



THE LEARNING CHOICE ACADEMY

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Learning Choice Academy

CDS Code: 37683380106799

School Year: 2022-23

LEA contact information:

Debi Gooding

Executive Director

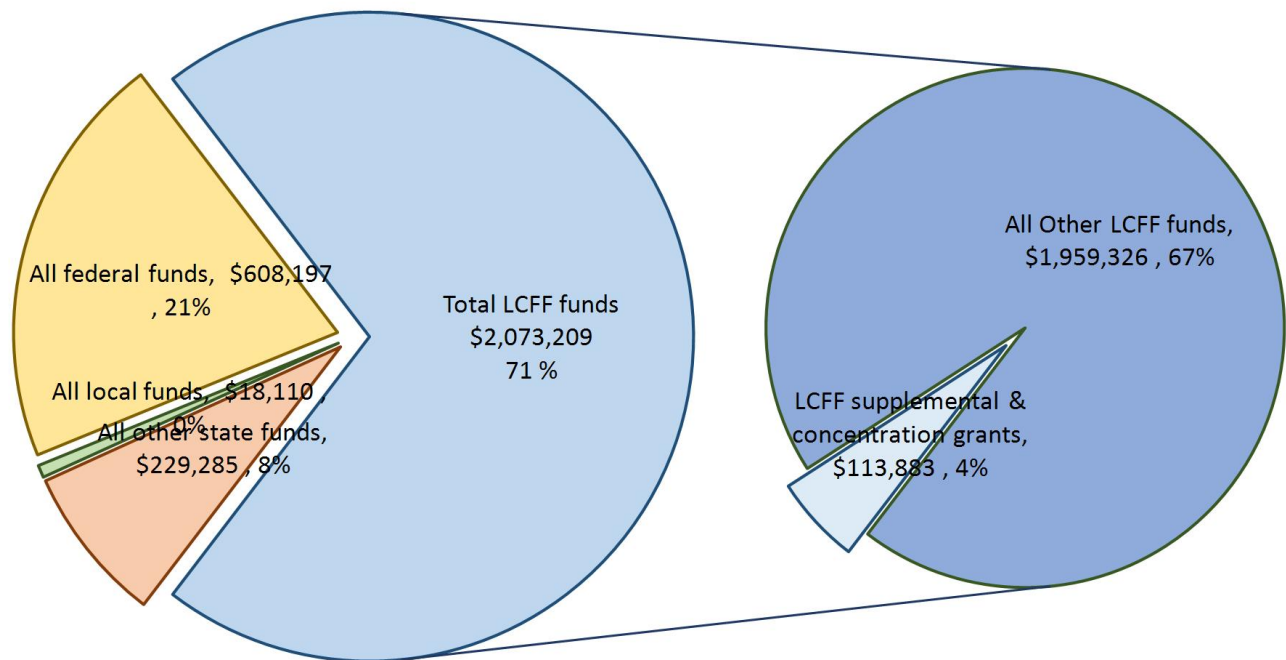
dgooding@learningchoice.org

(619) 463-6849 ext 131

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 2022-23 School Year

Projected Revenue by Fund Source

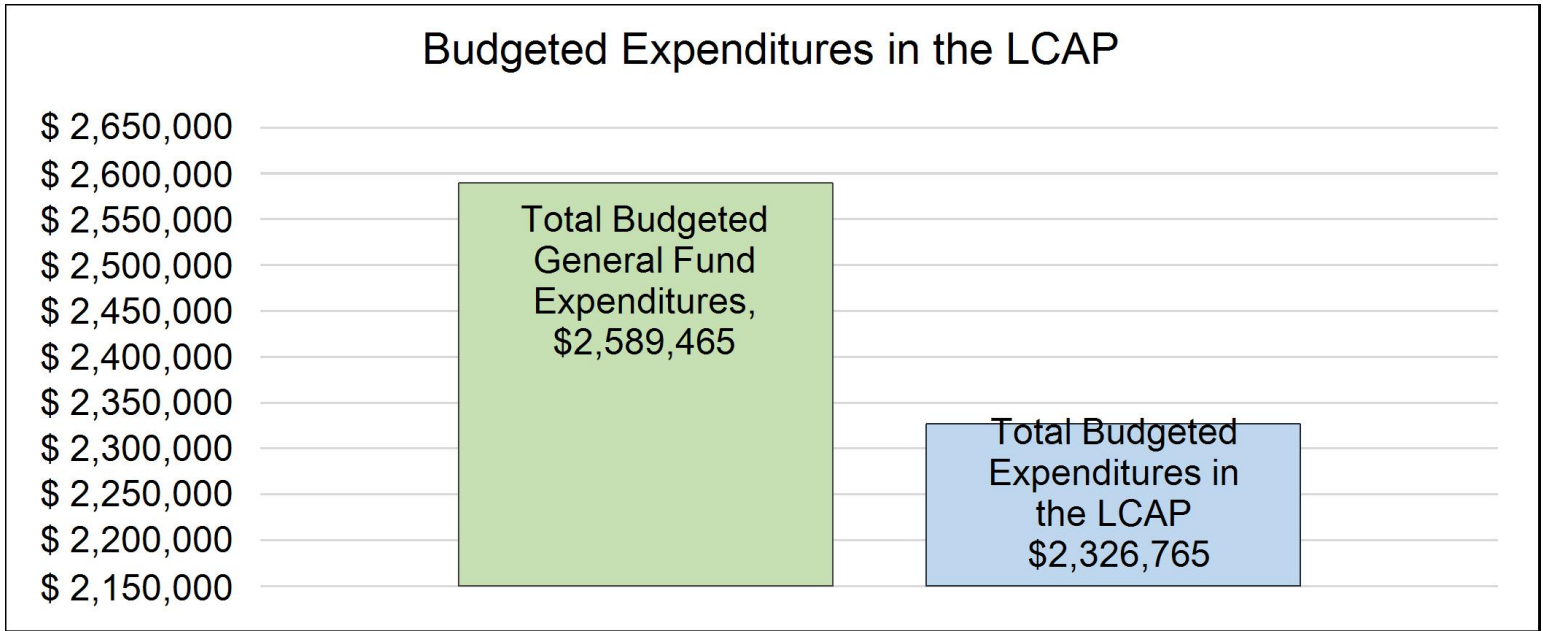


This chart shows the total general purpose revenue Learning Choice Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Learning Choice Academy is \$2,928,801, of which \$2,073,209 is Local Control Funding Formula (LCFF), \$229,285 is other state funds, \$18,110 is local funds, and \$608,197 is federal funds. Of the \$2,073,209 in LCFF Funds, \$113,883 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 Learning Choice Academy plans to spend for 2022-23. 