



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gold Rush Charter School

CDS Code: 5572413-0112276

School Year: 2024-25

LEA contact information:

Traci Woelffer

Executive Director

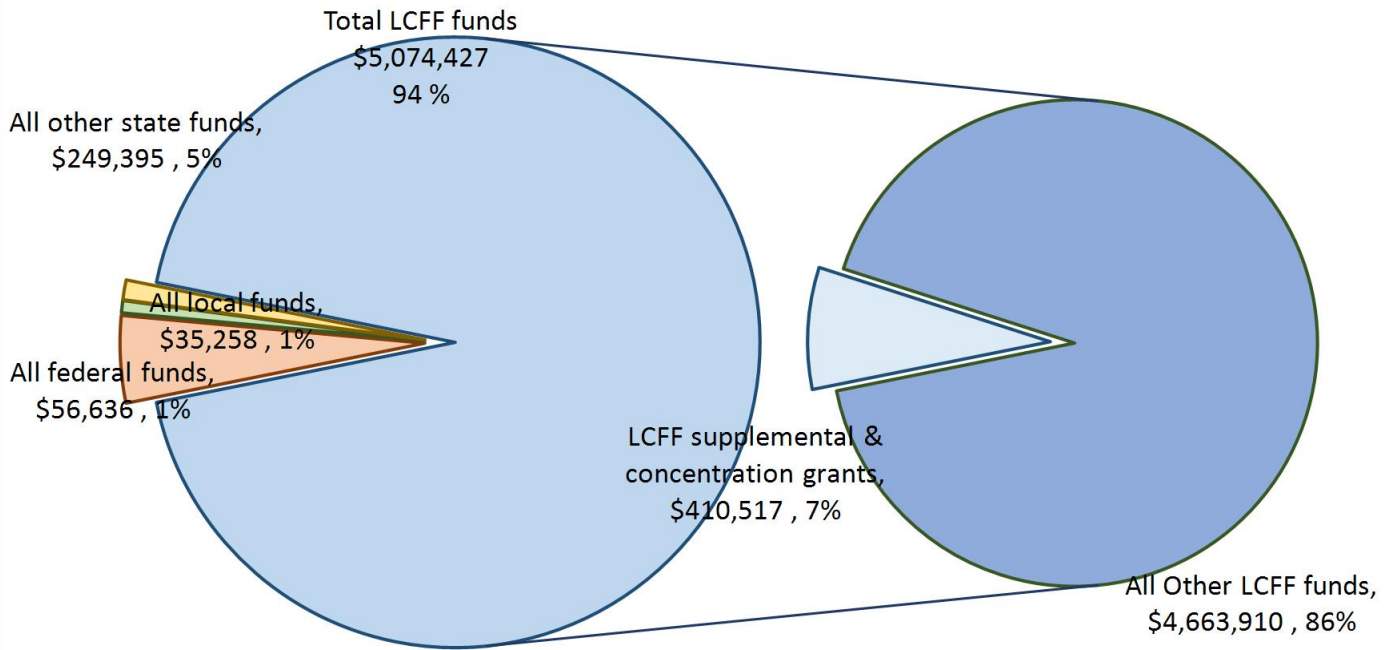
twoelffer@goldrushcs.org

209-532-9781 x324

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

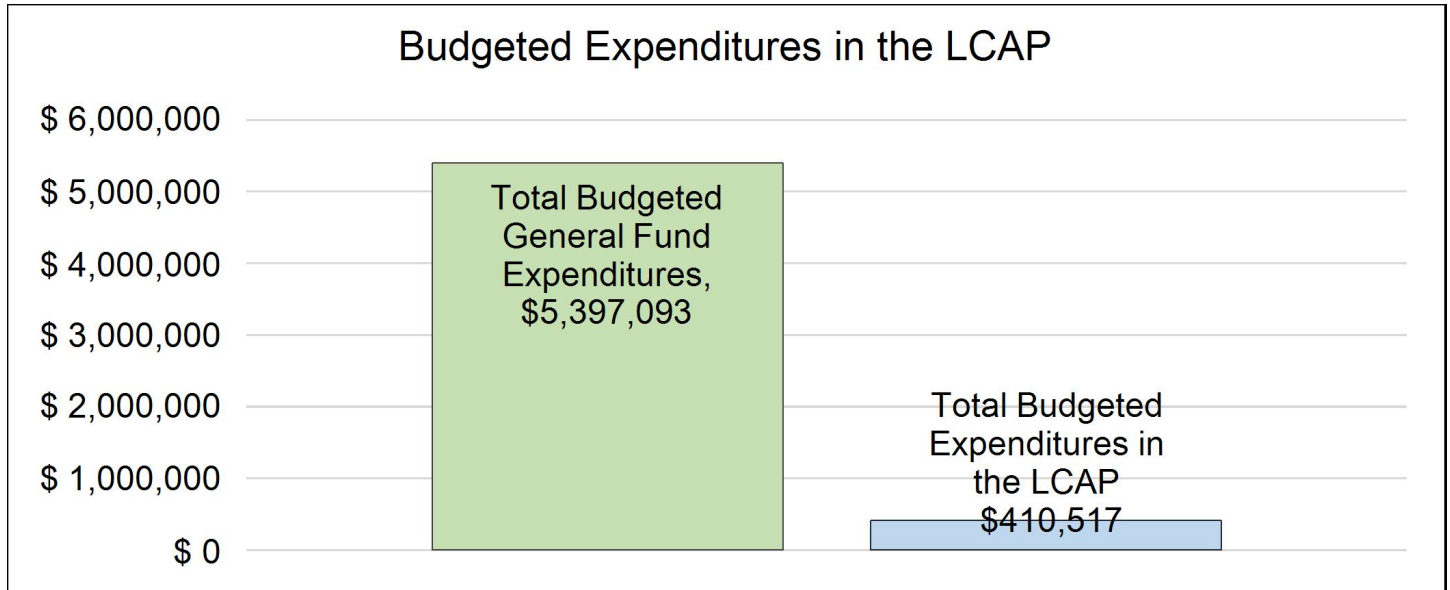


This chart shows the total general purpose revenue Gold Rush Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gold Rush Charter School is \$5,415,716, of which \$5074427 is Local Control Funding Formula (LCFF), \$249395 is other state funds, \$35258 is local funds, and \$56636 is federal funds. Of the \$5074427 in LCFF Funds, \$410517 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 Gold Rush 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.

