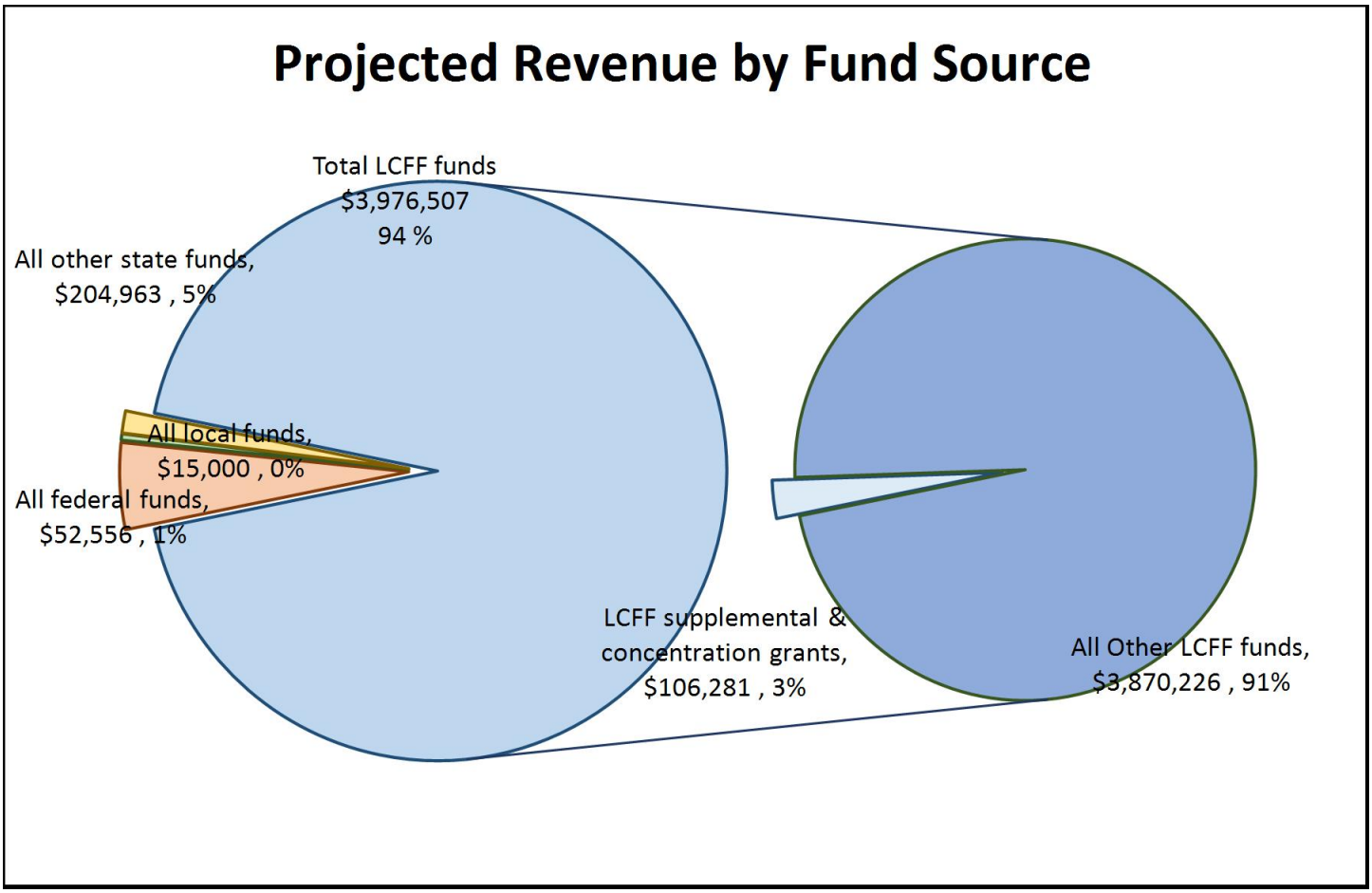
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Harvest Ridge Cooperative Charter School
CDS Code: 31-66852-0121608
School Year: 2024-25
LEA contact information:
Rick Ornelas
Executive Director
rornelas@harvestridgeschool.org
(916) 259-1425

