupiterEd to track assignment completion. We will use the NWEA test paired with Edmentum Exact Path to provide targeted support for skills acquisition in middle and high school.

Teachers meet weekly to discuss concerns about individual students and to provide additional supports. Our measurement of that was going to be: That we bring our staff and students through this year alive and well.

NWEA individual testing improvement, CoreGrowth individual improvement, Edmentum skills acquisition, meeting IEP goals.

Analysis of Mental Health and Social and Emotional Well-Being

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

We have increased our School Psychologist position from .3 to .5 in addition to a full-time Psych Tech. We are providing a ratio of two adults for every twelve students in primary, and one adult for every twelve students in middle and high school in order to provide strong relationships and close connections between school and family. We are focusing on mindfulness and being outdoors as ways to help students manage stress. We are adopting and implementing a new youth suicide prevention program.

Analysis of Pupil and Family Engagement and Outreach

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

Our plan was: All teaching staff have office hours and they regularly reach out to parents in their cohort to engage with and provide support for families. A weekly Monday Note goes out to parents with information and updates. JupiterEd provides online grade information, surveys, and email contact between families and staff. Google Classroom and SeeSaw provide access to curriculum and assignments.

Analysis of School Nutrition

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

Original Plan: We are providing free meals for students on the day that they are on-site. We are providing additional food to families who need it.
Update:

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,608,400.00	1,918,679.00
	0.00	43,363.00
CO-OP contract	48,025.00	0.00
LCFF	447,798.00	694,989.00
LCFF Supplemental and Concentration	207,566.00	370,988.00
Low Performing Student Block	41,026.00	47,492.00
Regular Instruction	529,800.00	497,593.00
Special Education	265,678.00	232,832.00
Student Travel	5,000.00	0.00
Title I	51,107.00	27,422.00
Title II	4,000.00	4,000.00
Unrestricted	8,400.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,608,400.00	1,918,679.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	653,800.00	817,316.00
2000-2999: Classified Personnel Salaries	260,151.00	207,685.00
3000-3999: Employee Benefits	354,387.00	405,853.00
4000-4999: Books And Supplies	109,622.00	46,422.00
5000-5999: Services And Other Operating Expenditures	228,672.00	398,040.00
7000-7439: Other Outgo	1,768.00	43,363.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,608,400.00	1,918,679.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	20,000.00	115,723.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	104,000.00	204,000.00
1000-1999: Certificated Personnel Salaries	Regular Instruction	529,800.00	497,593.00
2000-2999: Classified Personnel Salaries	LCFF	200,753.00	93,723.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	17,472.00	66,470.00
2000-2999: Classified Personnel Salaries	Low Performing Student Block	41,026.00	47,492.00
2000-2999: Classified Personnel Salaries	Unrestricted	900.00	0.00
3000-3999: Employee Benefits	LCFF	50,383.00	76,503.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	40,094.00	96,518.00
3000-3999: Employee Benefits	Special Education	263,910.00	232,832.00
4000-4999: Books And Supplies	LCFF	44,515.00	17,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	9,000.00	2,000.00
4000-4999: Books And Supplies	Title I	51,107.00	27,422.00
4000-4999: Books And Supplies	Unrestricted	5,000.00	0.00
5000-5999: Services And Other Operating Expenditures	CO-OP contract	48,025.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	132,147.00	392,040.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	37,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Student Travel	5,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	4,000.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	2,500.00	0.00
7000-7439: Other Outgo		0.00	43,363.00
7000-7439: Other Outgo	Special Education	1,768.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	306,730.00	333,862.00
Goal 2	141,068.00	361,127.00
Goal 3	210,066.00	370,988.00
Goal 4	935,636.00	848,702.00
Goal 5	10,900.00	0.00
Goal 6	4,000.00	4,000.00