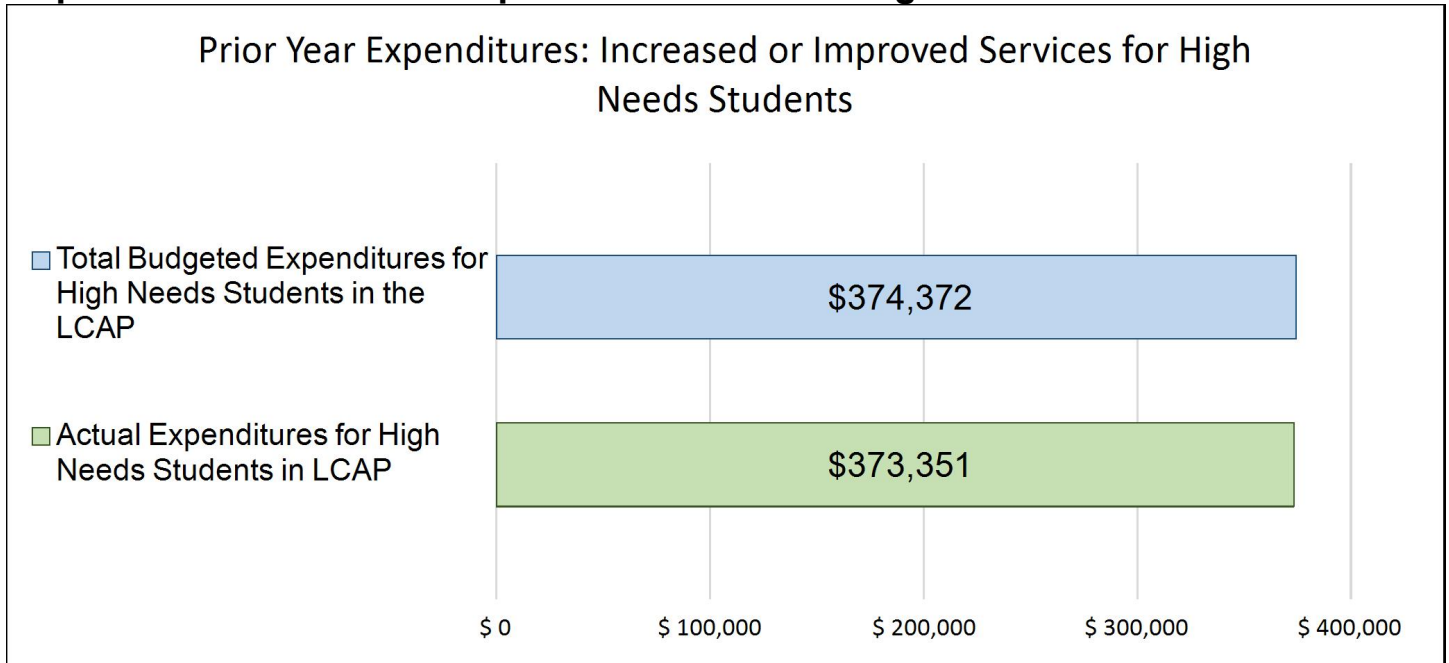
The text description of the above chart is as follows: Gold Rush Charter School plans to spend \$5397093 for the 2024-25 school year. Of that amount, \$410517 is tied to actions/services in the LCAP and \$4,986,576 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Gold Rush Charter School is projecting it will receive \$410517 based on the enrollment of foster youth, English learner, and low-income students. Gold Rush Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Gold Rush Charter School plans to spend \$410517 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Gold Rush 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 Gold Rush 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, Gold Rush Charter School's LCAP budgeted \$374372 for planned actions to increase or improve services for high needs students. Gold Rush Charter School actually spent \$373351.07 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
Gold Rush Charter School	Traci Woelffer Executive Director	twoelffer@goldrushcs.org 209-532-9781 x324

Goals and Actions

Goal

Goal #	Description
1	Improve opportunities to improve student learning and achievement for all students by creating educational options LEA wide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced/CAASPP state testing scores for 11th grade in ELA and Math.	20-21 CAASPP scores for 11th grade ELA were 48.57% meets or exceeds and for math 12.12% meets or exceeds	21-22 CAASPP scores for 11th grade ELA: 40% meets or exceeds, Math: 0% meets or exceeds	22-23 CAASPP scores for 11th grade ELA: 41.47% met or exceeded standards. Math: 25% met or exceeded standards.	Results pending	CAASPP scores for 11th grade students in ELA and math will be 50% meets/exceeds and 35% meets/exceeds for math.
Graduation Rates	Gold Rush Charter School's graduation rate for 20/21 was 87.3	Gold Rush Charter School's graduation rate for 21-22 was 95.8%	GRCS's graduation rate for 22-23 was 95%.	GRCS' graduation rate for 23-24 was 98%.	Gold Rush Charter School's graduation rate for 2024 will be 95%.
Increase Concurrent College Enrollment	GR had 25 students enrolled in the college program in 20/21.	GR had 31 students enrolled in the college program in 21/22.	GRCS had 37 students enrolled in the college program in 22/23.	45 high school students have enrolled in the concurrent college program in 2023-24.	GR desires to increase students enrolled in the college program to 30 students .
Credit Recovery Completion rate to grade level.	GR had 80% of all CR students catch up to their current grade level.	GR had 39% of all CR students catch up to their current grade level.	GRCS had 36% of all CR catch up to their current grade level.	GRCS had 65% of all CR catch up to their current grade level in 2023-24	GR would like 85% of students in credit recovery to catch up to their grade level.
Graduation rate for students in credit recovery.	Graduation rate for students in credit recovery is 90%.	Graduation rate for students in credit	Graduation rate for students in credit recovery:100%	2024 Graduation rate of CR students: 100%	Graduation rate for students in credit recovery will be 92%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		recovery is anticipated to be 100%.			
Amount of Academic Support Aides	GR has 5 Aides to provide academic support.	5 aides to provide academic support	5 aides to provide academic support	5 aides provide academic support.	GR would like to maintain 5 aides to provide academic support.
Attendance Rate	90 percent of appointments are kept.	99.03% percent of appointments are kept.	99.1% of appointments are kept	Currently, 99% of appointments are kept	95% of appointments kept.
Percentage of students meeting state college/university entrance requirements.	4.5% of students meet state college/university entrance requirements.	Information is forthcoming.	2% of students meet state college/university entrance requirements.	6.9% of students met state/college entrance requirements.	GR desires to have 5% of students meet state college/university entrance requirements.
Percentage of students completing CTE courses	GR does not have a CTE pathway.	GRCS does not have CTE courses	GRCS does not offer CTE courses	GRCS does not offer CTE courses.	GR will consult with WASC and stakeholders regarding a CTE pathway.
Percentage of students who have passed an AP exam with 3 or higher	0* Gold Rush Charter School does not offer AP courses at this time.	GRCS does not offer AP classes	GRCS does not offer AP classes	GRCS does not offer AP classes.	GR will consult with WASC and stakeholders regarding offering AP courses.
Percentage of students that passed the early assessment program (smarter balanced scores)	18/19 percentage of students that passed the early assessment program (via smarter balanced scores) was 2.5% for math and 42.5% for ELA.	Information is forthcoming.	Per 2022-23 CAASPP results, 39.29% of HS students tested met or exceeded standard for ELA. 3.45% met or exceeded standards for math.	Results pending	23/24 percentage of students that pass the early assessment program (via smarter balanced scores) will be 25% for math and 60% for ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of special education students who graduate with a high school diploma, including completion certificate.	Special education students who graduate with a high school diploma, including completion certificate is 75%.	100% of special education students who are seniors are anticipated to graduate with a diploma	93% of special education students graduated with a diploma	100% of special education students graduated with a diploma in 2024.	Graduation rate for special education students, including completion certificates will be 90%.

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.

In 23-24 GRCS expanded opportunities for academic success through professional development in math, interim assessments, engagement, rigor, and relevance. ELA and math support and interventions, SAM meetings, Independent Study tracking, Credit recovery, attendance incentives, and a focus on social-emotional development and support have resulted in an increase in students achievement and well-being and graduation rates.

Action item 1.1 Math Support: Transferring students scores are typically low upon arrival to our program. Math programs were purchased to benefit student comprehension and scores. Programs include, but are not limited to IXL and an extra Math Success period. Math support videos are in place for IS and classroom based students in grades 4-8. Khan Academy will continue to be used to supplement instruction.

Action item 1.2 SPED Support: A full-time SpEd Coordinator was hired to oversee services and compliance. 2 SpEd paraprofessionals provided student support under the direction of the Resource teacher.