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

Budget Overview for the 2024-25 School Year

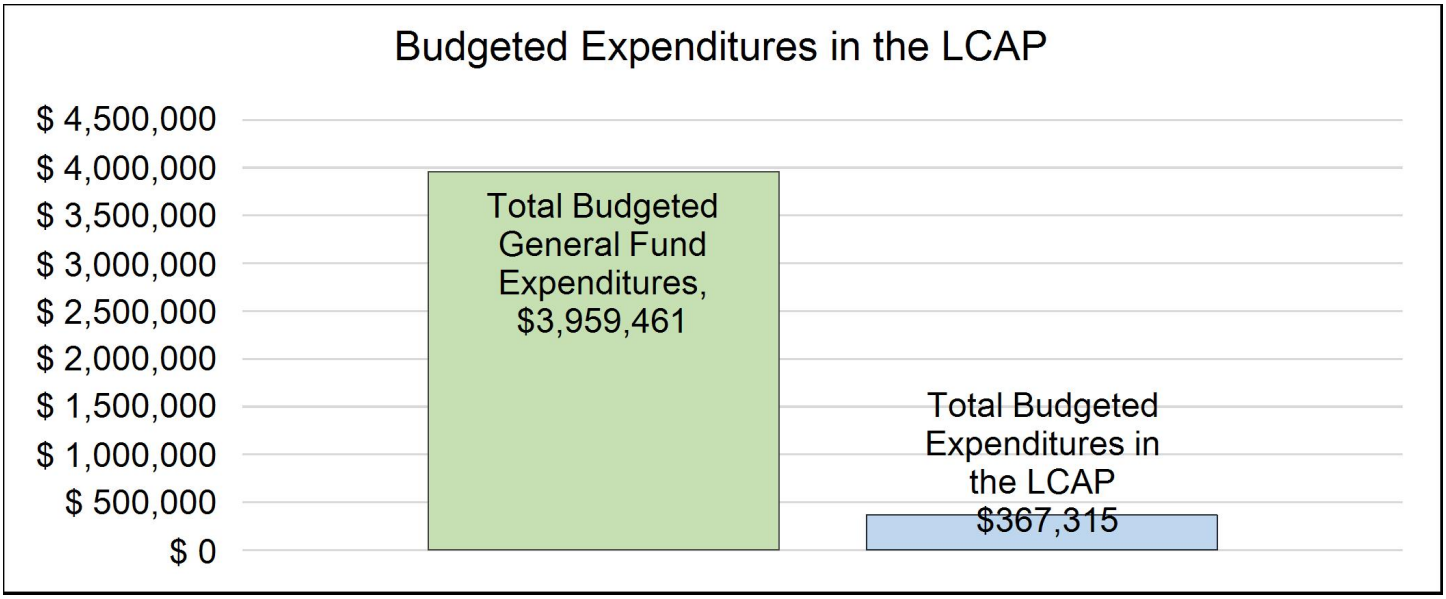


This chart shows the total general purpose revenue Harvest Ridge Cooperative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Harvest Ridge Cooperative Charter School is $4,249,026, of which $3,976,507 is Local Control Funding Formula (LCFF), $204,963 is other state funds, $15,000 is local funds, and $52,556 is federal funds. Of the $3,976,507 in LCFF Funds, $106,281 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 Harvest Ridge Cooperative Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Harvest Ridge Cooperative Charter School plans to spend $3,959,461 for the 2024-25 school year. Of that amount, $367,315 is tied to actions/services in the LCAP and $3,592,146 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the LCAP include certificated and classified staff, building leases, books and supplies, and other services and operating expenses.

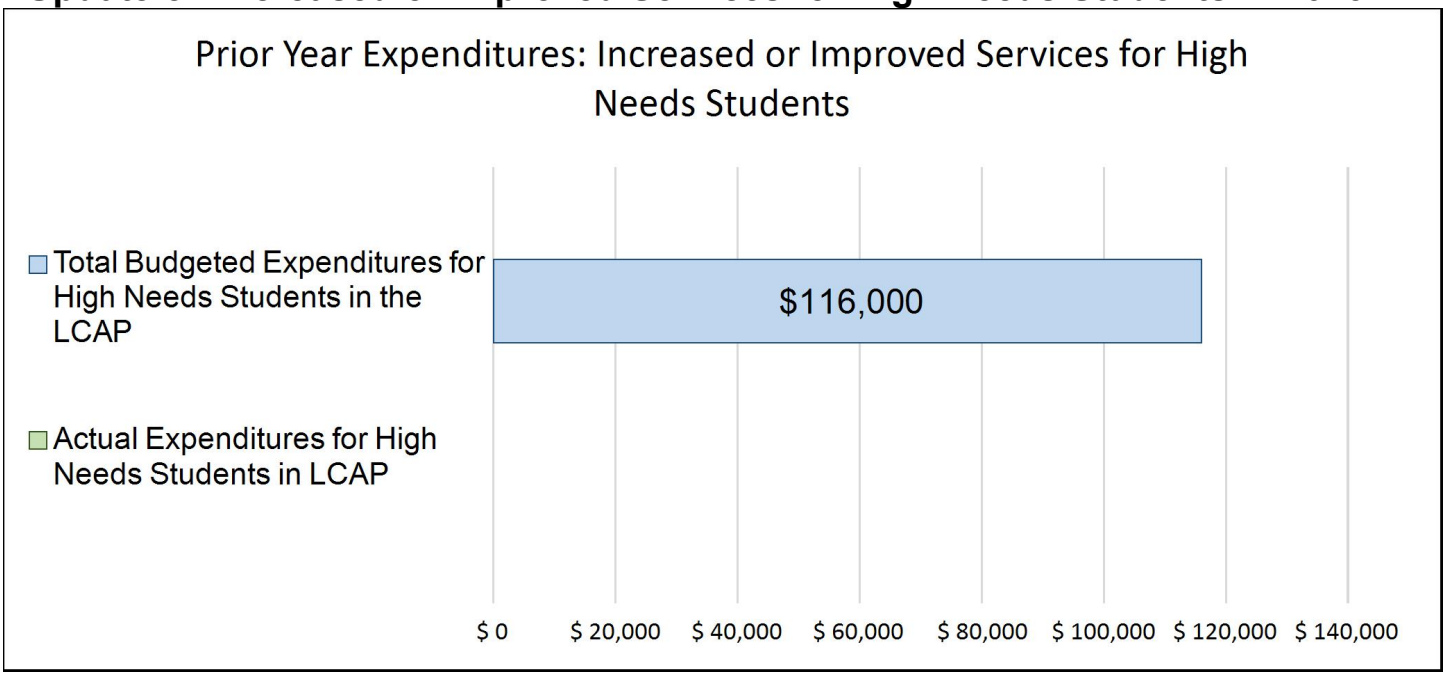
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Harvest Ridge Cooperative Charter School is projecting it will receive $106,281 based on the enrollment of foster youth, English learner, and low-income students. Harvest Ridge Cooperative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Harvest Ridge Cooperative Charter School plans to spend $2,432 towards meeting this requirement, as described in the LCAP.

As Harvest Ridge increases enrollment, specifically in our Home Study Program, the school recognizes the importance of identifying high needs students. The school has committed to a revamped Intervention process which includes ways for teachers to identify students as well as additional resources to help students with their different intervention needs. Starting in the 2024/25 school year, the school also plans on implementing Needs Assessment Surveys to parents and students in order to help understand the needs of families in order for them to better access their education.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Harvest Ridge Cooperative Charter School's LCAP budgeted $116,000 for planned actions to increase or improve services for high needs students. Harvest Ridge Cooperative Charter School actually spent $ for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Harvest Ridge Cooperative Charter School	Rick Ornelas Executive Director	rornelas@harvestridgeschool.org (916) 259-1425