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: Learning Choice Academy plans to spend \$2,589,465 for the 2022-23 school year. Of that amount, \$2,326,765 is tied to actions/services in the LCAP and \$262,700 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

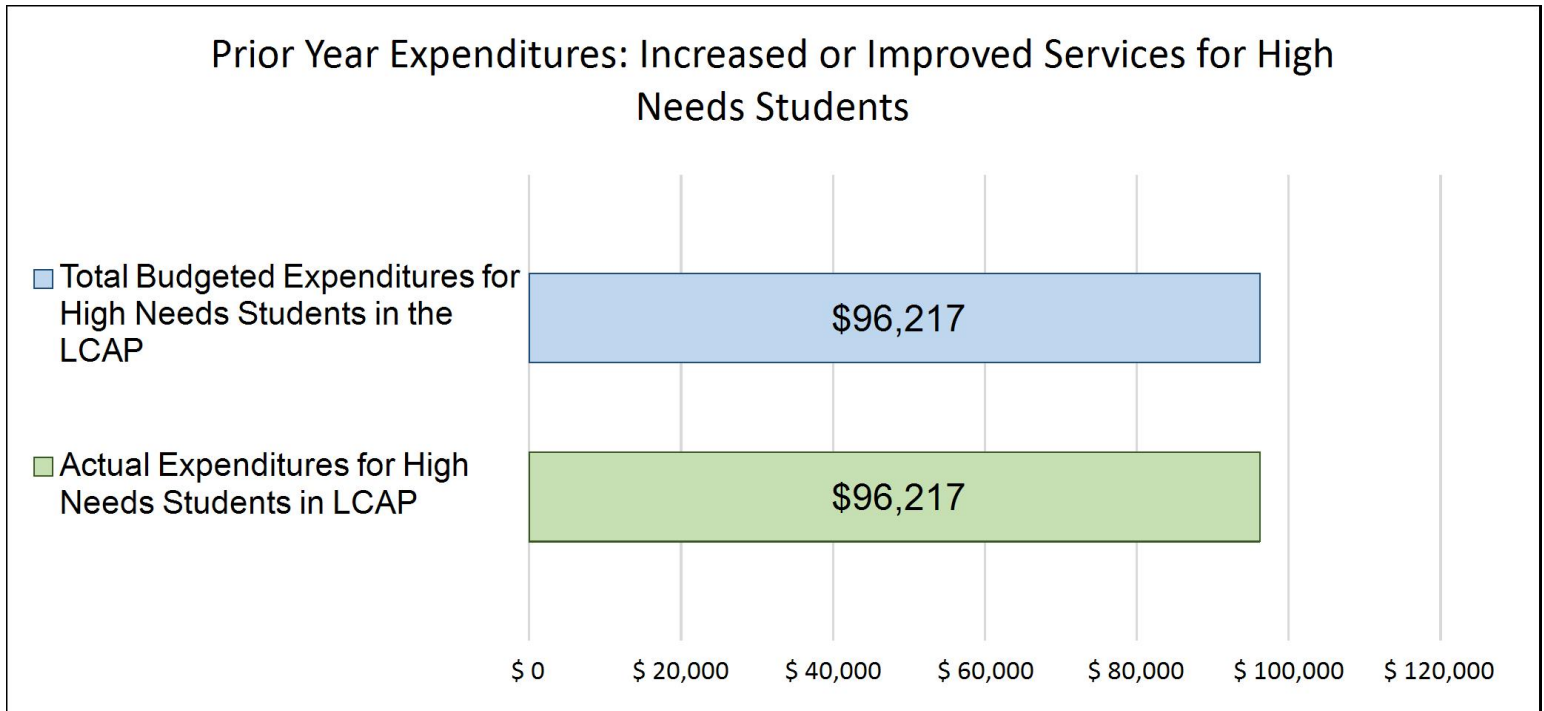
The General Fund paid for teacher, administrator, Special Education, and support staff salaries and benefits, facility lease payments, and other school services including but not limited to: consultants, legal services, facility maintenance/repair, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Learning Choice Academy is projecting it will receive \$113,883 based on the enrollment of foster youth, English learner, and low-income students. Learning Choice Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Learning Choice Academy plans to spend \$113,883 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 2021-22