Action item 1.3 Credit Recovery: A Credit Recovery teacher successfully assisted students who had fallen behind in credits and were in danger of not graduating. 65% of our Credit Recovery students caught up to grade level, and 100% graduated in 2024.

Action item 1.4 Independent Study Appointment Tracking: There has been improved attendance and better student completion of class assignments due to oversight of attendance.

Action item 1.5 School Transportation Services: 1 student utilized bus pass for transportation in 2023-24.

Action item 1.6 College Support: - Concurrent enrollment for Columbia College, college days, college workshops and on site classes were successfully promoted and provided.

Action item 1.7 College and Career Readiness Center: Student class success and educational goals with the continued use of the Four Year academic plan were fully implemented. These plans will help track diplomas, college enrollment and needs of all students including socioeconomically disadvantaged students.

Action item 1.8 Instructional Aides: 3 Instructional aides were utilized to help teachers meet the educational needs of the students. Aides supported students in their classrooms and during push-in and pull-out Reading intervention.

Action item 1.9 Benchmark testing: Benchmark assessments were used with fidelity to monitor progress and inform instruction.

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.

Budget expenditures reflect the GRCS priorities of student achievement, ELA and Math intervention, high quality instructional materials, and student well-being. There are no material differences in budgeted and actual expenditures.

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

All actions were effective in addressing student learning and achievement, as evidenced by increased math and ELA Renaissance and CAASPP results, graduation rates, and progress toward college and career readiness.

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.

In addition to continuing the successful strategies we've implemented in the last 3 years, GRCS will add additional math intervention and support, expand PBIS and SEL strategies, and plan relevant professional development in addressing areas of continued improvement.

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	Improve Educational opportunities for all students with facility and technology upgrades LEA wide

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career: percentage of students meeting the college and career indicator	Percentage of students meeting the college and career indicator in 2019 showed GR in the yellow tier.	Due to COVID, the dashboard was suspended for 2020 and 2021. Information for 2022 is forthcoming.	Not reported	2023 dashboard reflects 6.9% met the College and Career standard	Percentage of students meeting the college and career indicator will be 25%
Credit Recovery/Acceleration Program	10 students will be enrolled in the credit recovery/acceleration program.	Program has not started.	12 students are currently enrolled in credit recovery	9 students are currently enrolled in credit recovery	20 students will be enrolled in the credit recovery/acceleration program.
Amount of independent study students served	GR currently has 207 independent study students in the program.	213 students were served through independent study	GRCS currently has 178 independent study students in the program	Currently there are 184 independent study students in the program	GRCS will have 240 independent study students in the program.
Health Survey: percentage of students who indicate they feel safe on campus.	Currently, 80% of students in grade 7 and 44% in grade 9 indicated they feel safe at school.	No data was available for the 2022 CHKS for 7th and 9th graders. Less than 10 students in each grade took the survey.	Currently, 67% of students in grade 7 indicated they feel safe on campus. An insufficient number of students in grade 9 and 11 took the survey or didn't respond to this question.	75% of students report feeling safe at school.	90% of students in grade 7 and 70% in grade 9 will indicate they feel safe on campus.

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.

In 23-24 GRCS This year GRCS continued expanding opportunities for academic success through Independent Study, Credit recovery, the College and Career Center, and Social-emotional strategies. All GRCS students have chrome books (1:1), and Smartboards have been installed in Country School classrooms. An upgrade to high speed internet service occurred in the 23-24 school year. High quality cameras were installed on both campus to monitor security.

Action item 2.1 College and Career Readiness: The College/Career Center offered college workshops, career advancement opportunities, liaison with the college for college supports, tracked work permits and offered career days

Action item 2.2 Credit Recovery/Acceleration Program: The Credit Recovery classroom lease and staffing provided the important program needed for the 9 students who were behind in credits and ultimately graduated this year.
student needs.

Action item 2.3 Independent Studies facilities: The Independent Studies lease provided the space for services and support for 184 students.

Action item 2.4 Student/Campus Safety: PBIS, Character Strong, Second Step, the Zen Den, Student Leadership, and Friday Night Live are among the programs and strategies that were implemented with success, as evidence by the Healthy Kids Survey.

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.

Budget expenditures reflect the GRCS priorities of student achievement, including credit recovery, Independent Studies tracking, college and career readiness, technology, campus safety, and student well-being. There are no material differences in budgeted and actual expenditures.

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

All actions were effective in addressing facility and technology updates as evidenced by credit recovery graduation rate, the number of Independent Studies students served, campus safety, and some progress toward college and career readiness.

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

Goal 2 LCAP actions items resulted in overall improvement in student achievement in facility and technology upgrades. College and career readiness are continued areas for improvement. Low scores on college and career readiness reflect the post-graduation plans for many of our HS students - many planning to enter jobs or community college rather than 4 year universities. GRCS is currently considering higher level math requirements to graduate.

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	Improve student success through implementation of Common Core State Standards and new curriculum options and enhanced engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Training	50% teachers are trained on NGSS.	90% of teachers were trained in the NGSS (high school teachers that teach other core subjects were not)	No additional training in NGSS was provided this year.	No additional training is required.	100% teachers will be trained on NGSS.
Chronic Absenteeism rate	CR currently has 95% positive attendance.	GR has 99.03% attendance rate for 2022.	GRCS has 99% attendance rate for 2023	Currently GRCS has 95.6% attendance rate	GR will have 99% positive attendance.
High School drop out rate percentage	Less than 5%	Anticipated to be less than 5%.	Less than 5%	Less than 5%	Less than 5%
Middle school drop out rate	Less than 5%	Less than 5%.	0%	0%	Less than 5%
Parental participation to support school operations	0 parent volunteers due to COVID	20 volunteers on campus through parent volunteer meetings, site council, board membership, staff appreciation days, fundraisers, etc.	50 volunteers on campus through PTO activities, board membership, staff appreciation days, Field Days fundraisers, etc.	GRCS has a significantly high level of parent participation through PTO, classroom volunteering, and School Board membership. Increased effort to support the High	50 parent volunteers on-campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				School and IS was made this year.	
Special Education students' benchmark assessments	1-year growth in grade-level achievement of reading and math for special education students based on benchmark assessments.	ELA achievement was 1.2 year increase average, math was 1 year increase average.	ELA achievement: a nearly 1 year increase in ELA average, and 1.2 years growth in math	ELA achievement: +1.7 Math achievement: +1.5	2-year growth in grade-level achievement of reading and math for special education students based on benchmark assessments.
Suspension Rate/Expulsion Rate	Less than 5% of students were suspended/expelled.	No students was expelled and one student was suspended in the 2021-22 year, a .02 suspension rate.	No students were expelled, and 7 students were suspended.	1.2% suspension rate according to the 23-24 dashboard. Currently, 1 students has been expelled	Less than 5% of students will be suspended/expelled.

Goal Analysis

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

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

Goal 3 success resulted from all teachers trained in Common Core State Standards, attendance incentives, credit recovery program, after school and independent study tutoring, ELA and math intervention, push-in and pull-out aide support, effective SpEd support, alternatives to suspension, a focus on social-emotional health, and a high level of parent involvement.

Action item 3.1 CCSS Training: Common Core State Standards training has been successfully provided to all staff.

Action item 3.2 Chronic Absenteeism: Staff tracking of Independent Study appointments and absence tracking per learning period resulted in a decrease in chronic absenteeism, as evidenced by the Dashboard.

Action item 3.: High School Drop-out Rate: The Credit Recovery Program supported student success and engagement. All Credit Recovery students graduated this year.