Goals and Actions

Goal

Goal #	Description
1	Provide high quality instruction for all students that promotes academic growth and achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.0 Fully Credentialed and Appropriately Assigned Teachers Maintain the percentage of teachers who are fully credentialed and appropriately assigned. Data Source: SARC	2020-21 Percentage of fully credentialed teachers: 100%	2021-22 Percentage of fully credentialed teachers: 100%	2022-23 Percentage of fully credentialed teachers: 100%	2023-2024 Percentage of fully credentialed teachers: 100%	Appropriately Assigned Teachers: 100%
2.0 Standards-Aligned Instructional Materials Maintain 100% of students having their own standards-aligned instructional materials Data Source: SARC	2020-21 Percentage of students with their own standards-aligned instructional materials: 100%	2021-22 Percentage of students with their own standards-aligned instructional materials: 100%	2023-23 Percentage of students with their own standards-aligned instructional materials: 100%	2023-2024 Percentage of students with their own standards-aligned instructional materials: 100%	Aligned Instructional Materials: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.0 School Facilities in "Good Repair" Maintain a FIT score of "good" or better Data Source: Facilities Inspection Tool (FIT) in SARC	2020-21 Overall FIT score: Exemplary	2021-22 Overall FIT score: Exemplary	2022-23 Overall FIT score: Exemplary	2023-24 Overall FIT score: Exemplary	FIT Score: Good or Exemplary
4.0 Implementation State Standards Increase the level to which implementation of ELD standards are delivered Maintain 100% of EL students being provided access to CCSS Data Source: CA School Dashboard Local Indicators Rating Scale of 1-5 (1-Exploration Stage, 5-Full Implementation)	2020-21 Level to which implementation of ELD standards is delivered: 3 Percentage of EL students who are provided access to CCSS: 100%	2021-22 Level to which implementation of ELD standards is delivered: 3 Percentage of EL students who are provided access to CCSS: 100%	2022-23 Dashboard data not available for implementation of ELD standards due to not having enough students. Percentage of EL students who are provided access to CCSS: 100%	2023-24 Dashboard data not available for implementation of ELD standards due to not having enough students. Percentage of EL students who are provided access to CCSS: 100%	Level to which implementation of ELD standards is delivered: 5 Percentage of EL students who are provided access to CCSS: 100%
5.0 i-Ready Reading and Math (Spring data)	Percentage of students scoring average or higher on i-Ready Spring Assessments	21-22 Percentage of students scoring average or higher on	22-23 Percentage of students scoring average or higher on	23-24 Percentage of students scoring average or higher on	Percentage of students scoring average or higher on i-Ready Spring Assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of all students and identified student groups who score average or higher in Reading and Math All Students English Learners (ELs) Socioeconomically Disadvantaged (SD) Students With Disabilities (SWD) Foster Youth (FY)/Homeless Data Source: Local assessment data	ELA: All Students: 78% ELs: (Less than 11 students - data not displayed for privacy) SD: 42% SWD: 35% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math: All Students: 67% ELs: (Less than 11 students - data not displayed for privacy) SD: 38% SWD: 18% FY/Homeless: (Less than 11 students - data not displayed for privacy)	i-Ready Spring Assessments ELA: All Students: 75% ELs: (Less than 11 students - data not displayed for privacy) SD: 50% SWD: 55% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math: All Students: 67% ELs: (Less than 11 students - data not displayed for privacy) SD: 57% SWD: 46% FY/Homeless: (Less than 11 students - data not displayed for privacy)	i-Ready Spring Assessments ELA: All Students: 80% ELs: (Less than 11 students - data not displayed for privacy) SD: 67% SWD: 62% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math: All Students: 67% ELs: (Less than 11 students - data not displayed for privacy) SD: 60% SWD: 36% FY/Homeless: (Less than 11 students - data not displayed for privacy)	i-Ready Spring Assessments ELA: All Students: 72% ELs: (Less than 11 students - data not displayed for privacy) SD: 70% SWD: 74% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math: All Students: 62% ELs: (Less than 11 students - data not displayed for privacy) SD: 50% SWD: 64% FY/Homeless: (Less than 11 students - data not displayed for privacy)	ELA: All Students: 85% ELs: (Less than 11 students - data not displayed for privacy) SD: 50% SWD: 50% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math: All Students: 75% ELs: (Less than 11 students - data not displayed for privacy) SD: 50% SWD: 25% FY/Homeless: (Less than 11 students - data not displayed for privacy)
6.0 CAASPP Assessments - ELA and Math Increase the percentage of all students and identified student groups who are meeting or	2018-2019 Percentage of students meeting/exceeding standards on CAASPP Assessments:	2020-2021 - CAASPP Data Not Available for the 20/21 School Year. See i-Ready Assessments Percentage of students meeting/exceeding	2021-2022 - CAASPP Percentage of students meeting/exceeding standards on CAASPP Assessments:	2022-2023 - CAASPP Percentage of students meeting/exceeding standards on CAASPP Assessments:	Percentage of students meeting/exceeding standards on CAASPP Assessments: ELA -All Students: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceeding standards in ELA and Math All Students English Learners (ELs) Socioeconomically Disadvantaged (SD) Students With Disabilities (SWD) Foster Youth (FY)/Homeless Data Source: CA School Dashboard or caaspp-elpac.cde.ca.gov	ELA - All Students: 71% ELs: (Less than 11 students - data not displayed for privacy) SD: 94% SWD: 50% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math - All Students: 54% ELs: (Less than 11 students - data not displayed for privacy) SD: 39% SWD: 8% FY/Homeless: (Less than 11 students - data not displayed for privacy)	standards on CAASPP Assessments: ELA - N/A All Students: ELs: (Less than 11 students - data not displayed for privacy) SD: SWD: FY/Homeless: (Less than 11 students - data not displayed for privacy) Math - N/A All Students: ELs: (Less than 11 students - data not displayed for privacy) SD: SWD: FY/Homeless: (Less than 11 students - data not displayed for privacy)	ELA All Students: 50% ELs: (Less than 11 students - data not displayed for privacy) SD: 94% SWD: 25% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math All Students: 37.5% ELs: (Less than 11 students - data not displayed for privacy) SD: 39% SWD: 19% FY/Homeless: (Less than 11 students - data not displayed for privacy)	ELA All Students: 60% ELs: (Less than 11 students - data not displayed for privacy) SD: 94% SWD: 25% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math All Students: 46% ELs: (Less than 11 students - data not displayed for privacy) SD: 39% SWD: 19% FY/Homeless: (Less than 11 students - data not displayed for privacy)	ELs: (Less than 11 students - data not displayed for privacy) SD: 95% SWD:60% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math - All Students: 60% ELs: (Less than 11 students - data not displayed for privacy) SD: 50% SWD: 20% FY/Homeless: (Less than 11 students - data not displayed for privacy)
7.0 English Proficiency Progress Increase the percentage of students who are demonstrating progress of at least 1	2019-2020 Percentage of English learners demonstrating progress of at least 1 level on ELPAC: (Less than 11 students -	2020-2021 Percentage of English learners demonstrating progress of at least 1 level on ELPAC: (Less than 11 students -	2021-2022 Percentage of English learners demonstrating progress of at least 1 level on ELPAC: (Less than 11 students -	2022-2023 Percentage of English learners demonstrating progress of at least 1 level on ELPAC: (Less than 11 students -	Percentage of English learners demonstrating progress of at least 1 level on ELPAC: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
level on ELPAC Summative Data Source: CA School Dashboard or Local Data (ELPAC)	data not displayed for privacy)	data not displayed for privacy)	data not displayed for privacy)	data not displayed for privacy)	
8.0 EL Reclassification Rate Maintain the reclassification rate to be greater than Placer County or the State of California Data Source: DataQuest	2019-20 EL Reclassification Rate: (Less than 11 students - data not displayed for privacy)	2020-21 EL Reclassification Rate: (Less than 11 students - data not displayed for privacy)	2021-22 EL Reclassification Rate: (Less than 11 students - data not displayed for privacy)	2022-23 EL Reclassification Rate: (Less than 11 students - data not displayed for privacy)	EL Reclassification Rate: continue to exceed the county and state RFEP rates.
9.0 Access and Enrollment in a Broad Course of Study Maintain the level to which all students have access and are enrolled in a broad course of study Data Source: CA School Dashboard Local Indicators	2020-21 Percentage of students who are provided access and enrollment in a broad course of study: 100%	2021-22 Percentage of students who are provided access and enrollment in a broad course of study: 100%	2022-23 Percentage of students who are provided access and enrollment in a broad course of study: 100%	2023-24 Percentage of students who are provided access and enrollment in a broad course of study: 100%	Percentage of students who are provided access and enrollment in a broad course of study: 100%
Discontinued	Percentage of respondents who	Percentage of respondents who	2022-23	Discontinued in 2023	Percentage of respondents who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10.0 Parental Participation Maintain or increase the percentage of respondents who indicate that they have participated in school sponsored engagement activities to 80% or greater Data Source: Local Surveys	have participated in school-sponsored engagement activities: No baseline data due to covid	have participated in school-sponsored engagement activities: No baseline data due to covid & mandate restrictions	Discontinued due to no baseline data or survey data		have participated in school-sponsored engagement activities: 80%
11.0 Parent Input in Decision Making Maintain or increase the percentage of respondents who indicate that they believe HRCCS seeks their input as part of their decision-making process all or most of the time to 80% or greater Data Source: Local Surveys	2020-21 Percentage of respondents who indicated that they believe HRCCS seeks their input as part of their decision-No baseline data from survey	2021-22 Percentage of respondents who indicated that they believe HRCCS seeks their input as part of their decision: 90%	2022-23 Percentage of respondents who indicated that they believe HRCCS seeks their input as part of their decision: 91%	2023-2024 Fall Survey Percentage of respondents who indicated that they believe HRCCS seeks their input as part of their decision: 97.1%	Percentage of respondents who indicated that they believe HRCCS seeks their input as part of their decision-making process all or most of the time: 80%
12.0 Independent Study Engagement	Not Applicable	Not Applicable	Baseline Data 2022-23	2023-2024 Through 1/18/2024	Percentage of students that are shows as present