This chart compares what Learning Choice Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Learning Choice Academy 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 2021-22, Learning Choice Academy's LCAP budgeted \$96,217 for planned actions to increase or improve services for high needs students. Learning Choice Academy actually spent \$96,217 for actions to increase or improve services for high needs students in 2021-22.



THE LEARNING CHOICE
— ACADEMY —

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning Choice Academy	Debi Gooding Executive Director	dgooding@learningchoice.org 6194636849 ext 131

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between June and Dec. 2022 when other funds became available. TLC colleagues engaged during leadership team meetings, SEL meetings (Administration, School Mental Health Team, School Counselors), PLC meetings, MTSS meetings, our quarterly SSC/ELAC meetings that include students, administration, community partners, classified staff, certificated staff, parents and guardians, and TLC engage our Parents every 6 weeks during one on one meetings with Teachers, Parents, and students, Monthly SPED meetings, and surveys to Staff, Parents, and students frequently.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our vision and core values are at the heart of all conversations. As additional funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, and community members. Additional staff will accomplish the following.

1. Increase personnel to increase access to summer school and increase Instructional Assistants support in classrooms.
2. Increase mental health supports for students through counselors, psychologists; improved social-emotional curriculum, and increase access to mental health services.
3. Increase professional development, strengthening core instruction across our schools.

4. Ensure we serve students safely and optimally through the additional staff for COVID-19 testing and support and additional operational staff.
5. Increase collaboration with outside organizations to support training staff in curriculum, SEL, MTSS, and academics.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between June and Dec. 2022 when other funds became available. TLC colleagues engaged during leadership team meetings, SEL meetings (Administration, School Mental Health Team, School Counselors), PLC meetings, MTSS meetings, our quarterly SSC/ELAC meetings that include students, administration, community partners, classified staff, certificated staff, parents and guardians. WASC Committee meetings and TLC engages our Parents every 6 weeks during one on one meetings with Teachers, Parents, and students, Monthly SPED meetings, and surveys to Staff, Parents, and students frequently.

It was especially important to ensure our community felt safe returning to in-person instruction. Consequently, we hired additional staff to help with sanitizing facilities and conducting COVID testing. We knew from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We dedicated time and financial support for increased access to mental health services via counselors, psychologists, outside agencies, and family resources. We worked to mitigate student learning loss through additional support staff as well as adding intervention programs, (barton learning, Moby max, iMath, etc.) and summer school.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of TLC to ensure the health and safety of students, educators, and other staff, as well as to ensure the continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. Listed below are the successes and challenges we have experienced based on the implementation of our ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan.

Health and Safety of Students, Educators, and Other Staff

Successes: The implementation of weekly surveillance testing of all students has helped maintain a healthy and safe learning environment for both students and staff. Additionally, utilizing County Health Department guidelines for quarantining of students and staff who test positive or

show symptoms has allowed us to avoid multiple outbreaks. Lastly, using technology tools such as the Parentsquare system of daily symptom check-ins for all staff and families along with an accounting of who is on campus on a daily basis.

Challenges: TLC continues to partner with the CDPH to review ever-evolving practices and guidelines. Making sure we continue to monitor and update changes to the guidelines is sometimes a challenge. In addition, helping to educate and make the school community aware of any new requirements was a challenge, particularly at the start of the school year. Helping the community to learn and adapt to these new guidelines proved to be challenging as we worked to build trust in our plans for a safe return to onsite learning. Lastly, the evolving group of staff who were out sick or quarantining sometimes made it difficult to maintain the level of continuity needed for optimal classroom learning environments and campus-wide safety.

Continuity of Services

Successes: The addition of a new social-emotional counselor for students and SEL professional development for staff continues to support onsite learning.

Challenges: TLC is not immune to the impact of the national teacher shortage. The beginning of Semester 2 was greatly impacted by many staff and students, needing to quarantine due to the surge in Covid rates related to the Omicron variant. We used SSA's and Admin in the classrooms, combined classes, or Substitute teachers if available.

Implementation of the ESSER III Expenditure Plan

Successes: The programs and resources prioritized by our community partners continue to prove invaluable as we continue to support the health, academic, and social-emotional needs of our students. Student, Parent, and staff survey data, as well as input from SSC and ELAC committees, illustrate how important students, parents, and staff believe in weekly surveillance of students and weekly testing for staff for their sense of safety while on campus.