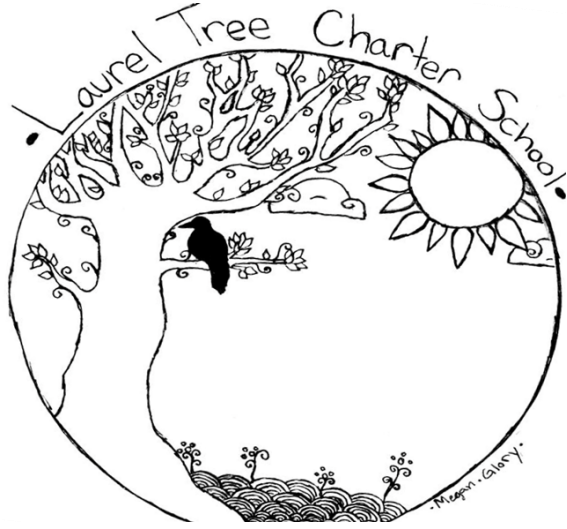
* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$147,908.00	\$87,980.00
Distance Learning Program	\$21,000.00	\$44,608.00
Pupil Learning Loss	\$4,900.00	\$1,900.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$173,808.00	\$134,488.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$52,508.00	\$33,009.00
Distance Learning Program	\$5,000.00	\$36,824.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$57,508.00	\$69,833.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$95,400.00	\$54,971.00
Distance Learning Program	\$16,000.00	\$7,784.00
Pupil Learning Loss	\$4,900.00	\$1,900.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$116,300.00	\$64,655.00



Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

Laurel Tree is a teacher-run K-12 school with 163 students. Our mission is to create a sustainable model of education which provides all students with accessible curriculum, based on college preparatory standards while developing life and social skills in a mixed age setting. We are a teacher-run school with a focus on sustainability. Through programs like Laurel Tree Wild and Forest Kindergarten, we work to bring hands-on learning to our students, but with a foundation in academic standards. We use our LCAP as our goal-setting tool and our schoolwide action plan.

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

We didn't have a particular philosophy in mind. We weren't Montessori or Waldorf (although I'm sure we used some of their ideas), we'd never heard of Forest School, and we weren't really homeschoolers. Slowly, over time, we developed a vision of what we believe about education. We evolved. We were a learning center under the umbrella of Pacific View and then Mattole Valley Charter for a number of years and then wrote our own charter and became independent under the authorization of Northern Humboldt Union High School District in 2011.

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

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

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

After years of renting in Arcata, we are ready to build a school site that reflects our vision and facilitates our mission. We plan to create a school that looks more like a community than an institution; one that has learning spaces both inside and outside, that facilitates learning experiences in the community as well as the classroom, and that provides spaces for whole group and small group work. We envision

spaces designed for mixed age groups to work and play together, along with science labs, a library, and kitchen classrooms. Gardens, food forests, and natural play spaces are as important to us as classrooms and computer labs. Raising animals, restoring habitat, and working on community projects are part of our planned curriculum. We plan to create a school that is net zero, that generates all the energy that it uses, and that uses the idea of a tree as its model by generating its own power, creating habitat, storing water, and improving the community. This site will provide healthy spaces for kids to learn both inside and out, and will blur the lines between inside and outside, school and community. We will continue to create spaces for the kinds of learning and teaching that we aspire to (permaculture, project-based, community minded, college bound.)

Our school is located on the outskirts of Arcata, a rural town in Humboldt County, Northern California. We are on the ancestral land of the Wiyot Tribe. We are an independent charter school and district. Northern Humboldt Union High School District is our authorizing agency. We are located next to low income housing and a shopping complex, as well as a city park. Our students come from a wide geographic area. Some live in the neighborhood surrounding the school, some live in Arcata and nearby McKinleyville, and some come from as far away as Fortuna and Trinidad (15-20 miles).

We have a wide range of families at Laurel Tree. We have traditional families, two-family households, parents working on their college degrees, and students being raised by their grandparents. The population of the school, like the population of Humboldt County, is primarily White. About five percent of our population is Asian-American and seven percent is African-American. About twelve percent of our population is Hispanic/Latino, fourteen percent is Native American. We currently have one English Language Learner. We have a large percentage of students with IEPs (around twenty percent). Fifty percent of our students are economically disadvantaged. We have an even mix of boys and girls overall, although we have a much larger percentage of boys in the primary program right now. Students tend to stay with us for the majority of their primary education. The mixed-age groups, focus on sustainability, and strong sense of community all contribute to a low turnover rate.

Reflections: Successes

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

Our CAASPP data shows a steady increase in the last three years that we had testing. It will be interesting to see how things are after our two disrupted years.

Our grade level groupings are so small, that in 2018-19 there was only one grade with enough students to track over time. However, this group demonstrates something that we often see. Students initially score quite low on standardized tests in primary grades as it's not an activity that we emphasize or value there. However, after a year or two, students blossom and we see large increases in academic skills that can be measured via standardized tests. (See appendix I - Assessments)

Year

ELA % Met or Exceeded

Math %Met or Exceeded

2016-17

ELA 41.5

Math 21.5

2017-18

ELA43.5

Math 25

2018-19

ELA53.5

Math38.8

Our School Dashboard data shows us holding steady or improving.