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or increase the percentage of students that participate in scheduled Independent Study days. Data Source: SIS - Aeries			Percentage of students present during Independent Study Days: 99%	Percentage of students present during Independent Study Days: 99.92%	during Independent Study Days: 95%

Goal Analysis

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

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

HRCCS was able to fully implement the 11 actions (note: Goal 1.10 was discontinued) for the goal of providing high quality instruction for all students that promotes academic growth and achievement.

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

Goal 1 Action 1.3 was not fully actualized due to the lack of ELL students within the program.
Goal 1 Action 1.4 was partially actualized due to the reassignment of a certificated teacher position which led to the reduced amount of availability for intervention.
Goal 1 Action 1.8 was not fully actualized due to the lack of socioeconomically disadvantaged students needing access to wifi.
Goal 1 Action 1.10 was partially actualized due to the lack of need for computers for our teaching staff due to staff retention, however, the school was able to purchase additional technology for teachers, such as projectors.
Goal 1 Action 1.11 was not directly actualized due to timing and scheduling between the 2022-23 school year and the 2023-24 school year. Staff was able to attend a professional development conference at the end of June 2023, however, this is not reported on this LCAP and was not completed in time to be added to the 2023 LCAP. The information obtained from this conference was implemented during the 2023-24 school year.
Goal 1 Action 1.14 was not fully actualized due to staff shortages and scheduling demands of the Instructional Aides on staff.

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

Goal 1 Action 1.1 was highly effective due to our on-campus teachers and home study receiving training in i-Ready toolbox interventions.
Goal 1 Action 1.2 was highly effective due to NCIT/Behavior training which allowed instructional aides the ability to help students regulate to receive tier 1 and tier 2 interventions.
Goal 1 Action 1.3 was not fully actualized due to the lack of ELL students within the program.
Goal 1 Action 1.4 was partially actualized due to the reassignment of a certificated teacher position which led to the reduced amount of availability for intervention.
Goal 1 Action 1.5 was highly effective due to the continuation of a schedule implemented during the 22/23 school year, which provides more time for a specialized math instructor to see additional classes.
Goal 1 Action 1.6 was highly effective due to a new after-school intervention/tutoring system that allowed for identifying and providing additional math instruction for students identified as high needs.
Goal 1 Action 1.7 was highly effective due to the increased special education caseload and the necessity to meet different students' academic needs.
Goal 1 Action 1.8 was not fully actualized due to the lack of socioeconomically disadvantaged students needing access to wifi.
Goal 1 Action 1.9 was highly effective as the needs of our home study program increased which resulted in the purchasing of additional Chromebook devices for our students.
Goal 1 Action 1.10 was partially actualized due to the lack of need for computers for our teaching staff due to staff retention, however, the school was able to purchase additional technology for teachers, such as projectors.
Goal 1 Action 1.11 was not directly actualized due to timing and scheduling between the 2022-23 school year and the 2023-24 school year. Staff was able to attend a professional development conference at the end of June 2023, however, this is not reported on this LCAP and was not completed in time to be added to the 2023 LCAP. The information obtained from this conference was implemented during the 2023-24 school year.
Goal 1 Action 1.12 was highly effective due to the increased student enrollment and increased services required for students in both the on-campus and home study programs. The ability to monitor SPED services and provide additional systems of support allowed our staff to fulfill offers of FAPE to our various families.
Goal 1 Action 1.13 was highly effective due to the availability of an Intervention teacher for our general education students as well as additional intervention support for students struggling in math.
Goal 1 Action 1.14 was not fully actualized due to staff shortages and scheduling demands of the Instructional Aides on staff.