Challenges: TLC has seen a noticeable increase in behavioral infractions from students returning to onsite learning. As we continue to expand our SEL team, we will prioritize additional professional development opportunities for teachers to collaboratively meet the social-emotional needs of our students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

- The hiring of additional school Psychologist
- The hiring of an additional school counselor
- The hiring of additional Instructional Assistants
- Purchase of Barton and supplies needed
- Purchase of Computers and iPads for students
- Purchase of internet. (portable units for students)
- Purchase of new math curriculum

Safe return to in-person learning (PPE, cleaning supplies, etc.)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



THE LEARNING CHOICE
— ACADEMY —

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning Choice Academy	Debi Gooding Executive Director	dgooding@learningchoice.org (619) 463-6849 ext 131

Plan Summary [2022-23]

General Information

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

The Learning Choice Academy (TLC) is an independent study, an academic program serving grades TK-12. Every TLC student enjoys the benefits of a personalized learning plan, and personalized attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Our teachers are highly committed to partnering with parents to provide every student with a personalized and rigorous academic experience.

TLC serves a unique population that has not been successful in the traditional public school system. The focus of TLC is to improve student learning, offer a safe learning environment, and prepare students for college and careers through a flexible learning environment.

Currently, TLC serves approximately 172 students in grades TK-12; of which 51.16% White, 28.49% Hispanic, 5.23% African-American, 3.49% Filipino, 2.91% Asian, 1.16% American Indian, 0.58% Pacific Islander, 2.91% Two or more races; 23.26% Students with Disabilities (SWD); 1.74% English Learners, 0% Foster Youth, 26.16% Socio-economically Disadvantaged and 4.65% Homeless Youth.

Mission Statement: To empower students to reach their full potential by providing choice in education within collaborative triads of Parents, Students, and School.

Vision Statement: The Learning Choice Academy will be a 21st-century personalized learning school supporting families who desire to achieve and exceed their individualized learning goals using comprehensive methods as they become globally informed citizens.

Reflections: Successes

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

The charter is pleased with the successes in goal categories as follows:

ELA and math were measured by CAASPP Score, NWEA data, and iReady math data; students took the Nwea and iReady diagnostic tests three times in 2021-22 school year. The summative assessment is used as a first step to identify and monitor learning loss and to gauge how the programs, subgroups, and the school as a whole are performing in both reading (ELA) and math. The charter's goal is to maintain or increase achievement for all students, including English Learners, foster youth, homeless, and socio-economically disadvantaged students. CAASPP scores this year showed overall improvements in ELA there was 7.9% growth and in math, there was 18.7% growth.

Students with Disabilities (SWD): The Charter has restructured the Special Education Department with more support for students in reading and math and we anticipate increased student achievement for this group moving forward. SWD had a growth of 9.6% in ELA and 11.2% growth in Math.

Economically Disadvantaged (ECD): Had a growth of 18.9% in Math last year but ELA had a dip of -7.5%. We will continue what we are doing for Math and strengthening it but will take a closer look at the grade levels and curriculum for ELA and offer more support in this area.

Clean and safe facilities are provided for all students in our centers, complete with the highest security measures and all COVID protocols (PPE, handwashing, etc). The charter has met or exceeded every measure on the rubric. As a charter that believes in educating the whole child, there have been great strides made in all processes, including beginning a new MTSS in Mental Health, and will add to our MTSS process with a grant that was received for all staff. This just adds to the vast number of services we already offer. The Nutrition Services Department will be adding Breakfast to our distribution next year.

As a mission-focused goal, the charter will continue to strive to maintain high attendance rates. Through our personalized learning, and parent choice community, the goal is always to have parent/student/community engagement and the charter has done well in this area, even on stakeholder surveys. As always, ensuring students remain enrolled in school (fewer drop-outs) and graduate on time is always a high priority, and the charter has processes in place throughout any child's tenure to ensure this happens to the best of our ability.

Reflections: Identified Need

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

In using WASC, Strategic planning, and parent input the charter notes that it will continue to focus efforts on:

Math achievement: As a non-classroom-based charter, math will always be a challenge. This year we focused on the new math curriculum iReady, training for staff at different grade levels K-8. We will monitor and collect data to see progress. MTSS will be streamlined to

implement consistent interventions across the school and all staff will be trained in MTSS supports in both academics and SEL. TLC will also adopt a new SEL program for the classroom for Middle School and High School students as well as a new English curriculum for Grade K-5.

A-G Graduation Rate: Like most schools in the State, through the pandemic, the charter has seen a number of students fall behind in high school. Since the charter closely tracks these students, we have implemented a number of resources to ensure that these students fulfill their needed requirements for A-G graduation. The charter is closely monitoring cohort graduation rates and has processes in place to assist high school students who are not on track. TLC graduation rate is 75% lower than the state average of 83.6%. TLC will be receiving an A-G grant to allow more access for all students to graduate with A-G requirements and increase the number of students who will attend college after graduation.