Reflections: Identified Need

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

We see a disparity in groups emerging that we will make plans to counteract. In our math we've moved one group into Green, but the Socioeconomically Disadvantaged group is still in Orange. Similarly in our absenteeism there is a lag. We're not really concerned about the change in suspension rates since it shows the difference between having 0, 1, and 2 suspensions for a year. The sample size is so small and we feel confident that we are successfully using Restorative Practices.

LCAP Highlights

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

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

Desired Outcomes:

- *Communication of our Mission, Vision, and our Five R's to our community through our website, Monday Note, and events.
- *Events that create connections with parents and community.
- *Good communication with parents on systems and procedures.
- *Ways for parents to give and input and contact teachers.
- *Increase our Average Daily Attendance from 92% to 96%
- *Decrease our percentage of chronic absenteeism (absent more than 10%) from 11% to 5%.
- *Increase the number of Attendance Meetings with family for chronic absenteeism from 40% to 80%.
- *Maintain our middle school drop-out rate of 0%.

Goal 2: A safe school site that facilitates the kind of learning we aspire to - inclusive, sustainable, developmentally appropriate, project-based, and college and career-ready.

Desired Outcomes:

- 100% of our staff will be current in CPR and first aid. High School students receive training.
- Humidity rates between 40-60%. Mold levels monitored and appropriate action is taken.
- Emergency kits, including fire safety kits, in all of our classrooms.
- New safety plan maintained.
- New sustainable site in the next two years.
- Outdoor Wilderness Certification for some staff
- Risk Assessments Completed for Forest School
- Emergency Plans for off-campus.
- Middle schoolers intro. To CPR, First Aid, Ocean Safety.

Goal 3: Assessment that is used to plan student supports and track individual student growth.

Desired Outcomes:

- *Increase our CAASPP scores in English and Math by 3%

- *Full implementation of Wit and Wisdom.

- *Use Dibels, Exact Path, and CAASPP, as well as in-house assessment and teacher knowledge of students to track individual progress and target instruction.

Goal 4: Standards integrated into rich and rigorous hands-on, project-based, forest school curriculum.

Desired Outcomes:

- *Integrate Common Core standards within project-based learning.

- *Create curriculum that is engaging and developmentally appropriate.

- *Purchase state standards-aligned instructional materials.

- *Create a learning environment where students thrive.

- *Reduce suspension and expulsion rates through Restorative Practices and Mindfulness.

Goal 5: Graduates that are ready for college and careers.

Desired Outcomes:

- *All courses offered in high school will be on the A-G list.

- *Increase the percentage of students who concurrently enroll in courses at College of the Redwoods.

- *Students will have an understanding of their options after high school and will have assistance in accessing those options.

- *Increase the percentage of students who apply to college or training programs directly out of high school.

- *All high school students have access to computers.

- *Increase and/or maintain our graduation rates.

- *Demonstrate college and career readiness through indicators and can track students after they graduate.

- *Students have access to CTE pathways.

Goal 6: Effective teacher evaluations and professional development

Desired Outcomes:

- *An effective teacher evaluation tool that is reviewed yearly.
- *Yearly staff evaluations that provide helpful feedback for teachers
- *A professional development plan based on yearly teacher goals and school-wide LCAP goals, maintained and assessed for effectiveness.

Goal 7: A strong and inclusive governance team.

Desired Outcomes:

- *A diverse and informed school board
- *Training that allows for shared leadership and responsibility.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Prior to the pandemic, we had a community event where we asked for feedback on current LCAP goals and suggestions for new goals. We added those to our LCAP Draft (attached) in red. Staff suggestions in purple are additions that come as a direct result of the year-long WASC Self-Study we just completed. Green are additional recommendations that came directly from the WASC Visiting Team. The second document shows the next step, the integration and rearrangement of WASC and LCAP goals into a summary document, from which we wrote this new LCAP.

A summary of the feedback provided by specific stakeholder groups.

See color coded LCAP draft showing which input came from parents and community, staff, and WASC team.