Action item 3.4 Middle School Drop-out Rate: After school and Independent Study tutoring to support student success resulted in 0 Middle School drop-outs.

Action item 3.5 Parent Participation/Science Night: Orientation and LCAP Input meetings were held to support parents as co-teachers.

Action item 3.6 Parent Participation: Parents serve on the PTO (now serving both campuses), Parent Advisory Committee, the School Board, and as classroom volunteers.

Action item 3.7 Special Education Push-in Support: 2 SpEd para-professionals provided push-in and pull out, small group support.
Action item 3.8 Suspension Report: Gold Rush utilizes alternatives to suspension for minor to moderate rule violations, such as parent conferences, restorative chats, restitution, conferences with the Principal, natural consequences, counseling, time-out, and in-school reflection time.
These strategies recognize the importance of the students having access to school curriculum, even when they are being disciplined, to maintain their academic engagement.

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.

Budgeted expenditures and actual expenditures reflect GRCS priorities in student achievement and success, as reflected in attendance, academic growth, graduation rates, and parent involvement.

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

Goal 3 LCAP actions resulted in continued success in attendance and drop out rates, high level of parent involvement, an increase in Special Education academic performance, and low suspension/expulsion rates.

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

Goal 3 LCAP actions items resulted in overall success in in student achievement and success, as reflected in attendance, academic growth, graduation rates, and parent involvement. Expanded ELA and math intervention and support will provide continued growth in these areas.

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
Gold Rush Charter School	Traci Woelffer Executive Director	twoelffer@goldrushcs.org 209-532-9781 x324

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.

Gold Rush (GRCS) is a K-12 Independent Study (Home Study) Charter School serves approximately 450 students from Tuolumne and surrounding counties with on-campus options at all grade levels. Administration and staff of Gold Rush Charter School believe in honoring the dignity of all human beings. Because of that belief, we do not discriminate in our hiring or enrollment practices on the basis of race, gender, age, religion, ethnic or national origin, or sexual orientation.

Teachers are fully credentialed and appropriately assigned for their teaching assignments. The staff also includes 1 Special Education Coordinator, 2 Resource Specialists, and 3 special education paraprofessionals who work with the on campus and Independent Study (IS) students. There are 3 Specials instructors offering music, art, technology, PE, and Farm and Garden. 5 classroom aides work in the classrooms and the Learning Lair (reading and math intervention) at the Country School.

The school offers many different educational programs in order to meet the needs of our students. Many students get supplemental services during and after the school day. GRCS contracts with Tuolumne County Superintendent of Schools for all speech-language therapy, occupational adaptive PE, counseling, attendance support, and school psychologist services.

All campuses are well maintained and generally in good repair. Maintenance is completed by Curtis Creek School District (CCSD), and any deficiencies are being addressed. The campuses meet ADA requirements. Each classroom is equipped with a Safety Binder that describes emergency plans for all emergency situations from fire to flood and weather-related incidents.

All staff receives safety training, Mandated Child Abuse Reporter training, Sexual Harassment training, and several staff members receive annual anaphylaxis shock training (epi pen) and diabetic training. Office staff members have been trained in administration of NARCAN. ALICE training is coordinated and presented to staff and students by the Tuolumne County Sheriff's Office. GRCS continues to work with teachers in implementing best practices in English Language Arts and math best practices.

Country School

The Country School is a TK-8 Grade program with classes held Monday – Thursday, with Friday serving as a home school day. Country School students enjoy smaller class sizes (25), technology classes for all grades and the Farm and Garden Program. Students also receive art, music, library, Mindfulness, and Second Step training. The school offers a library/media center, multi - purpose room, 504 support, and a Special Education Resource program.

The Farm & Garden program at Gold Rush Country School is designed to expose the students to various aspects of country life and values. This is a purposefully broad vision so as to include a wide variety of topics. The Farm consists of an animal pen which currently houses sheep, goats, rabbits, and chickens. The students are taught to care for the animals, including feeding, mucking, haltering, leading, and basic health care, but most importantly how to act calmly and respectfully around the animals. They also study various breeds, life cycles, etc. The Garden portion of the program allows students hands-on opportunities to plant, germinate, nurture and harvest healthy fruits and vegetables. They study nutrition, seed and plant characteristics, various forms of food preservation, and many other related topics. Students also get to enjoy the bounty of the garden by experimenting with food preparation methods and tasting the results in their classes. The technology classes offer entry-level skills, including keyboarding and coding, for Kindergarten students and graduating skills for first grade through eight. The lab is equipped with 2 3D printers that students use to create class-assigned projects. The Country school is a unique educational opportunity and builds character, self-esteem and confidence.

High School

Our High School program is designed to give students a well-rounded education. Classes take place Monday - Thursday with Friday serving as a home school day. All core classes are offered and include Science (with a lab), Math, English and Social Studies. Elective classes are offered. Students enjoy smaller class sizes (15) and each student is assigned a teacher who tracks academic progress and helps set individual goals by utilizing a four year plan individually created for each student. Courses are A-G aligned, with college courses offered on-campus.

Concurrent Enrollment/College Courses

Concurrent enrollment at Columbia College is an encouraged option for our students in order to help them jump start their college careers while completing their high school education. Courses completed at the college not only build students' college transcripts, they also are reflected on their high school transcripts and can satisfy high school requirements. Gold Rush Charter School works closely with the college to support students' post-secondary school goals. Workshops are held at the high school campus that include FAFSA (Financial Aid), applying for Promise Scholarships, as well as workshops that address eradicating boundaries for college.

Credit Recovery

Credit Recovery is our program designed for students who have fallen behind in credits. Under the supervision of an assigned teacher, Credit Recovery works to help students recoup credits on a fast-track basis. GRCS offers a Credit Recovery program that is varied and modeled to fit each individual student's needs. All high school subjects are offered and students work at their own pace. Students are able to work at home independently, but are encouraged to come on-campus for extra support. The goal of Credit Recovery is to support students in getting caught up to grade-level.

Independent Study

The Independent Study program is for K-12 students. Many students prefer independent study so they learn at their own pace and take advantage of many opportunities to enrich their curriculum.

Students on independent study are assigned a credentialed teacher who works with the student and parents to create a Personalized Learning Plan which will serve as a road map over the year.

This Personalized Learning Plan will establish performance goals, track student progress and identify special assistance or services needed by the student. Curriculum is further enhanced through the options of our various vendors.

College and Career Readiness

A College and Career Readiness program was made available through the College Readiness Grant and the LCAP to assist students with planning for their post-secondary school goals.

This department has assisted with student scholarships, resumes, letters of recommendation, grants, college applications, and provides one-on-one career/college advising. This department has also strengthened ties with the local community college to provide workshops for students from generating interest in post-secondary education, to workshops for filling out and submitting FAFSA applications, various career presentations, and other post-secondary school opportunities. This department also works to hold college classes (through Columbia Community College) at the High School. Having these college classes available at the High School and Independent Study site enables students' easy access to the college. Gold Rush holds special college classes that are only open to Gold Rush students. Tuition is waived for concurrent enrollment students (high school students taking under twelve units at the college).

CTE

Gold Rush currently does not offer Career Technical Education courses. Students are able to and encouraged to complete career technical education courses through concurrent enrollment at the college.