LCAP Highlights

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

The Learning Choice Academy is in the 2nd year of implementing a Multi-Tiered System of Supports (MTSS).

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards-aligned classroom instruction.

The following LCAP was developed with the input of multiple stakeholders comprised of the school staff (teachers, paraprofessionals, SPED Team, EL Interventionist), parents, and students. As a result, our school has moved towards establishing a Multi-tiered System of Supports (MTSS). MTSS provides a basis for understanding how educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students/ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

TLC is also in the initial phase of developing MTSS in the area of Social-Emotional Well being of our students. TLC is currently using Aperture which is a researched-based SEL assessment. Based on and exceeding CASEL standards, the DESSA reveals an in-depth,

comprehensive view of student social and emotional skills.

Based on our school's Fall 2018 CA School Dashboard, an analysis of multiple forms of data; WASC Action Plan, input from stakeholders, our LCAP Goals have been revised, to read as follows:

- GOAL #1: Provide all students with high-quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing global world. (Aligns with WASC Action Plan 2,3,5)
- GOAL #2: Continue to develop (and train staff) on infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 2,3,5)
- GOAL #3: Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 4,5)

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Learning Choice Academy engaged and involved stakeholders in the development of the 2021-22 LCAP Goals, Actions & Services. The school's Administrative Team met with Staff (which included teachers, SPED Team, Paraprofessionals, EL Coordinator), parents, students, and board members to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, development of annual growth targets, and the reflection process of what worked, and areas for growth, in addition to maximizing resource allocation.

DATE(S) / STAKEHOLDER TYPE / TOPIC(S) DISCUSSED / METHOD OF INVOLVEMENT

Aug. 23rd, 2021/Staff/LCAP: Math PD-iReady/Staff Training

Aug. 27th, 2021 / Staff/ LCAP: PLC-MTSS (restorative practices, SEL, UDL, and student learning loss) / Staff department meeting

Sep. 13, 2021 / Staff / LCAP: PLC-MTSS (restorative practices, SEL, UDL, and student learning loss) / Staff department meeting

Oct. 4-8, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement, testing outcomes from NWEA / Parent meetings

Oct. 11, 2021 / Staff / LCAP: Student Engagement, Student Achievement (PLC) MTSS / Staff Meeting

Oct. 18, 2021 / SPED staff / LCAP: math goals (PIR) / SPED Staff meeting

Nov. 5, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement, testing outcomes from NWEA / DELAC meeting

Nov. 8, 2021 / Staff / LCAP: Student Engagement, Student Achievement (PLC) MTSS / Staff Meeting

Nov. 15th, 2021 / SPED staff / LCAP: math goals (PIR) / SPED Staff meeting

Nov. 15-19, 2021 / Parents & Staff / LCAP: Student Engagement, importance of attendance / Parent meeting

Nov. 29th, 2021/ Parent, Students, & Staff / LCAP: Student Engagement, Student Achievement, discussion of WASC, DELAC / SSC Meeting

Dec. 3, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of college planning / DELAC meeting

Dec. 13, 2021 / Staff / LCAP: Student Engagement, Student Achievement (PLC) MTSS / Staff Meeting

Dec. 14, 2021 / Staff / LCAP supplement to the LCAP / Board Meeting

Jan. 10, 2022 / Staff / LCAP: Student Engagement (PLC) UDL / Staff meeting

Jan. 18-21, 2022 / Parents & Staff / LCAP: Student Engagement, Student Achievement / Parents & Staff Meeting

Jan. 24, 2022 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting

Jan. 27, 2022 / Parents & Staff / LCAP: Student Engagement, Student Achievement, Importance of attendance / DELAC meeting

Feb. 14, 2022 / Staff / LCAP: Student Engagement (PLC) UDL / Staff meeting

Feb. 28, 2022 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting

Feb. 28-Mar. 4, 2022 / Parents & Staff / LCAP: Goals / Parent meetings

March 11, 2022 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP, SPSA goals / DELAC meeting

March 14, 2022 / Staff / LCAP: Student Achievement (PLC) Review of Data from NWEA / Staff meeting

March 21, 2022 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting

March 28, 2022/ Parent, Students, & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP, SPSA goals / SSC Meeting

April 25, 2022 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting
 April 25-29, 2022 / Parents & Staff / LCAP: Student Engagement, Student Achievement / Parent meetings
 May 5, 2022 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP / DELAC meeting
 May 9, 2022 / Staff / LCAP: Student Achievement (PLC) Review of Data from iReady / Staff meeting
 May 16, 2022 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting
 May 23, 2022/ Parent, Students, & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP / SSC Meeting
 May 23, 2022/ Parent, Students, & Staff / LCAP: Survey / via parent square and Email
 June 6-13, 2022 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP / Parent meetings
 June 16, 2022 / Parent, Students, Community & Staff / LCAP: Public board meeting for input on LCAP goals, actions & services / Board meeting
 June 23, 2022 / Parent, Students, Community & Staff / LCAP: board meeting for vote of LCAP goals, actions & services / Board meeting

A summary of the feedback provided by specific educational partners.