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

See color coded LCAP draft showing which input came from parents and community, staff, and WASC team.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Community and relationship are things we value at Laurel Tree. Having strong relationships with our students and our families helps students attend and do well in school. We wanted to focus on improving attendance and the teachers felt that building strong connections with our families would be key to this.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase communication of our Mission, Vision, and our Five R's to our community through our website, Monday Note, and events. Events that create connections with parents and community.	Our website has many things parents need: calendar, Monday Note, SARC, information on policies. It is not currently in Spanish. There are state requirements that are not present or are out of date. Our mission/vision statement needs updating. We have been unable to hold community events.				All needed parent information will be available on-line and at a back-to-school event in the fall. All state required information will be posted online. All information will be available in Spanish. Community Events, including a back-to-school night, will happen five times a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
We will have good communication with parents on systems and procedures and 90% of parents in grades 6-12 will login to Jupiter Ed monthly and the use it as an information sources, a way to give input, and a way to contact teachers as measured by the Jupiter Ed Stats. 90% of our students in grades 6-12 will have weekly logins on JupiterEd. 80% of families will access the Monday Note Weekly	82% of parents have logged in this year. 66% of students have logged in this year.				90% of all parents and students regularly use Jupiter Ed (monthly for parents, weekly for students) as ways to connect with teachers, and give input, as measured by the Jupiter Ed stats. Access of the Monday Note will be at 80%weekly as measured by Wix Stats.
Increase our Average Daily Attendance from 93% to 96%	93% in 2019-20				Average Daily Attendance is maintained at 96%
Decrease our percentage of chronic absenteeism (absent more than 10%) from 13% to 5%.	13% in 2019-20				Chronic Absenteeism is 5% or lower.
Increase the number of Attendance Meetings with family	0% during the pandemic				We have attendance circles with 80% of our chronic absentees

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for chronic absenteeism to 80%.					and develop a successful plan with a team that includes our school psychologist.
Maintain our middle school drop-out rate of 0%.	0% in 2019-20				We maintain a 0% middle school drop out rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Sharing Information	<p>We will increase parent awareness of attendance policies and the importance of good school attendance by:</p> <p>Including attendance policies in back-to-school mailings \$500.00</p> <p>Posting policies online</p> <p>Sharing in the Monday Note</p> <p>Discussing at community events</p> <p>Making information available in Spanish \$500.00</p>	\$1,000.00	No Yes
2	Tracking/Reporting Attendance	<p>Continue having office staff track Independent Study Packets. Office staff report on attendance problems weekly at staff meetings.</p> <p>\$10,000 of Office Admin. salary</p>	\$167,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Attendance Circles	Implement "Attendance Circle" with 80% of the students who are chronically absent. This meeting should result in an attendance contract. Maintain a full-time Behavioral Aid 2 or School Psychologist to facilitate these meetings and work on reducing barriers to school attendance. \$32,000 for School Psychologist from In-Person Instructions funds.	\$32,000.00	No
4	Website	Update our website to include all necessary state requirements, information needed by families, and a revised Vision/Mission Statement, and our Schoolwide Learner Outcomes. Have Spanish translations available. \$300.00 stipend	\$300.00	No Yes
5	Handbooks	Review and update LT A-Z and Employee Handbook at Staff Retreat. Have them available in Spanish. \$500.00 printing	\$500.00	No Yes
6	Community Events	Continue with Potluck and Performances as community events and showcases for student work. This a community-building event where information is shared with parents and input on school decisions is solicited. \$3000.00 rental of buildings for events	\$3,000.00	No
7	Parent Surveys	Survey parents yearly about school community, safety, and input on LCAP goals.		No