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide a positive school culture and climate that strengthens student learning and supports the social-emotional well-being of students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.0 Attendance Rates Maintain an attendance rate of 97% or greater (as of May 1 each year) Data Source: Local Data	2018-2019 Attendance Rate: 97%	2019-2020* Attendance Rate: 100% *Attendance reported through 3/13/20 due to COVID closures	2020-21 Attendance Rate: 99%	2021-22 Attendance Rate: 98.9%	Attendance Rate: 97%
2.0 Chronic Absenteeism Maintain a chronic absenteeism rate of below 3% Data Source: CA School Dashboard	2018-2019 Chronic Absenteeism Rate: 0%	2019-2020 Chronic Absenteeism Rate: 0% Attendance Rate: 100% *Attendance reported through 3/13/20 due to COVID closures	2020-21 Chronic Absenteeism Rate: 0% Attendance Rate: 99%	2021-22 Chronic Absenteeism Rate:1.1% Attendance Rate: 98.9%	Chronic Absenteeism Rate: Less than 3%
3.0 Middle School Dropout Rate	Middle School Dropout Rate: 0%	2019-2020 Middle School Dropout Rate: 0%	2020-21 Middle School Dropout Rate: 0%	2021-22 Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain the middle school dropout rate Data Source: Local Indicators					
4.0 Suspension Rates Maintain a suspension rate of less than 2% Data Source: CA School Dashboard	2018-2019 Suspension Rate: 0%	2019-2020 Suspension Rate: 0%	2020-21 Suspension Rate: 0%	2021-22 Suspension Rate: 0%	Suspension Rate: Less than 2%
5.0 Expulsion Rates Maintain an expulsion rate of 0% Data Source: CA School Dashboard	2018-2019 Expulsion Rate: 0%	2019-2020 Expulsion Rate: 0%	2020-21 Expulsion Rate: 0%	2021-22 Expulsion Rate: 0%	Expulsion Rate: 0%
6.0 Other Local Measures - Student Culture Survey Maintain or increase the percentage of students who participate in the HRCCS Student Culture Survey that indicate they feel safe	No baseline data	2019-2020 Student Culture Survey Percentage of students who participate in HRCSS Student Culture Survey who perceive school as safe or very safe: 100%	2020-21 Student Culture Survey Percentage of students who participate in HRCSS Student Culture Survey who perceive school as safe or very safe: 100% Percentage of students who	2021-22 Student Culture Survey Percentage of students who participate in HRCSS Student Culture Survey who perceive school as safe or very safe: 100% Percentage of students who	Percentage of students who participate in HRCSS Student Culture Survey who perceive school as safe or very safe: 90% or greater Percentage of students who participate in HRCCS Student Culture Survey indicating a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or very safe when on campus to at least 90% Maintain or increase the percentage of students who participate in the HRCCS Student Culture Survey to 80% that indicate a high level of connectedness. Data Source: HRCCS Student Culture Survey Data		Percentage of students who participate in HRCCS Student Culture Survey indicating a high level of connectedness: : 100%	participate in HRCCS Student Culture Survey indicating a high level of connectedness: 100%	participate in HRCCS Student Culture Survey indicating a high level of connectedness: 100%	high level of connectedness: 80% or greater
7.0 Other Local Measures - Annual Parent Survey Achieve an 80% overall satisfaction rating from parents on the access of resources for physical and emotional well-being as measured on the annual parent survey Data Source: Annual Parent Survey	No baseline data	2021-22 Annual Parent Survey Overall satisfaction rating from parents on the access of resources for physical and emotional well-being as measured on the annual parent survey: 80%	2022-23 Annual Parent Survey Overall satisfaction rating from parents on the access of resources for physical and emotional well-being as measured on the annual parent survey: 87%	2023-24 Annual Parent Survey Overall satisfaction rating from parents on the access of resources for physical and emotional well-being as measured on the annual parent survey: 93.8%	Overall satisfaction rating on the access of resources for physical and emotional well-being: 80%

Goal Analysis

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

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

HRCCS was able to fully implement the planned 8 actions for the goal of providing a positive school culture and climate that strengthens student learning and supports social-emotional well-being of students.

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

N/A

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

Action 2.1 was highly effective as grade levels K-8 implemented SEL learning into their daily routines.
Action 2.2 was highly effective as Restorative Practice training was implemented during student discipline issues.
Action 2.3 was highly effective as the school was able to target students who endured trauma and at-risk students and provide services both in both programs.
Action 2.4 was highly effective as both programs revamped their intervention processes to create new ways of identifying students at-risk as well as providing supports to staff to assist those students. While not reflected during this year's LCAP reporting period, our staff had the opportunity to attend a culture summit at the end of the 2023 school year, and were able to apply those methods during the 2023/24 school year.
Action 2.5 was highly effective as the school as able to provide additional outside services to students in both programs.
Action 2.6 was highly effective as the school was able to provide various degrees of health education to students grades 5-8 using an approved curriculum and community resources.
Action 2.7 was highly effective as the school provided proactive ways for parents to get cleared with background and drivers checks in order to participate in more school/student based activities. The use of ParentSquare also provided a successful means of communication using the same information that parents provide in Aeries with phone numbers and email contacts.
Action 2.8 was highly effective and allowed for the continues monitoring of students digital citizenship by both staff and parents, providing teachers and administrators the ability to respond in real-time when events were triggered.

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

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

Goals and Actions

Goal

Goal #	Description
3	

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Harvest Ridge Cooperative Charter School	Rick Ornelas Executive Director	rornelas@harvestridgeschool.org (916) 259-1425

Plan Summary [2024-25]

General Information

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

Harvest Ridge Cooperative Charter School is a small independent charter school in Northern California that is chartered through the Newcastle Elementary School District. Established in 2010, Harvest Ridge provides a hybrid non-classroom based program as well as a home study program to our students. Harvest Ridge currently serves students residing in Placer, Nevada, Sacramento, Sutter, Yuba, and El Dorado Countries in grades Transitional Kindergarten through 8th grade. The school offers a hybrid program that provides four days a week on-campus instruction with one day a week of independent study, and also serves students through a separate, traditional, home school model. Students participate in a rich, experiential learning environment, with parent participation in all aspects of the program encouraged. As a parent cooperative, parent input and involvement is part of the focus of the school. Parents and staff are encouraged to participate in decisions regarding program development, curriculum adoption, and budgeting through a variety of processes including parent meetings, parent education workshops, surveys, and school governance.

Mission: Harvest Ridge Cooperative Charter School is committed to collaborating with parents, teachers, and students to provide a high-quality student-centered educational experience, which enhances the joy of learning and inspires a commitment to lifelong learning.

Vision: Harvest Ridge Cooperative Charter School is committed to nurturing the whole student by cultivating high academic achievement and strong social development. Students are encouraged to discover and pursue their interests and talents within a compassionate and supportive environment. Our students become self-motivated and confident as they develop 21st Century skills.

Harvest Ridge Cooperative Charter School staff members are enthusiastic, creative, and committed to providing an engaging and relevant education that prepares students to adapt and thrive in a rapidly changing world. Our staff sets high standards, fosters individuality, encourages group collaboration, and differentiates for individual student needs.

Parents are an integral part of our school community. They work collaboratively to support instruction, serve on school committees, participate in campus stewardship and are active partners in their child's education.

Community connections and global awareness are encouraged through outreach programs, field trips, and service projects.