Student Population:

As of 06/1/24

Enrollment Total: 451

American Indian: 12

Asian: 5
Pacific Islander: 6
Filipino: 3
Hispanic: 68
African American: 8
White: 344
Declined to state: 5

Special Education
504: 36
IEP: 57
English Language Learners: 2
Foster/Homeless: 0

Reflections: Annual Performance

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

2023 Dashboard data reflects:

LOCAL ASSESSMENT DATA

An increase of 24.6 points, yet 57.2 points below standard in ELA for ALL students, including Independent Studies, grades 3-8 and 11
An increase of 25.1 points, yet 94.8 points below stand in math for All students, including Independent Studies, grades 3 - 8 and 11
DIBELS data reflects significant growth, yet fluency continues to be an area of continued growth.

BEHAVIOR DATA

1.2% suspended at least 1 day, and increase of 1%

ENGLISH LEARNER ACHIEVEMENT

Not reported on the 2022-23 Dashboard due to limited numbers and confidentiality

ATTENDANCE

1.6% chronically absent (5 students), a decline of 3.6%

PROFESSIONAL DEVELOPMENT occurs before the beginning of the school year and monthly First Friday Trainings with a focus on best practices in instruction and assessment, engagement, social-emotional learning, rigor, and relevance.

SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORT

Local Indicators Data: Some of the key indicators reflected higher than average scores in school connectedness (75%), caring adult relationships (85%), high expectations (90%), and safety at school (75%).

Social and Emotional Health self-reports on the Healthy Kids Survey reflect improvement. The 2022-23 survey reflected 52% of the sample reported social emotional distress and 46% experiencing chronic sadness/hopelessness. 2023-24 data reflects: 27% social-emotional distress and 25% experiencing chronic sadness/hopelessness.

Social emotional learning is addressed and supported through Second Step at the Country School and Character Strong strategies and support provided by the Dean of Students and staff at the High School. Friday Night Live has also partnered with both sites to provide support as well. Groups and individual counselling are provided by our TCSOS counselor.

The Country School offers the Zen Den for 6-week individual sessions and drop in appointments provided by a Wellness Coach, focusing on self-regulation, coping skills, stress management, and self-esteem.

SAFETY STUDENT PERCEPTION DATA

75% of the the student sample perceived the school to be very safe or safe.

COLLEGE and CAREER READINESS

6.9% prepared - the lowest performance level on the Dashboard

FAMILY AND COMMUNITY ENGAGEMENT

Parents demonstrate strong partnerships for student outcomes - both academic and social emotional by attending and supporting the many school school events, meetings, activities and volunteering in classrooms to support learning.

Goal 1 focuses on Conditions for Learning and Student Outcomes, and is aligned to the state priorities of basic necessities, state standards, and access to courses. We aligned student learning to state-adopted standards supported by appropriately prepared teachers, materials, instruction, and technology in a safe and clean environment to promote exemplary teaching and learning. The purchase of current English Language Arts (ELA), math programs, intervention materials, technology, enrichment materials, and professional development for staff provide a well-rounded curricular program that focuses on subject content mastery and 21st-century skills and is aligned to the state priorities of student achievement and other outcomes. GRCS is committed to ensuring all students demonstrate academic growth and proficiency and leave each grade meeting or exceeding standards to prepare them for their journey toward college and career readiness.

Goal 2 focuses on Campus Culture, address the The climate at GRCS is overall very positive, supportive, and inclusive. Since student well-being correlates with student performance and overall feelings of satisfaction and safety, this is certainly an important area to continue focusing on. GRCS Country School is already implementing Second Step SEL, and the HS is also implementing SEL strategies. As a results of this data, GRCS created the Zen Den, staffed by a Wellness Coach II to provide emotional support for students at the Country School. Students meet 1:1 with the Wellness Coach for a period of 6 weeks then are re-evaluated and/or referred for an STT and/or counselling. Staff has also been trained in Living Works suicide awareness and prevention.

Goal 3 focuses on our commitment to involve and support our families and community members as learning partners. GRCS is committed to engaging students, parents, staff, and community to promote stellar educational and social opportunities within an inspirational environment for our students.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Professional development takes place at First Friday Trainings. Discussions focus on School performance data, intervention, student social-emotional, and behavioral needs, and meeting the needs of Students with Disabilities. High School SAM (Student Achievement Meetings) meetings took place at the end of each Learning Period. Teacher Collaboration Pod meetings Monthly Staff meetings A teacher survey is administered annually in April.</p>
Other School Personnel	<p>Input is elicited from administration and support staff on topics of student academic, social-emotional, and behavioral needs. A staff survey is administered annually in April.</p>
Parents and Guardians	<p>GRCS has a high level of parent engagement in Monthly PTO meetings and school events. 3 Parent Advisory meetings were held on May 8 to gain LCAP input, focused on the strengths and areas for improvement, LCAP goals and actions, state and local assessment data, and academic goals and actions. Individual and small group parent meetings with the Director and/or Associate Director Parent/Teacher conferences Open door administrators policy</p>

Educational Partner(s)	Process for Engagement
	A parent survey is administered annually in April.
Students	Students, including Unduplicated Pupils and Students with Disabilities have the opportunity to consult during Student Leadership meetings and in the classroom with teachers. The Healthy Kids Survey is administered to students in grades 5, 7, and 11 annually in April.
School Board	Our board holds monthly open meetings that allow the public to comment. GRCS Monthly Board Meetings for the 23-24 school year were held on July 13, 2023, September 14, October 19, November 16, December 21, January 25, 2024, February 15, March 21, April 18, May 9, June 4, June 6. The LCAP public hearing was held on 6/4/24. Board approval is scheduled for 6/6/24.
Administration/Principals	GRCS facilitates the development and implementation of the LCAP on an ongoing basis throughout the school year with focused discussions on attendance, chronic absenteeism, student performance on state and local assessments, teacher professional development needs, survey data, classroom observations, use of any one-time funds, and annual LCAP development. TCSOS Foothill Professional Learning Meetings (PLN) Meetings
Community Partners	Posted the LCAP for public comment prior to public hearing, May 2024 Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, May 2024 Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item, June 2024
SELPA	Administration met monthly with the SELPA administrators, TCSOS superintendents, and GRCS SpEd staff to assist in determining specific actions for students with disabilities.

Educational Partner(s)	Process for Engagement
	<p>This included, but was not limited to: Reviewing data to identify areas of challenge and specific needs; Identifying specific actions in the LCAP to address student needs; and Identifying professional development opportunities needed to support the capacity of teachers and administrators serving students with special needs. SELPA consultation also occurred at the Foothill PLN on April 30, 2024.</p>

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

INPUT PROVIDED BY EDUCATIONAL PARTNERS

- Faculty and Staff

Gold Rush staff believes that the reading and math intervention programs provide major benefits to our program and expressed the continued need for this support.

Quality math instructional materials and support are essential in increasing math performance. Independent Studies Enrichment is very successful and should be continued,

perhaps even expanded. Administration and staff recognize the need to identify and provide differentiated learning for gifted students.

Middle School teachers and administration believe all students should have access to art instruction.

Relevant professional development at First Friday Trainings

The Country School Zen Den has been very effective in providing social-emotional support

Increased educational support and collaboration with parents and caregivers is needed to ensure students are able to meet the 80/70 charter requirement.

- Parents/Guardians

Parents and guardians, as co-teachers, have expressed the need for additional teaching support and collaboration with other homeschool families.

Parents expressed concerns relating to IS student mental health.

Communication between teachers and parents and parent involvement are essential in supporting student learning.

Early introduction to google classroom is necessary to provide a smooth transition to middle school expectations.

Behavioral supports and consistency in addressing misbehavior are essential to provide a safe campus.

Athletics are a priority.

School vans would be a welcome addition for transportation to community activities and school events.