Stakeholders voice concerns in areas of
 Math
 English Learners
 Students with Disabilities
 extracurricular activities

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The majority of input from parents was through our survey or parent meetings with their EP. TLC has considered all feedback during the development of the LCAP. As a result, we have identified the following:

- The need for additional tutoring time in Math, ELA, and upper-level sciences.
- English support for our EL students in math and writing.
- Students with Disabilities to help increase Math scores. Extra support in all gen. ed subjects
- Will offer parent training in areas of student achievement, motivation, college-bound students, and SWD.
- New English Curriculum and training
- MTSS Training for all staff (SEL and Academics)
- Marketing and outreach to increase enrollment
- Parents like and want to continue the availability and choice of instructional and supplemental materials.
- Parents want to continue tutoring students after school or on a non-class day.
- Parents like the website and parent square for communication.

Goals and Actions

Goal

Goal #	Description
1	Provide all students with high-quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing global world. (Aligns with WASC Action Plan 1, 4)

An explanation of why the LEA has developed this goal.

There is a need to strengthen teaching strategies to address the diverse learning needs of our students who have significant learning gaps. In order to accomplish this, our school will provide all teachers with a robust evidence-based professional development program and provide ongoing coaching and support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Teachers who are appropriately credentialed & assigned	100%				100%
% of students with access to standards aligned instructional materials	100%				100%
% Students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in a broad course of study					
%of grade 5 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram	N/A - was not given in 2021. due to covid				Will develop annual growth targets once baseline results are reported
%of grade 7 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram	N/A - was not given in 2021. due to covid				Will develop annual growth targets once baseline results are reported
%of grade 9 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram	N/A - was not given in 2021. due to covid				Will develop annual growth targets once baseline results are reported

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	STAFF TO SUPPORT SCHOOL'S PROGRAM	STAFF TO SUPPORT SCHOOL'S PROGRAM TLC will employ 10 teachers (includes SPED and Principal) that are appropriately credentialed and assigned, 2 Instructional Assistants, NSLP, and Administrative Staff.	\$1,305,050.00	Yes
1.2	PROFESSIONAL DEVELOPMENT	TLC will provide all teachers with evidence-based professional development aligned to the CA State Standards, school's mission, and educational program and targeted to meet the needs of our students. The focus this year will primarily include the following topics: <ul style="list-style-type: none"> NWEA MAP 	\$16,707.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Edgenuity/Compass Learning • Discovery Education • New English adoption training • ELD Standards • Accommodations & Modifications for SWD • Restorative Justice • Aperture - Social-Emotional training • MTSS - SEL/Academics • Universal Design for Learning - UDL training <p>In addition, members of our staff will be provided with the opportunity to attend conferences and workshops that include:</p> <ul style="list-style-type: none"> • SDCOE Workshops • ELPAC Institute • CAASPP Institute • CSDC • CCSA • A Plus • MTSS 		
1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	<p>COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: TLC provides all students with a rigorous standards-aligned college preparatory educational program. Most of our students will be first-generation college students, therefore our school has implemented the following to ensure all students are college/career ready:</p> <ul style="list-style-type: none"> • All HS students will have access to a College Counselor for college planning, UC A-G, and PSAT/SAT/ACT • UC A-G approved course list • HS Graduation Project: Community Service project aligned with college/career goals • College Course Credit (formerly concurrent enrollment) – on-site and off-site • Students in Gr 11-12 have the availability to take SAT/ACT • Students in Gr. 8-11 have the availability to take the PSAT • CTE Pathway: Computers and Construction/Energy • College Center: led by the Counselor 	\$39,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • College Campus Tours: 1 day and a 3 day (Summer) • CA CareerZone – career planning and workshops • Parent training and a library of training for parents • Implement the Naviance program for all HS students 		
1.4	CORE CURRICULUM	<p>CORE CURRICULUM TO BE PURCHASED: Every student will have access to standards-aligned curriculum. TLC will purchase the following curriculum:</p> <ul style="list-style-type: none"> • Consumables for all core subjects • For Site based instruction: curricular purchases will be made • Home-based instruction: Curriculum for all subjects • Online learning and tutoring • iReady Math consumables • New adoption for English • New SEL program for MS/HS 	\$118,893.00	No

Goal Analysis [2021-22]

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

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

STAFF TO SUPPORT SCHOOL'S PROGRAM: 100% of TLC Teachers and staff have the correct credentials for the positions they are currently working in.

PROFESSIONAL DEVELOPMENT: TLC staff spent many hours of Professional Development this year in many of our new programs. iReady math for grades K-6 and math teachers 7-12. The training included learning how to use the curriculum and how to read the data. Due to the spike in mental health this year TLC had multiple PD on SEL-Aperture and mental health. Aperture had 352 total test scores this year, 41.76% tested in the strength area, 55.11% tested in the Typical area and 3.13% tested in the need area. With the help of the wellness counselor, we were able to focus on these students and make sure Mental Health services were given. TLC continues Restorative Justice practices and has trained new staff and continues to use it in the classrooms. SPED staff went to training in Sacramento put on by our SELPA as well as online training. SPED staff also trained Gen. Ed. Staff on accommodations, and modifications in the classrooms. Continued training on NEWA and Edgenuity/compass learning. Staff went to many of the charter conferences, APlus, CCSA, CSDC, and MTSS.

COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: All of the goals were implemented this year, but due to COVID we were unable to visit colleges.

CORE CURRICULUM TO BE PURCHASED: All Curriculum was purchased and distributed at the beginning of the year and throughout the year as needed.

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.

TLC overspent in this area 233,591.93 due to most of the staffing that was used in Goal 2 has been placed here in goal 1.

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

COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: higher graduation rates, more students graduating with A-G courses.

PROFESSIONAL DEVELOPMENT: Higher test scores, mental health awareness, and support.

CORE CURRICULUM TO BE PURCHASED: All students have access to curriculum to support them in their academics.

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.

TLC plans to purchase ELA for K-5 and continue to train on the new math iReady for next year. TLC will also adopt a new SEL curriculum for middle and high school students. We will continue to employ the Wellness counselor and the additional Psychologist to help with the Social Emotional needs of our students.

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	Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 1-4)

An explanation of why the LEA has developed this goal.

There is a need to use data to measure student progress, measure program efficacy and identify the academic, social-emotional and/or behavioral needs of our students as part of our MTSS Implementation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on ELA CAASPP Distance from Standard (DFS)	+4.4% growth 56% met or exceeded				Increase Growth by 2%
Annual Growth on MATH CAASPP Distance from Standard (DFS)	18.2% growth 45% met or exceeded				Increase Growth by 2%
CA Science Test (CAST): GRADE 12: Spring 2019 CAST results will serve as a baseline	47.54% met or exceeded				Increase Growth by 2%
Increase % Students who complete UC A-G by 1%	30%				increase by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency as measured by ELPAC (Summative)	N/A				Will develop annual growth targets once baseline results are reported
Increase % English Learner reclassification rate as measured by ELPAC (Summative)	N/A				Will develop annual growth targets once baseline results are reported
Increase % Students “Prepared” for College as measured by ELA EAP by 2%	Suspended				Will develop annual growth targets once baseline results are reported
Increase % Students “Prepared” for College as measured by Math EAP by 2%	Suspended				Will develop annual growth targets once baseline results are reported
Maintain Attendance Rates >95%	>99%				>95%
Maintain MS Dropout rate <1%					<1%
Maintain HS Dropout Rates <2%	75%				<2%
Initial testing for % of students in the DESSA	60%				>60%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MULTIPLE TYPES OF ASSESSMENTS	MULTIPLE TYPES OF ASSESSMENTS: TLC staff will implement multiple types of assessments, in order to	\$8,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>monitor each student's: academic progress; identify their strengths and needs in order to modify instruction, and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP: ELA/Math Gr TK-11 • iReady testing • Running Records: Learning A-Z • Kindergarten Readiness Assessment • Math Summative Assessment • Writing Prompts various genres: Gr 6-12 • WRITE Institute Writing Assessments Gr. K-5 • GLAD • End of Chapter/Unit tests <p>In addition, our students will be administered the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for EL • CAASPP ELA & Math: Gr. 3-8, 11 • CA Science Test: 5, 8, HS • Physical Fitness Test: Gr. 5,7,9 • CAA 		
2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	<p>STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS: The Leadership Team will train staff on the EL Master Plan and how it aligns to ELPAC; CDE/SBE Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate, and targeted designated and integrated ELD instruction across all grade levels.) ELD standards training will take place yearly.</p> <p>The EL Coordinator will provide professional development (SDAIE, GLAD, Write programs) and model lessons for teachers.</p> <p>The EL Coordinator will administer the ELPAC, in charge of reclassification, provide support for Newcomers, and provide after-school support for EL.</p>	\$26,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Some curricula used: Read naturally, Brain pop, and Rosetta Stone - Newcomers.		
2.3	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	<p>STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: TLC's SELPA Provider is the El Dorado Charter SELPA. The RSP Teacher/Director of SPED will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing, and contracted services. TLC's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide specialized and age-appropriate programs, services, and supports for students. Program services will include providing Special education teachers, Instructional Assistants, and support staff.</p> <p>Our RSP Teacher/SPED Coordinator and/or SELPA Provider will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high-quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high-quality Individual Education Plans (IEPs) and translating those IEPs into high-quality rigorous instruction for students with disabilities.</p> <p>Some services used are: Barton, MobyMax and Fast ForWord</p>	\$327,799.00	No
2.4	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC	<p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS: TLC will align academic interventions to core instruction; and grade-level content to ensure all students including unduplicated students, are on track towards grade-level mastery, in order to narrow any achievement gaps.</p>	\$36,380.00	No