Action #	Title	Description	Total Funds	Contributing
8	Back-to-School Night	Provide parents with a student schedule, a homeroom teacher connection, connection information on Jupiter Ed and the Monday Note, and information about the curriculum used in classes at a back-to-school night in the fall. \$1,000 for event	\$1,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The space and the environment we create together has a big impact on how comfortable students are, how safe they feel, and how well they can learn. We want a space that reflects our values and facilitates the kind of learning we believe in. We have been looking for land to build on for the last six years, now that we have that, we're ready to really focus on this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of our staff will be trained in first aid and CPR. 90% of our high school students will be trained in first aid and CPR. 80% of our middle school students will have basic first aid and water safety training. We will have several staff members complete the Wilderness First Aid Course.	70% of the staff has current first aid/CPR No training for middle and high school took place in 2020-21. None of our staff has taken the Wilderness First Aid Course.				100% of our staff is trained in first aid and CPR. 90% of our high school students are trained in first aid and CPR. 80% of our middle school students have basic first aid and water safety training. Several staff members of our staff have completed the Wilderness First Aid Course.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Humidity rates at the Arcata site between 40-60%. Mold levels monitored and appropriate action taken.	No mold testing or humidity testing was done in 20-21. In 2019-29 the humidity was under 60% and mold testing was done showing an improvement from previous years.				Our new site will have been built and we will no longer need to monitor a potentially unhealthy building.
Maintain and improve emergency kits, including fire safety kits in all classrooms.	All classrooms currently have emergency kits and fire safety kits.				All classrooms will continue to have well-stocked emergency kits and fire safety kits.
Safety Plan with risk assessments for Forest School and Off-Site Plans be maintained yearly.	We have a safety plan that was written in 2019. We review it yearly.				Our safety plan includes risk assessment for Forest School and emergency plans for our new site and all off-site locations. It is reviewed and updated yearly.
We have built a sustainable school and can move all students to the new site.	We have purchased four acres of land and begun the permit process with the county. Permaculture Designs were drawn up by our high school				Our sustainably built, regenerative school with food forests, orchards and gardens is ready for the whole school to move into.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students. Regenerative building ideas were developed in collaboration with University of San Diego Engineering Professor, Caroline Baillie.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training	Certify 100% of our staff current in CPR and First Aid. Provide first aid training for our high school students. \$5000 from In Person Instruction Funding	\$5,000.00	No
2	Mold Testing and Maintenance	Check humidity rates twice a year. Mold testing once a year and any needed action taken. Maintain the conditions at the Arcata Campus	\$250.00	No
3	Emergency Supplies	Make Emergency Kits accessible 100% of our students in both locations.	\$500.00	No
4	Safety Plan	Maintain the new Safety Plan as required by the new state law.Add off-site and new site contingencies. Review each summer at the staff retreat.		No

Action #	Title	Description	Total Funds	Contributing
5	New Site	Continue to include students, staff, and school community in the planning and building of our new site through our Permaculture Design Project. Use local resources such as Humboldt Permaculture Guild and CCAT. Use ideas of universal design for inclusion.	\$361,140.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Assessment that is used to plan student supports and track individual student growth.

An explanation of why the LEA has developed this goal.

We want to make sure we're thinking about what we assess and why, and that we use that assessment to help kids learn what they need next. We are concerned about high stakes testing and want to make sure we are assessing students in ways that are beneficial to them and helpful to us as teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase our CAASPP scores in English and Math by 3% each year.	2018-19 CAASPP SCORES ELA % Met or Exceeded 53.8 Math % Met or Exceeded 38.8				ELA % Met or Exceeded 63 Math % Met or Exceeded 48
Full implementation of Wit and Wisdom program with strong phonics and reading intervention in the early grades.	Only some teachers used Wit and Wisdom during the pandemic.				All teachers consistently using Wit and Wisdom, with phonics and reading interventions in the primary grades.
Consistent use over time of Dibels, Exact Path, and CAASPP,	We used Core Growth this year in the primary grades and				We will have three years of data showing individual growth for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as well as in house assessment and teacher knowledge of students to track individual progress and target instruction.	half-heartedly administered the CAASPP.				students and be using that data to target instruction.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Gather accurate data to inform student supports.	<p>*Create a consistent list of assessments that we use at each level. Decide how many times a year the data will be collected and what it will be used for. Currently: Use Dibels to assess growth in K-4, and NWEA to assess growth in 5-8. Use Exact Path from Edmentum to teach specific skills that are identified by the NWEA in 5th-8th grade.</p> <p>*Follow the Performance Indicator Review Plan we created to increase participation rates for CAASPP testing.</p> <p>*Communicate the importance of accurate assessments to families by means of regularly scheduled testing, sharing the info to families along with strategies (good sleep, full meal, etc) and test-taking strategies.</p> <p>*Designate an assessment coordinator. \$50,000</p>		No
2	Provide support	<p>*Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in the classroom, reteaching, additional Resource Teacher, extra teacher to ensure small class size.) 2 teacher salaries</p>	\$403,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Small group study halls to support assignment completion and independent skills acquisition.</p> <p>*An additional support teacher for middle/high school students will be provided in order to lower class size and provide more targeted instruction in Math and English. We will have a full-time school psychologist intern (covid funds), a .3 school psychologist and a .5 speech pathologist. *These actions will support our unduplicated students (low income) which make up over 50% of our population.</p> <p>*We will add a social work or school psychologist intern from HSU and develop a school-wide screening for mental health.</p>		
3	Get Training	<p>*Send a teacher to training on English Learner Testing and begin to develop our plan to use CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Testing Stipend \$1,000</p> <p>*Provide training in research based reading interventions. \$5000</p>	\$6,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Integrate rather than segregate. We want our students to have rich and rigorous curriculum that is relevant and developmentally appropriate. We want to embed standards into hands-on learning. This takes ongoing focus, time, and teacher training.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates - Maintain low suspension and expulsion rates through Restorative Practices and Mindfulness.	0 suspensions and expulsions in 2020-21				We continue to maintain low suspension and expulsion rates through Restorative Practices and Mindfulness.
Integration of standards/values into our project-based learning.	Ten teachers have developed Forest School Lessons at different grade levels as part of our practicum and an A-G English course was designed around permaculture				We have project-based learning with standards (common core, sustainability, forest school) integrated in all grades. There is a clearly outlined framework of skills and assessments for all levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Racial equity, accessibility and inclusion in all levels of the curriculum.	Wit and Wisdom, Howard Zinn, Stamped, and Native People's Curriculum are already part of our curriculum.				A clear outline of how racial equity, accessibility and inclusion is addressed at all levels. Staff has received training on equity and inclusion.
Increase our ability to get kids off-site and outside	We have two vans.				We have four vans, a set of 20 e-bikes with a trailer, and a set of 10 kayaks with a trailer in order to facilitate getting students outside and off-site.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Create Curriculum	Continue to use our Staff Retreat week in June to develop and refine rich and rigorous curriculum units using Common Core standards around project-based learning and Forest School Principles. High School teachers continue to develop both A-G elective and core classes.	\$56,873.73	No
2	Create Culture	Review and reflect on structures, traditions, and spaces that support student social and emotional well-being and academic success at the Staff Retreat. Plan for next year with a renewed emphasis on those things that we identify. Plan for renewed training and inclusion of our restorative practices and mindfulness, school-wide.		No