Harvest Ridge Cooperative Charter School believes that learning best occurs in a supportive, nurturing environment where collaboration among teachers, parents, and students provides high-quality educational experience. Students have access to a Common Core State Standards curriculum, taught by committed and talented teachers. The HRCCS learning model blends independent study, classroom-based learning opportunities, personalized learning, virtual learning, and community-based public educational experiences in a manner that is tailored to the needs and interests of all students. The intent is to engage each student in the learning process, making it productive, relevant, and meaningful. The goal is to optimize the student's learning potential and success.

Students in the Harvest Ridge hybrid program receive daily instruction in PE, as well as the ability throughout the year to participate in many enrichment opportunities. Student Council Leadership for students in grades five through either is also offered during the school day. After-school and home study offerings include art, track and field, cross country, girls basketball, girls volleyball, Coding Club, Lego Robotics Club, and 3D printing club. All teachers promote a positive, collaborative environment where student successes are supported, valued, and honored.

Reflections: Annual Performance

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

HRCCS administered the CAASPP assessment, which is reported to the CA School Dashboard , as well as i-Ready assessments, which is administered twice per school year, once in the fall and once in the spring. Based on the CAASPP date for ELA, the overall percentage of students that met or exceeded standards was 57%. This includes all students grades 3rd-8th in both the hybrid and home study programs. This is a 14% improvement from the 2021-2022 school year, and was achieved with an additional 24 students being tested, reflecting the schools enrollment growth. The ELA data indicates that HRCCS students performed approximately 20 points above the state average.

In Math, the overall percentage for meeting or exceeding standards in the CAASPP was 44%, which was a 22% improvement from the 2021-2022 school year. The Math data indicates that HRCCS students performed approximated 37 points above the state average.

I-Ready data from the two diagnostics showed encouraging results throughout the 2022-2023 school year. The Reading Diagnostic showed that 80% of students scored on or above grade level in Reading, and 67% scored on or above grade level in math. These scores also show that 39% of students improved their score by 100% or more in Reading, and 25% improved their scores by 100% or more in Math.

During the 2022-23 school year, HRCCS was able to implement an Intervention Teacher to assist with the on campus program, allowing students to access timely tier 2 and tier 3 interventions as identified by data.

Reflections: Technical Assistance

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

N/A

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.

Harvest Ridge is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Harvest Ridge is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Harvest Ridge is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

HRCCS continues to engage with our stakeholders through the sharing of information, collaborating, and gathering input on a regular basis. Topics reviewed have related to educational programs, areas of strength and need, academic achievement, perception, health and safety, and budget and educational priorities for the 2023-24 school year.