- Students

Students appreciate the connections they have with staff and the activities provided.
Students would like to an additional facility on campus for sports teams and events.
A performing arts program is needed.

- Administration/Principals

Areas of focus for continuous improvement: College and career readiness, math performance, encouragement of higher level math course, SEL support and programs

- School Board

Timely and supportive communication between teachers and parents/caregivers is an expectation in supporting students.
Addressing Learning Partner concerns effectively and consistently is an expectation for supporting students and families.

- Community Partners

Community partners have expressed the need to continue closing learning gaps that have presented from Covid disruption.
Preparing students for career and college readiness is an area of focus.

- SELPA

Continued development of quality programs and staffing are essential in effectively meeting the needs of students with disabilities

GRCS has no local bargaining unit

SUMMARY

Through surveys, staff meetings, and continued communications with Learning Partners we found a continued need for:

- * Continued reading and math programs/expanded intervention (Goal 1)
- * Quality and relevant staff development based on identifies staff needs (Goal 1)
- * Staff development in Renaissance and Freckle Math intervention add-on (Goal 1)
- * Continued need for student academic support (Goal 1)
- * Math intervention (Goal 1)
- * Identification and enrichment for gifted learners (Goal 1)
- * Annual development of a professional development calendar (Goal 1)
- * Continued mental health and behavioral support (Goal 2)
- * Behavior intervention and supports through PBIS and SEL and consistent consequences provide a safe learning environment. (Goal 2)
- * Expansion of enrichment opportunities (Goal 2)
- * Increased parent support and resources for co-teaching (Goal 3)
- * Parent mentoring (Goal 3)

This input led to these goals and actions in the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ALL students will participate in highly engaging, rigorous, and relevant learning experiences by highly prepared teachers and support staff, materials, instruction, and technology in a safe and clean environment to promote exemplary teaching and learning and college/career readiness. (State priorities 1, 2, 4, 7, 8)	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Gold Rush Charter School believes all students have the potential to achieve at their highest potential. Setting clear goals in the areas of learning conditions and pupil outcomes ensure comprehensive and effective educational experience for all students. This includes highly qualified teaching staff, standards-aligned instructional materials, individualized instruction and data-informed interventions, Special Education and 504 support, and engaging Specials classes in facilities that are in good repair. By focusing on these areas, Gold Rush Charter School aims to create an optimal learning environment that supports academic and wholistic development of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to standards aligned instructional materials for all students.	100% of the pupils and teachers had sufficient access to the standards-aligned instructional materials in order to fully access and implement academic content and			100% of pupils and teachers have sufficient access to the standards-aligned instructional materials in order to fully access	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		performance standards.			and implement academic content and performance standards.	
1.2	All Grades/Courses taught by fully credentialed teachers as reported on Dashboard Local Indicators.	95% Grades/Courses taught by fully credentialed teachers			100% Grades/Courses are taught by fully credentialed teachers	
1.3	Facility Conditions are maintained in good repair	School facilities are maintained by Curtis Creek School District. Curtis Creek is addressing deficiencies listed in the FIT report.			All deficiencies are addressed and completed	
1.4	Dashboard/CAASPP SBAC English Language Arts	22-23 Dashboard reflects: a 24.6 point increase, 57.2 points below standard CAASPP scores reflect 41% of ALL students tested scored at or above standard met.			2026 Dashboard reflects: a 70 point increase CAASPP scores reflect 70% of ALL students tested score at or above standard met.	
1.5	Dashboard/CAASPP SBAC Math	22-23 Dashboard reflects a 25.1 Point increase, yet 94.8 points below standard CAASPP scores reflect 25% of ALL students tested scored at or above standard met.			2026 Dashboard reflects 80 point increase CAASPP scores reflect 60% of ALL students tested score at or above standards met.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Science (CAST) Percent of students standard met or exceeded	CAASPP Science (CAST) scores reflect 24.71% met or exceeded standards.			CAASPP Science (CAST) scores reflect 50% met or exceeded standards.	
1.7	Graduation Rate	22-23 Dashboard reflects 84.5% graduation rate.			2026 Dashboard reflects 95% graduation rate.	
1.8	College and Career Readiness	22-23 Dashboard reflects 6.9% college and career readiness.			2026 Dashboard reflects 30% college and career readiness.	
1.9	Credit Recovery-Rate of Students Caught Up to Grade Level	36% of credit recovery students caught up to grade level for the 22-23 school year.			50% of credit recovery students are caught up to grade level.	
1.13						
1.14						

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	Supplemental Materials and Subscriptions	Standards-aligned supplemental materials and subscriptions to support instruction and improve student achievement	\$5,119.00	No
1.2	Independent Studies Building Lease	Lease meeting areas. (IS Offices) (IS HS#2) This goal is set to assure the rental of needed classroom space for Independent Studies student and teacher meetings.	\$47,509.80	No
1.3	English Language Arts Intervention Resources and Support Staffing	The Learning Lair (Intervention Center) at the Country School provides individual and small group ELA intervention by a certificated teacher para-professionals. This action item was chosen to help students improve academically in ELA and improve on the testing success for all students. Middle School uses Renaissance ELA Freckle for additional support.	\$110,590.42	No
1.4	Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing	Math support videos are in place for IS and classroom-based students in grades 4-8. Khan Academy and Renaissance Freckle Math will be used to supplement instruction. A paraprofessional will assist in math intervention. The Learning Lair at the Country School provides small group and individual math intervention. After-school tutoring is offered for HS and IS students. This action item was chosen to help all students improve academically in math and improve on the testing success.	\$32,289.14	No
1.5	Science materials, On-line resources, and Hands-on Experiences. Mystery Science	High quality Science materials and resources will provide engaging instruction and experiential learning which will improve CAST scores.	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Subscription at the Country School			
1.6	College and Career/College Concurrent Enrollment	<p>College/Career Center to offer college workshops, career advancement opportunities, liaison with the college for college supports, track work permits and offer career days.</p> <p>Send designee to work permit training and other trainings as needed. This action item was chosen to benefit the success of students in their college and careers pursuit.</p> <p>College Courses - Continue promotion of concurrent enrollment for Columbia College. This will include college days, college workshops and on site classes. Tracking will be done to determine semester enrollment and college class completion. Looking at college course offerings to hold class on-site and purchase textbooks.</p>	\$0.00	No
1.7	Credit Recovery Program	<p>This action item was chosen to help students that have fallen behind reach grade level and graduate with their class.</p> <p>Lease of Credit Recovery classroom and staffing to support student needs. (Lease High School #2)</p>	\$39,600.00	No Yes
1.8	Independent Study Appointment Tracking Services	Administration has found increased success in the addition of tracking system of the IS appointments by the IS Office Coordinator. There has been improved attendance and better student completion of class assignments due to oversight of attendance. Tracking of attendance will be reported to Administration. It is also recorded if a student comes to a meeting with work that is below the 80/70 rule.	\$53,877.60	No
1.9	School Transportation Services	With the addition of students attending College classes, there is a continued need for transportation services, to include all students to and from college and to and from school. These funds will be used to provide bus tickets for students. Additionally, commercial transportation will be used for college visits and field trips.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Instructional Aides	GRCS has experienced great success for our students with the addition of classroom aides. Utilize 2 classroom aides for student support and teacher assistance. This action item was chosen to help teacher meet the academic support of students.	\$34,819.16	No
1.11	Renaissance Star Testing, DIBELS assessments, COGAT screeners	GRCS utilizes benchmark tests to help track student growth, assess student needs, and inform instruction.	\$14,245.88	No
1.13				
1.16				No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GRCS will ensure that all students, staff, and community have access to a safe and secure, positive, and engaging school environment to ensure each student succeeds at their highest academic, physical, and social-emotional potential with a focus on eliminating opportunity gaps. (State Priorities 5, 6)	Broad Goal