Action #	Title	Description	Total Funds	Contributing
3	Integrate our Values	Combine Forest School, Permaculture and Common Core objectives for each group and subject with a framework of skills and assessments. Check for racial equity, accessibility and inclusion in all levels of the curriculum.		No
4	Purchasing	<p>*Continue to purchase materials and supplies that support Common Core in our classrooms, to ensure that we have sufficient state standards-aligned instructional materials, and experiences that support real learning through travel and theater.</p> <p>*Increase our ability to get students off-campus and outside with vans, bikes, and boats.</p> <p>*Forest School Aides to facilitate being off-campus. (covid funds) \$20,000</p> <p>\$100,000 materials and supplies</p> <p>\$90,000 vans, bikes, boats (ESSER 2)</p>	\$210,000.00	No
5				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Graduates that are ready for college and careers.

An explanation of why the LEA has developed this goal.

As a very small school, we wanted to put a special focus on making sure our graduates have access to and are ready for opportunities in college and career pathways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of A-G Courses Available	26 Courses 5 History (A) 6 English (B) 7 Math (C) 3 Science (D) 1 Language (E) 1 Art (F) 4 Elective (G)				35 Courses with at least one more in Art, Language, and Electives.
Number of CTE Pathways Available	0				Three CTE Pathways Available for students
System for tracking graduates	We one in place but we'd like to formalize it and have a way to track what happens to				Updated computer tracking system in place and being used consistently.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	our graduates after they leave us.				
Increase in the percentage of 11th and 12th graders taking concurrent enrollment classes	For 20/21 the percentage is 24%				50% of our 11th and 12th graders taking concurrent enrollment classes.
Increase in the number of seniors graduating directly to a college/trade program.	Currently it's 81% for the whole time since we've been tracking. This year it's 50%				85% of our graduates going directly to a college or trade program after graduating from Laurel Tree.
Increase the number of students who participate in and demonstrate preparedness for college through the Early Assessment Program (EAP) or other college readiness indicators.	We do not currently track this at all. First we'll need to decide what college readiness indicators we want to use.				A system in place that defines what college readiness indicators we are using, and three years of data showing an increase in the level of their preparedness for college.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop A-G Curriculum/CTE Pathways	Pay stipends to teachers to write A-G courses/create CTE Pathways during the summer.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Counseling and Support	<p>*Continue to have the Academic Counselor position to oversee the concurrent enrollment process and support students in their first classes at College of the Redwoods. The Academic *Counselor will also track the number of students using concurrent enrollment.</p> <p>*Teach a unit on college and career in high school English classes that results in an application to college or technical school.</p> <p>*Use Workability to help students access skills needed for career readiness.</p> <p>\$10,000 for Academic counselor.</p> <p>\$100,000 English teacher salaries (Gwen and Brenda)</p>	\$110,000.00	No
3	Create a Culture of College-Going	<p>*Teach unit on applying to college as part of our high school English classes and to create awareness of college/career options related to students' strengths and interests.</p> <p>*Provide field trips to colleges for high school students.</p> <p>*Provide job shadowing opportunities or community service requirements for high school students.</p> <p>*Provide opportunities to take the PSAT and the SAT for our high school students.</p> <p>*Begin to track the number of students who participate in and demonstrate preparedness for college through the Early Assessment Program (EAP) or other college readiness indicators.</p> <p>*Create one or two CTE Pathways for students.</p> <p>*Provide information from Career Frontiers to our high school students.</p>	\$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
		College field trips \$5,000 PSAT/SAT \$500.00		
4	Computer Access	Continue to maintain and repair computers so that all high school students have access to computers in all their classes. \$10,000. Tech Stipend for maintaining computers and internet \$4,000. Benefits for stipends \$980	\$14,980.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	Effective teacher evaluations and professional development