Parents, staff, and community members participated in the annual review process. Input on topics was taken through a series of parent informational meetings, LCAP community engagement meetings, staff meetings, board meetings, and Parent Teacher Organization Meetings. Prior state testing data and current data from student assessments and classroom performance were used by staff to make recommendations for goals in the LCAP. This data was also reviewed by the board which allowed them to better analyze the midyear LCAP update as well as make informed budgetary decisions. Input was taken from parents via surveys, and from school support staff and classroom teachers via staff meetings. Board of Directors members, staff, and parents sit on and make recommendations to the budget committees. Staff and parents attend Board meetings to provide input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality instruction for all students that promotes academic growth and achievement. (Continued)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers Maintain the percentage of teachers who are fully credentialed and appropriately assigned. Data source: SARC	2023-2024 100% of teachers are fully credentialed and appropriately assigned.			2026-2027 100% of teachers are fully credentialed and appropriately assigned.	
1.2	Standards-Aligned Instructional Materials Maintain 100% of students having their	2023-2024 100% of students have their own standards-aligned instructional materials.			2026-2027 100% of students have their own standards-aligned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own standards-aligned instructional materials Data source: SARC				instructional materials.	
1.4	Implementation of State Standards Increase the level to which implementation of ELD standards are delivered Maintain 100% of EL students being provided access to CCSS Data Source: CA School Dashboard Local Indicators Rating Scale of 1-5 (1-Exploration Stage, 5- Full Implementation)	2023-2024 Dashboard data not available for implementation of ELD standards due to not having enough students. Percentage of EL students who are provided access to CCSS: 100%			2026-2027 100% ELD standards are delivered to EL students. 100% of EL students being provided access to CCSS	
1.5	i-Ready Reading and Math (Spring Data) Increase the percentage of all students and identified groups who score average or higher in Reading and Math All Students English Learners (ELs) Socioeconomically Disadvantaged (SD)	2023-2024 Reading All Students English Learners (ELs) Socioeconomically Disadvantaged (SD) Students With Disabilities (SWD) Foster Youth (FY)/Homeless Math			2026-2027 Reading All Students: 85% ELs: (Less than 11 students - data not displayed for privacy) SD: 50% SWD: 50% FY/Homeless: (Less than 11 students - data not	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students With Disabilities (SWD) Foster Youth (FY)/Homeless Data Source: Local assessment data	All Students English Learners (ELs) Socioeconomically Disadvantaged (SD) Students With Disabilities (SWD) Foster Youth (FY)/Homeless			displayed for privacy) Math All Students: 75% ELs: (Less than 11 students - data not displayed for privacy) SD: 50% SWD: 25% FY/Homeless: (Less than 11 students - data not displayed for privacy)	
1.6	CAASPP Assessments - ELA and Math Increase the percentage of all students and identified groups who score Meeting or Exceeding Standard in ELA and Math All Students English Learners (ELs) Socioeconomically Disadvantaged (SD) Students With Disabilities (SWD) Foster Youth (FY)/Homeless	2022-2023 ELA All Students English Learners (ELs) Socioeconomically Disadvantaged (SD) Students With Disabilities (SWD) Foster Youth (FY)/Homeless Math All Students English Learners (ELs) Socioeconomically Disadvantaged (SD) Students With Disabilities (SWD)			2025-2026 ELA All Students: 75% ELs: (Less than 11 students - data not displayed for privacy) SD: 95% SWD: 60% FY/Homeless: (Less than 11 students - data not displayed for privacy) Math All Students: 60% ELs: (Less than 11 students - data not	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard or caaspp-elpac.cde.ca.gov	Foster Youth (FY)/Homeless			displayed for privacy) SD: 50% SWD: 20% FY/Homeless: (Less than 11 students - data not displayed for privacy)	
1.7	English Proficiency Progress Increase the percentage of students who are demonstrating progress of at least 1 level on ELPAC Summative Data Source: CA School Dashboard or Local Data (ELPAC)	2022-2023 Percentage of English learners demonstrating progress of at least 1 level on ELPAC: (Less than 11 students			2025-2026 Percentage of English learners demonstrating progress of at least 1 level on ELPAC: 85%	
1.8	EL Reclassification Rate Maintain the reclassification rate to be greater than Placer County or the State of California Data Source: DataQuest	2022-2023 EL Reclassification Rate: (Less than 11 students - data not displayed for privacy)			2025-2026 EL Reclassification Rate: exceed the county and state RFEP rates.	
1.9	Access and Enrollment in a Broad Course of Study	2023-2024 Percentage of students who are provided			2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Maintain the level to which all students have access and are enrolled in a broad course of study Data Source: CA School Dashboard Local Indicators	access and enrollment in a broad course of study: Standard Met			Percentage of students who are provided access and enrollment in a broad course of study: 100%	
1.11	Independent Study Engagement Maintain or increase the percentage of students that participate in scheduled Independent Study days. Data Source: SIS - Aeries	2023-2024 Percentage of students present during Independent Study Days: 99.79%			2026-2027 Percentage of students present during Independent Study Days: >97%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Teachers & Administrators	Provide ongoing professional development to teachers/administrators to promote the continuous learning of students and closing achievement gaps for high-need students.	$12,329.00	No
1.2	Professional Development for Paraprofessionals	Provide professional development for paraprofessionals to support student intervention.	$2,500.00	No
1.3	Professional Development for Teachers of English Learners	Provide ongoing professional development and support for teachers with English learners.	$0.00	Yes
1.4	Intervention Support	Provide intervention support to students identified as high-needs.	$102,060.00	Yes
1.5	Specialized Mathematics Instructor	Provide a specialized mathematics instructor to provide grade-level specific instruction for multi-grade classes.	$131,221.00	No Yes
1.6	Specialized Mathematics Instruction	Provide specialized mathematics instruction to support students identified as high needs.	$2,432.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Supplemental Materials for Special Education	Provide supplemental instructional materials to support instruction provided through special education.	$1,500.00	No
1.8	Supplemental Materials for Intervention	Provide intervention support to all students.	$1,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a physically and emotionally safe learning environment as measured by suspension rates, attendance percentages, facility rating, and local assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While Harvest Ridge is a Non-Classroom Based/Independent Study Charter School, both the home study and hybrid programs are faced with unique challenges when it comes to student social emotional support. Harvest Ridge strives to provide a physically, mentally, and emotionally safe learning environment for all students in order for students to access their education to their fullest ability. The Old State Hwy campus was built in 1964, and requires continual maintenance in order to provide a safe learning environment for all students. By planning on keeping the campus up-to-date and safe for students, HRCCS will be providing a learning environment that is safe for students to attend.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates Maintain an attendance rate of 97% or higher (As of May 1 each year). Data Source: Local Data/SIS	2023-2024 Attendance Rate: 99.79%			2026-2027 Attendance Rate: >97%	
2.2	Suspension Rates Maintain a suspension rate of less than 2%	2022-2023 Suspension Rate: 0.3%			2025-2026 Suspension Rate: <2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard					
2.3	Expulsion Rates Maintain an expulsion rate of 0% Data Source: CA School Dashboard	2022-2023 Expulsion Rate: 0%			2025-2026 Expulsion Rate: 0%	
2.4	Other Local Measures Student Culture Survey Maintain or increase the percentage of students who participate in the HRCCS Student Culture Survey that indicate they feel safe of very safe when on campus to at least 90% Maintain or increase the percentage of students who participate in the HRCCS Student Culture Survey to 90% that indicate a high level of connectedness. Data Source: HRCCS Student Culture Survey Data	2023-2024 Students that feel safe in the classroom: 97.2% Students who feel a high level of connectedness: no baseline data.			2026-2027 Percentage of students who participate in the HRCCS Student Culture Survey that indicate they feel safe of very safe when on campus: >=90% Percentage of students who participate in the HRCCS Student Culture Survey who indicate a high level of connectedness: >=90%	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Online Safety	HRCCS will maintain appropriate filters, programs, and system updates in order to appropriately respond to concerning situations and maintain a safe online environment for each student.	$2,623.00	No
2.2	Facility Improvements	HRCCS will maintain a "good" rating in all aspects of the Facilities Inspection Tool categories.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Extra Curricular Activities	HRCCS will provide extra curricular activities in order to create student involvement and ownership in the school.	$5,000.00	No
2.4	Professional Development for SEL	Provide opportunities for staff to attend professional development while focusing on the social-emotional well-being of students	$1,000.00	No