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

A positive and supportive school climate and engagement are essential in fostering a safe, supportive, and inclusive environment where our students can thrive. GRCS is a unique program that focuses on academic success, social-emotional support, and connections with our students, staff, families, and community partners. Students who feel engaged and supported in a stimulating and nurturing environment will increase their motivation to learn, attend regularly, and actively participate as valued individuals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Healthy Kids Survey (31 responses in grades 7, 9, and 11)	2023-24 CHKS Results 75% report School Connectedness 75% report School Perceived to be safe or very safe 27% report Social-emotional Distress			100% of GRCS students report School Connectedness, and Safe at school. 10% report Social-emotional Distress	
2.2	Suspension, Expulsion Rates	2023 CA Dashboard reflects 1.2% suspended at least 1 day, a 1% increase			.5% suspended at least 1 day 0 students expelled	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0 students were expelled in 2022-23				
2.3	Chronic Absenteeism	2023 CA Dashboard reflects:1.6% chronically absent, a 3.6% decline			.5% chronically absent	
2.4	Physical Fitness Test	for 2023-24 79% of students participated in PFT			90% of students participate in PFT	
2.5						

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	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals	Promote a school-wide approach to support social emotional wellness of students by maintaining and expanding the Zen Den staffed with a Wellness Coach who is dedicated to improving the health, well-being and educational outcomes of all students. Through both on campus programming and community-based partnerships, students will receive coordinated health education, counseling, other support services, and self care tools. Promote a school-wide approach to support social emotional wellness of students through Character Strong SEL and Suicide Prevention strategies. Through both on campus programming and community-based partnerships, students will receive coordinated health education, counseling, other support services, and self care tools.	\$26,080.00	Yes
2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad	SEL practices and Student Leadership, in partnership with Friday Night Live, will support social emotional learning, as well as a positive school climate and culture at the High School. Positive Behavior Interventions and Supports (PBIS) and ROAR incentives are implemented at the Country School. Hope Squad implemented for the High School and Independent Study sites.	\$2,000.00	No
2.3	SAM meetings, Attendance Incentives, SST meetings, Parent Conferences, Warning Letters/Plans	Staff tracking of Independent Study appointments and absence tracking per learning period. This action item was chosen to ensure that students do not lose learning time because of missed appointments or absence. Student Accountability Meetings (SAMS) and attendance tracking ensure student engagement with curriculum and learning goals. By promoting daily, consistent attendance, Gold Rush is supporting student engagement, academic achievement, and a positive school climate where students know their presence is recognized and valued.	\$21,500.00	No
2.4	Physical Fitness Instruction and Equipment	Physical education is an essential component of the school curriculum, as it supports students' physical, mental, and social development, laying the foundation for a healthy lifestyle.	\$5,586.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	School Dances and Activities	School dances and activities support student engagement and a positive school climate.	\$500.00	No
2.6	Independent Studies Enrichment Projects	Students participating in the optional enrichment program (elementary Independent Study students) will have access to art and STE(A)M projects that support higher order thinking skills and enhanced engagement.	\$3,500.00	No
2.8				No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a welcoming and supportive environment for all parents, families, and community stakeholders as learning partners in the education and support of all students' success in school. (State priority 3, 6)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a work-based program, parents play a crucial co-teacher role in their child's educational experience, providing instruction, monitoring assignments, support, encouragement, and collaboration with their student's teacher. This goal acknowledges this vital role and addresses continued support and collaboration needed to strengthen the connection between school and home. Analysis of the California School Parent Survey showed the following:

- Parents feel welcome to participate at this school.
- 90% positive rating agree/strongly agree
- School staff take parent concerns seriously.
- 81% agree/strongly agree
- Providing information on your expected role at your child's school.
- 57% very well
- 21% just ok

Parent Advisory expressed the need for additional educational supports for home instruction and opportunities to collaborate with other parents navigating the Independent Student program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent involvement in school activities/events	Gold Rush Charter School enjoys a significant level of			Maintain high level of parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> GRCS Monthly Board Meetings Monthly PTO meetings Parent feedback solicited on LCAP at Parent Advisory meetings Individual and small group parent meetings with the Director Parent/Teacher conferences Monthly newsletters Parent volunteers and chaperones Frequent communication relating to school news, updates, and weather-related events 	<p>parent support and participation. Parents are highly engaged in many school activities, as listed in the metric.</p> <p>PTO meetings: 20 - 25 attend regularly</p> <p>Attendance at school activities/events reflects approximately 85% of families attend.</p> <p>Parent conferences: 95% attend.</p> <p>Classroom/field trip volunteers: 15%</p>			<p>involvement and engagement</p> <p>PTO meetings: 30 attend regularly.</p> <p>Attendance at school activities/events reflects 90% of families represented.</p> <p>Parent conferences: 100% attend.</p> <p>Classroom/field trip volunteers: 25%</p>	
3.2	Parent instructional support	<p>The CA School Parent Survey reflects:</p> <p>GRCS encourages me to be an active partner with the school in educating my child.</p> <p>94% agree/strongly agree</p>			<p>100% of parents/guardians report GRCS strongly agree that encourages me to be an active partner</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent participation in school decision-making	The California School Parent Survey School reflects: GRCS actively seeks the input of parents before making important decisions. 80% agree/strongly agree			100% of parents/guardians report that GRCS actively seeks input of parents before making important decisions	

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	Parent University	In response to parent input on the need for additional support, GRCS will provide a Math Night, Love and Logic training, and other topics of interest to parents	\$1,000.00	No
3.2	Monthly 'Coffee Klatch with the Director'	In an effort to collaborate with parents and garner input on program successes and challenges, the Director will provide a monthly get-together with proposed topics and agendas, based on Parent and Director suggestions.	\$300.00	No
3.3	Parent Mentoring	GRCS Staff will facilitate Parent Mentor sign-ups at Orientation to help new GRCS parents navigate program expectations and provide parent-to-parent support.	\$0.00	No
3.4	Monthly Newsletters and Surveys	Principals will provide electronic monthly newsletters to keep families informed of school updates, activities, and educational learning resources. Surveys will be used for parent input.	\$0.00	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
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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
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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
\$410517	\$

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
8.090%	7.507%	\$374,372.00	15.597%

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
1.7	<p>Action: Credit Recovery Program</p> <p>Need: Credit deficient English Learners, Foster Youth, and Low Income students are at risk of dropping out</p> <p>Scope:</p>	Credit recovery students receive individualized instruction and pacing to be on track to graduate	Benchmark assessments and CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.1	<p>Action: Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals</p> <p>Need: English Learners, Foster Youth, and Low Income students demonstrate the need for increased social-emotional support</p> <p>Scope: LEA-wide</p>	SEL programs and strategies will provide the support needed to improve engagement and academic performance.	Healthy Kids Survey, Attendance, Benchmark and CAASPP

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
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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.