An explanation of why the LEA has developed this goal.

As a teacher run school, we need to develop our own evaluation system and we have the freedom to implement our own professional development. We want to make sure that both these systems are effective.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers fully credentialed and appropriately assigned.					100% of teachers fully credentialed and appropriately assigned.
Percentage of staff evaluated each year	0% of staff evaluated in 2020-21				100% of staff evaluated with a teacher created evaluation that provides helpful feedback.
Development and maintenance of a professional development plan based on individual teacher goals and school-wide LCAP goals.	No formal tracking plan. However, we had ten teachers get Forest School Training to support our LCAP goal of expanding that program this year.				We maintain a professional development plan based on yearly teacher goals and school-wide LCAP goals, maintained and assessed for effectiveness. We

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					have three years of data.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Evaluation	Review and simplify our teacher evaluation tool. Incorporate a focus on observing each other implementing Grace Dearborn's classroom management strategies.	\$2,000.00	No
2	Goals	Write goals at staff retreat which are part of Teacher Evaluations. Plan staff development based on goals and program needs.		No
3	Contracts	Review contracts, duties, and expectations annually at the Staff Retreat.		No
4	Credentials	Develop a list of any teachers that are not appropriately assigned (out of subject area) or fully credentialed and create a plan to bring us into full compliance.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Professional Development Plan	Create an ongoing professional development plan and assess the effectiveness of what we've done on a yearly basis.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
7	A strong and inclusive governance team.

An explanation of why the LEA has developed this goal.

Planning for succession is an important part of an organization. A horizontal power sharing structure as opposed to a top-down model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Training completed for Board and Admin Team.	We have had no Board training this year. No members of our Admin Team have had training this year.				We have had two cycles of Board Training in the last three years. Two members of our Admin Team have had leadership training.
Policies reviewed and updated to include values of inclusion, restorative justice, and sustainability.	We have reviewed one policy this year.				All policies have been reviewed and updated over the last three years.
Student on the School Board	We do not have a student on the school board this year.				Consistently have a student position filled on the school board. Have an established way to recruit and have students apply.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Have a Land Recognition policy.	We are beginning to create our own Land Recognition.				Have our own Land Recognition established and connections with local tribes around developing the site in McKinleyville.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leadership Training	Provide governance training for our School Board every other year. Have members of the Admin Team get training for leadership.	\$3,000.00	No
2	Student Representative	Solicit student representation and maintain student position on the board.		
3	Board Policies	Review and update of Board Policies with the School Board over a three year cycle.		No
4	Land Recognition	Write a Land Recognition statement and look for ways to include diversity in our governance.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.63%	\$151,014

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The needs of foster youth, English learners, and low-income students are considered first as we use universal design when it comes to curriculum and school systems. Those who require the most support to succeed are those that we base all our plans on. All students benefit when you make curriculum accessible and provide supports for those most in need. All students benefit from putting systems in place to help students connect with their school and remove barriers to good school attendance (Goal 1).

A safe school site that facilitates the kind of learning we aspire to - inclusive, sustainable, developmentally appropriate, project-based, and college and career ready will be provided to all, but will most benefit students who need additional support (Goal 2)

Standards integrated into rich and rigorous hands-on, project-based, forest school curriculum will be provided for all, but for English learners, low-income students, and foster youth it provides a more accessible and meaningful way to connect with standards-based curriculum (Goal 4).