2.5	Social-Emotional Learning	Social emotional learning materials curriculum will be used and taught with fidelity.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a positive school culture and climate that strengthens student learning through parent/community partnerships and participation.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As written into the school's Vision Statement, "Parents are an integral part of our school community. They work collaboratively to support classroom instruction, serve on school committees, participate in campus stewardship, and are active partners in their child's education." Harvest Ridge makes it well known the the success our students relies on the partnership between the parents and the school. Through this, the school is able to build a supportive culture and capitalize on the uniqueness of each student and family. Being a Nonclassroom-based/Independent Study program, Harvest Ridge recognizes the unique relationship that the school has with parents in order for students to be successful. It is with this in mind that the school strives to have as much parent involvement as possible.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Other Local Measures - Parent Participation Achieve an 80% rating or higher of parents who indicate that they have participated in school-sponsored events. Achieve a 90% or higher rating on whether or not HRCCS values the input from parents as part of	2023-2024 No baseline data for parents who indicate that they have participated in school-sponsored events. 96.9% of parents indicated that the school values their input as part of the decision-making process.			2026-2027 Parents who indicate that they have participated in school-sponsored events: >=80% HRCCS values the input from parents as part of the decision-making process: >=90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the decision-making process. Achieve a 90% rating or higher on whether parents feel as though the school provides a positive and welcoming environment. Data Source: Annual Parent Survey	93.8% of parents feel as though the school provides a positive and welcoming environment.			Parents feel as though the school provides a positive and welcoming environment: >=90%	
3.2	Other Local Measures - ParentSquare Maintain a 95% "contactable" rate with verified phone numbers and email addresses in ParentSquare. Data Source: ParentSquare	2023-2024 100% of parents are listed as "contactable" with verified phone numbers and email addresses in ParentSquare.			2026-2027 Parents listed as "contactable" with verified phone numbers and email addresses in ParentSquare: 100%	
3.3	Other Local Measures - Parent Meetings Throughout the school year, provide families with the opportunity to attend Orientations, Learning Period Meetings, Student Conferences, Board Meetings, Back to School Night, Open	2023-2024 Harvest Ridge provided the following meetings: Orientation Learning Period Meetings Student Conferences Board Meetings Back to School Night Open House Calendar Town Hall			2026-2027 Harvest Ridge will continue to provide multiple meeting opportunities for parents throughout the given school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	House, Town Halls, and Family Information Nights.	One Pill Can Kill Information Night LCAP Information Meeting				
3.4	Other Local Measures - Communication Through the Annual Parent Survey, parents respond with a 95% rating or higher that their classroom teacher effectively communicates. Through the Annual Parent Survey, parents respond with a 95% rating or higher that HRCCS effectively communicates. Data Source: Annual Parent Survey	2023-2024 87.6% of parents responded saying that their classroom teacher effectively communicates. 93.8% of parents responded saying that HRCCS effectively communicates.			2026-2027 Parents responded saying that their classroom teacher effectively communicates: >=95% Parents responded saying that HRCCS effectively communicates: >=95%	
3.5	Other Local Measures - Parent Surveys Achieve at least 60 families participating in the annual/local surveys. Data Source: Annual/Local Surveys	2023-2024 LCAP Family Survey: 22 Responses Field Trip Parent Survey: 44 Responses			2026-2027 Number of parents responding to annual surveys: >=60	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Stakeholder Outreach	Conduct New Family Orientations for families new to Harvest Ridge Cooperative Charter School as well as conduct our Summer Intake program to build connections with new home study families.	$3,650.00	No
3.2	Parent Meetings	In our Home Study program, require monthly parent meetings in order to monitor progress with students and collaborate with families on the needs for their students.	$250.00	No
3.3	Parent Engagement	Provide parents with opportunities to engage with the school in a variety of ways to create a positive and supportive environment.	$250.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Family Needs Assessment	Harvest Ridge will conduct a "Needs Assessment" survey for parents twice a school year.	$500.00	No
3.5	Parent Communication	Provide parents with an easily accessibly mode of communication across multiple platforms.	$3,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$106,281	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.918%	0.000%	$0.00	2.918%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Intervention Support **Need:** Tier 2 and Tier 3 services for students identified as struggling in specific areas. **Scope:** LEA-wide	Allows for the identification of struggling pupils as well as additional resources available for students/families during independent study days.	iReady assessments, CAASPP assessments, and additional data driven local assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Specialized Mathematics Instruction **Need:** Students will need more in smaller groups with an instructor, availability to meet after school, as well as access to technology/internet. **Scope:** LEA-wide	Allows for smaller classroom sized groups, tutoring after school, and increased technology services for students.	iReady & CAASPP Growth and Overall scores.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Professional Development for Teachers of English Learners **Need:** Additional Resources and trainings for language development curriculum and assessments. **Scope:** Limited to Unduplicated Student Group(s)	Professional Development allows teachers to specificially receive training and target specific student needs.	ELPAC growth and overall scores.
1.4	**Action:** Intervention Support		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Specialized Mathematics Instructor **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.6	**Action:** Specialized Mathematics Instruction **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,642,687	106,281	2.918%	0.000%	2.918%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$267,355.00	$95,396.00		$8,164.00	$370,915.00	$239,363.00	$131,552.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Teachers & Administrators	All	No			All Schools		$0.00	$12,329.00	$12,329.00				$12,329.00	
1	1.2	Professional Development for Paraprofessionals	All	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.3	Professional Development for Teachers of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.4	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$102,060.00	$0.00		$93,896.00		$8,164.00	$102,060.00	
1	1.5	Specialized Mathematics Instructor	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$131,221.00	$0.00	$131,221.00				$131,221.00	
1	1.6	Specialized Mathematics Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools		$2,432.00	$0.00	$2,432.00				$2,432.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.7	Supplemental Materials for Special Education	Students with Disabilities	No			All Schools		$0.00	$1,500.00		$1,500.00			$1,500.00	
1	1.8	Supplemental Materials for Intervention	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.1	Online Safety	All	No			All Schools		$0.00	$2,623.00	$2,623.00				$2,623.00	
2	2.2	Facility Improvements	All	No			All Schools		$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.3	Extra Curricular Activities	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.4	Professional Development for SEL	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.5	Social-Emotional Learning	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
3	3.1	Stakeholder Outreach	All	No			All Schools		$3,650.00	$0.00	$3,650.00				$3,650.00	
3	3.2	Parent Meetings	All	No			All Schools		$0.00	$250.00	$250.00				$250.00	
3	3.3	Parent Engagement	All	No			All Schools		$0.00	$250.00	$250.00				$250.00	
3	3.4	Family Needs Assessment	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
3	3.5	Parent Communication	All	No			All Schools		$0.00	$3,600.00	$3,600.00				$3,600.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,642,687	106,281	2.918%	0.000%	2.918%	$133,653.00	0.000%	3.669 %	**Total:**	$133,653.00
								LEA-wide Total:	$2,432.00
								Limited Total:	$133,653.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Professional Development for Teachers of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
1	**1.4**	Intervention Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	**1.5**	Specialized Mathematics Instructor	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$131,221.00	
1	**1.6**	Specialized Mathematics Instruction	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,432.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$255,650.00	$229,557.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development for Teachers	No	$6,000.00	14,827
1	**1.2**	Professional Development for Paraprofesionals	No	$2,500.00	450
1	**1.3**	Professional Development for Teachers of English Learners	Yes	$1,500.00	0
1	**1.4**	Intervention Support	Yes	$17,000.00	20,826
1	**1.5**	Specialized Mathematics Instructor	No	$75,000.00	94,957
1	**1.6**	Specialized Mathematics Instruction	Yes	$25,000.00	31,652
1	**1.7**	Supplemental Materials for Special Education	No	$1,000.00	534
1	**1.8**	Wifi Access for SD Students	Yes	$1,000.00	1,000
1	**1.9**	Technology for Teachers	No	$2,000.00	1,009
1	**1.10**	Technology for Students	No	$34,500.00	12,100
1	**1.11**	Teacher Engagement	No	$750.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Special Education Monitoring	No	$800.00	0
1	1.13	Multi-Tiered Systems of Support	No		0
1	1.14	Instructional Aides	Yes	$71,500.00	50,256
2	2.1	Social-Emotional Learning	No	$500.00	492
2	2.2	Restorative Practices	No		0
2	2.3	Counseling	No	$4,000.00	1,454
2	2.4	Professional Development for SEL	No	$1,000.00	0
2	2.5	Community Resources and Partnerships	No		0
2	2.6	Health Education	No	$2,500.00	0
2	2.7	Parent Engagement	No	$4,100.00	0
2	2.8	Student Engagement	No	$5,000.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$116,000.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Professional Development for Teachers of English Learners	Yes	$1,500.00			
1	1.4	Intervention Support	Yes	$17,000.00			
1	1.6	Specialized Mathematics Instruction	Yes	$25,000.00			
1	1.8	Wifi Access for SD Students	Yes	$1,000.00			
1	1.14	Instructional Aides	Yes	$71,500.00			

2023-24 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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