N/A

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	5074427	410517	8.090%	7.507%	15.597%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$404,017.00	\$0.00	\$0.00	\$0.00	\$404,017.00	\$261,742.32	\$142,274.68

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	Supplemental Materials and Subscriptions	All	No			All Schools	Ongoing	\$0.00	\$5,119.00	\$5,119.00				\$5,119.00	
1	1.2	Independent Studies Building Lease	All GRCS Independent Studies students	No			Specific Schools: GRCS Independent Studies K-12	Ongoing	\$0.00	\$47,509.80	\$47,509.80				\$47,509.80	
1	1.3	English Language Arts Intervention Resources and Support Staffing	All	No			Specific Schools: GRCS Country School K-8	Ongoing	\$110,590.42	\$0.00	\$110,590.42				\$110,590.42	
1	1.4	Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing	All	No			All Schools	Ongoing	\$30,289.14	\$2,000.00	\$32,289.14				\$32,289.14	
1	1.5	Science materials, On-line resources, and Hands-on Experiences. Mystery Science Subscription at the Country School	All	No			All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.6	College and Career/College Concurrent Enrollment	All GRCS High School and Independent Studies students	No			Specific Schools: GRCS High School and Independent Studies 9-12	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

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	1.7	Credit Recovery Program	English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: GRCS High School and Independent Studies 9-12	Ongoing	\$0.00	\$39,600.00	\$39,600.00				\$39,600.00	8.09%
1	1.8	Independent Study Appointment Tracking Services	All GRCS Independent Studies students	No			Specific Schools: GRCS Independent Studies	Ongoing	\$53,877.60	\$0.00	\$53,877.60				\$53,877.60	
1	1.9	School Transportation Services	All	No			All Schools Specific Schools:	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.10	Instructional Aides	All	No			Specific Schools: GRCS Country School K-3	Ongoing	\$34,819.16	\$0.00	\$34,819.16				\$34,819.16	
1	1.11	Renaissance Star Testing, DIBELS assessments, COGAT screeners	All	No			All Schools Specific Schools:	Ongoing	\$0.00	\$14,245.88	\$14,245.88				\$14,245.88	
1	1.13						Specific Schools:									
1	1.15						Specific Schools:									
1	1.16			No			Specific Schools:									
2	2.1	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$26,080.00	\$0.00	\$26,080.00				\$26,080.00	8.09%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad	All	No			All Schools Specific Schools:	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.3	SAM meetings, Attendance Incentives, SST meetings, Parent Conferences, Warning Letters/Plans	All	No			All Schools Specific Schools:	Ongoing	\$0.00	\$21,500.00	\$21,500.00				\$21,500.00	
2	2.4	Physical Fitness Instruction and Equipment	All	No			Specific Schools: GRCS Country School K-8	Ongoing	\$5,086.00	\$500.00	\$5,586.00				\$5,586.00	
2	2.5	School Dances and Activities	All	No			All Schools Specific Schools:	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.6	Independent Studies Enrichment Projects	All Independent Studies Students	No			Specific Schools: Independent Studies K-8		\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
2	2.8			No			Specific Schools:									
3	3.1	Parent University	All	No			All Schools	Ongoing	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	
3	3.2	Monthly 'Coffee Klatch with the Director'	All	No			All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$300.00	
3	3.3	Parent Mentoring	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Monthly Newsletters and Surveys	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5074427	410517	8.090%	7.507%	15.597%	\$65,680.00	16.180%	17.474 %	Total:	\$65,680.00
								LEA-wide Total:	\$26,080.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$39,600.00

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	1.2	Independent Studies Building Lease				Specific Schools:	\$47,509.80	
1	1.3	English Language Arts Intervention Resources and Support Staffing				Specific Schools:	\$110,590.42	
1	1.6	College and Career/College Concurrent Enrollment				Specific Schools:	\$0.00	
1	1.7	Credit Recovery Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GRCS High School and Independent Studies 9-12	\$39,600.00	8.09%
1	1.8	Independent Study Appointment Tracking Services				Specific Schools:	\$53,877.60	
1	1.10	Instructional Aides				Specific Schools:	\$34,819.16	
2	2.1	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS),	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	\$26,080.00	8.09%

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 (%)
		Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals						
2	2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad				Specific Schools:	\$2,000.00	
2	2.3	SAM meetings, Attendance Incentives, SST meetings, Parent Conferences, Warning Letters/Plans				Specific Schools:	\$21,500.00	
2	2.4	Physical Fitness Instruction and Equipment				Specific Schools:	\$5,586.00	
2	2.6	Independent Studies Enrichment Projects				Specific Schools:	\$3,500.00	
2	2.8					Specific Schools:		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$374,872.00	\$373,351.07

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	Math Support	Yes	\$3,000.00	\$266.65
1	1.2	SpEd Support	Yes	\$49,889.00	\$49,889.00
1	1.3	Credit Recovery	Yes	\$35,000.00	\$35,000.00
1	1.4	Independent Study Appointment Tracking	Yes	\$15,000.00	\$15,000.00
1	1.5	School Transportation Services	Yes	\$500.00	\$0
1	1.6	College Support	Yes	\$500.00	\$0
1	1.7	College and Career Readiness Center	Yes	\$19,626.00	\$19,626.00
1	1.8	Instructional Aides	Yes	\$44,634.00	\$40,004.82
1	1.9	Benchmark Testing	Yes	\$19,594.00	\$20,006.16
1	1.10	Primary Intervention Program (PIP)	Yes	\$15,000.00	\$19,092.50
2	2.1	College and Career Readiness	Yes	\$16,500.00	\$16,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Credit Recovery/Acceleration Program	Yes	\$39,600.00	\$39,600.00
2	2.3	Independent Study Facilities	Yes	\$43,361.00	\$46,697.94
2	2.4	Student Campus Safety	Yes	0	\$0
3	3.1	CCSS Training	No Yes	0	\$0
3	3.2	Chronic Absenteeism	Yes	\$0.00	\$0
3	3.3	High School Drop Out Rate	Yes	\$46,668.00	\$46,668.00
3	3.4	Middle School Drop-Out Rate	Yes	\$500.00	\$0
3	3.5	Parent Participation	Yes	\$500.00	\$0
3	3.6	Parent Participation	Yes	0	\$0
3	3.7	Special education push-in support	Yes	\$25,000.00	\$25,000.00
3	3.8	Suspension Rate	Yes	\$0.00	\$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)
374,372	\$374,872.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Math Support	Yes	\$3,000.00			
1	1.2	SpEd Support	Yes	\$49,889.00			
1	1.3	Credit Recovery	Yes	\$35,000.00			
1	1.4	Independent Study Appointment Tracking	Yes	\$15,000.00			
1	1.5	School Transportation Services	Yes	\$500			
1	1.6	College Support	Yes	\$500.00			
1	1.7	College and Career Readiness Center	Yes	\$19,626.00			
1	1.8	Instructional Aides	Yes	\$44,634.00			
1	1.9	Benchmark Testing	Yes	\$19,594.00			
1	1.10	Primary Intervention Program (PIP)	Yes	\$15,000.00			
2	2.1	College and Career Readiness	Yes	\$16,500.00			
2	2.2	Credit Recovery/Acceleration Program	Yes	\$39,600.00			
2	2.3	Independent Study Facilities	Yes	\$43,361.00			

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)
2	2.4	Student Campus Safety	Yes	\$0			
3	3.1	CCSS Training	Yes	\$0			
3	3.2	Chronic Absenteeism	Yes	\$0.00			
3	3.3	High School Drop Out Rate	Yes	\$46,668.00			
3	3.4	Middle School Drop-Out Rate	Yes	\$500.00			
3	3.5	Parent Participation	Yes	\$500.00			
3	3.6	Parent Participation	Yes	\$0			
3	3.7	Special education push-in support	Yes	\$25,000.00			
3	3.8	Suspension Rate	Yes	\$0.00			

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)
4,987,015	374,372		7.507%	\$0.00	0.000%	0.000%	\$374,372.00	7.507%

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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