Graduates that are ready for college and careers is the focus of Goal 5, for all our students. This focus on making sure students have the supports they need to be successful beyond high school is especially important for our unduplicated students. Breaking down the steps for getting into a college or training program, providing free SAT, getting out into the wider world to visit colleges - all these provide access to students who may not have that.

Effective teacher evaluations and professional development are important for all students, but it's especially critical for students who need more support to have qualified teachers that are working to develop their professional skills. (Goal 6)

A strong and inclusive governance team that is focused on updating policy to include more restorative practices will help support all students, especially our foster youth, low-income, and English learners.

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

We will gather accurate data in order to plan for increased student support:

*Create a consistent list of assessments that we use at each level. Decide how many times a year the data will be collected and what it will be used for. Currently: Use Dibels to assess growth in K-4, and NWEA to assess growth in 5-8. Use Exact Path from Edmentum to teach specific skills that are identified by the NWEA in 5th-8th grade.

*Follow the Performance Indicator Review Plan we created to increase participation rates for CAASPP testing.

*Communicate the importance of accurate assessments to families by means of regularly scheduled testing, sharing the info to families along with strategies (good sleep, full meal, etc) and test-taking strategies.

Provide Support:

*Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in the classroom, reteaching, additional Resource Teacher, extra teacher to ensure small class size.) 2 teacher salaries

*Small group study halls to support assignment completion and independent skills acquisition.

*An additional support teacher for middle/high school students will be provided in order to lower class size and provide more targeted instruction in Math and English. We will have a full-time school psychologist intern (covid funds), a .3 school psychologist and a .5 speech pathologist. *These actions will support our unduplicated students (low income) which make up over 50% of our population.

*We will add a social work or school psychologist intern from HSU and develop a school-wide screening for mental health.

Get training:

*Send a teacher to training on English Learner Testing and begin to develop our plan to use CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Testing Stipend \$1,000

*Provide training in research-based reading interventions.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$821,554.73	\$89,837.00		\$479,140.00	\$1,390,531.73

Totals:	Total Personnel	Total Non-personnel
Totals:	\$868,941.73	\$521,590.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners Foster Youth Low Income	Sharing Information	\$1,000.00				\$1,000.00
1	2	All	Tracking/Reporting Attendance	\$167,000.00				\$167,000.00
1	3	All	Attendance Circles		\$32,000.00			\$32,000.00
1	4	All English Learners Foster Youth Low Income	Website	\$300.00				\$300.00
1	5	All English Learners Foster Youth Low Income	Handbooks	\$500.00				\$500.00
1	6	All	Community Events	\$3,000.00				\$3,000.00
1	7	All	Parent Surveys					
1	8	All	Back-to-School Night	\$1,000.00				\$1,000.00
2	1	All	Training		\$5,000.00			\$5,000.00
2	2	All	Mold Testing and Maintenance	\$250.00				\$250.00
2	3	All	Emergency Supplies	\$500.00				\$500.00
2	4	All	Safety Plan					
2	5	All	New Site	\$25,000.00			\$336,140.00	\$361,140.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Gather accurate data to inform student supports.					
3	2	Low Income	Provide support	\$370,988.00			\$33,000.00	\$403,988.00
3	3	English Learners Low Income	Get Training	\$6,000.00				\$6,000.00
4	1	All	Create Curriculum	\$7,036.73	\$49,837.00			\$56,873.73
4	2	All	Create Culture					
4	3	All	Integrate our Values					
4	4	All	Purchasing	\$100,000.00			\$110,000.00	\$210,000.00
5	1	All High School	Develop A-G Curriculum/CTE Pathways	\$1,500.00				\$1,500.00
5	2	All High School	Counseling and Support	\$110,000.00				\$110,000.00
5	3	All High School	Create a Culture of College-Going	\$5,500.00				\$5,500.00
5	4	All High School	Computer Access	\$14,980.00				\$14,980.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$378,788.00	\$411,788.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$378,788.00	\$411,788.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Sharing Information	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
1	4	Website	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$300.00	\$300.00
1	5	Handbooks	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00
3	2	Provide support	Schoolwide	Low Income	All Schools	\$370,988.00	\$403,988.00
3	3	Get Training	Schoolwide	English Learners Low Income	All Schools	\$6,000.00	\$6,000.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.