Action #	Title	Description	Total Funds	Contributing
	INTERVENTION & SUPPORTS	<p>All students work from home on Mondays K-12 is on-site Wed. and Fridays and works from home on Monday and Wednesday. Students also come on-site for 1:1 or small group tutoring on their at-home days.</p> <p>Teachers provide small group and one-on-one instruction on Wednesdays. The Instructional Assistants also provide academic support and intervention.</p> <p>Math support will be provided on at-home days.</p> <p>Students in MS/HS will receive 4 hours of Math instruction per week, in addition, to support at home. Our students will have access to:</p> <ul style="list-style-type: none"> • Edgenuity/Compass Learning for ELA & Math Gr. K-11 • iXL Math • Read Naturally • No Red Ink • Paper (on-line tutoring grades 5-12) <p>ELA Support for HS: will receive 4 hours of instruction weekly with support/tutoring on Fridays. For MS: students will receive 2 hours/week.</p> <p>Hire and/or train current Instructional Aides to help administer the Barton Reading Intervention Program, Train the IA's in the program as well as RSP teachers.</p>		
2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL	<p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</p> <p>TLC is in the first implementation phase of MTSS using SWIFT Tools. Our school has implemented Restorative Practices schoolwide; and provides resources to families (Mental Health America).</p>	\$78,985.00	No

Action #	Title	Description	Total Funds	Contributing
	SUPPORT/INTERVENTION	<p>TLC has also purchased Aperture which is a data-driven based Social Emotional program.</p> <p>TLC will also purchase a new SEL program for Middle and High School</p> <p>TLC will continue to retain the additional counselor and school Psychologist to better help the social-emotional needs of our students</p>		
2.6	TECHNOLOGY	<p>TECHNOLOGY</p> <p>TLC will purchase the following technology devices that support the school's educational program and model:</p> <ul style="list-style-type: none"> • Chromebooks. 7-12 grade 1:1 • PC for PLTW • iPads • Laptops for staff • Network upgrades: Wifi access • Contract IT services: Filemaker • Licenses for Microsoft Software • Website costs • Google meets - paid program • Doc u Cams for teachers • Technology Coordinator • Doc U Sign • Zoom • Barton platform 	\$91,789.00	No
2.7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL	<p>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT:</p> <p>TLC's educational program will provide all students with an engaging learning experience, and a safe, positive school climate and learning environment through the implementation of the following:</p>	\$10,138.00	No

Action #	Title	Description	Total Funds	Contributing
	CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	<ul style="list-style-type: none"> • School wide events • Host Clubs/Organizations • 6th grade Camp • Elective Units (can be used for enrichment if approved by EP) • Provide bus passes for homeless, foster youth, low-income students • Host schoolwide events: culture-building, anti-bullying • Star Jaguars (Character Traits) • SEL Groups 		

Goal Analysis [2021-22]

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

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

MULTIPLE TYPES OF ASSESSMENTS: This goal was carried out 100%

STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS: The EL coordinator will continue to work closely with all of our EL students and teachers to make sure that students' needs are being met. The EL Coordinator will provide professional development (SDAIE, GLAD, Write programs) and model lessons for teachers.

STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: TLC SPED director will continue to improve all services for SWD and continue to have a high-quality program for SWD. TLC staff will continue to work on goals and support students' math and ELA. This year SWD has a baseline from the state test scores and will continue to increase and improve services as needed.

MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS: TLC supported teachers every 6 weeks during PLC meetings. During this time teachers would train and look at data to drive what was being taught in the classrooms.

MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: With the help of the Wellness counselor, many programs were put into place for students as well as 1:1 counseling. Also, the school has a mental health website that offered much support in this area.

TECHNOLOGY: This goal was carried out 100%

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT: The staff was amazing in this area to help students with an engaging learning experience, and a safe, positive school climate. Due to COVID still, around not as many field trips were offered but hoping to return to them next year.

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.

TLC had a difference of (345,122.75) in difference for goal 2. A large piece of it was due to covid we could not have the student events and field trips. Technology was over due to having to supply students with computers and hot spots for home as well as boost our internet. Next year we will be adopting a new curriculum for English for grades K-5 and a new SEL program for Middle school and high school. Also, most of the staffing was placed in Goal 1 and not accounted for in goal 2.

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

MULTIPLE TYPES OF ASSESSMENTS: higher test scores
STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS: higher test scores and students being able to access the curriculum
STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: higher test scores and students being able to access the curriculum
MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS: higher test scores and students being able to access the curriculum
MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: Students were able to attend classes and have support to work through feelings so they didn't feel so isolated.
TECHNOLOGY: Will continue to purchase computers as needed and replace those that are broken.
STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT: Positive school climate

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.

TLC will purchase a new SEL Curriculum for Middle and High school next year since there was a bigger need for mental health awareness in these grades. TLC will also purchase new ELA curriculum for K-5 to help shorten the gaps.

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	Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)

An explanation of why the LEA has developed this goal.

There is a need to engage parents through communication and education to improve student academic outcomes, school connectedness and safety.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Administer TLC Building Checklist annually	Good				Good
Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC))	Met				Met
Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities	Met				Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase participation rate by .2% on parent survey on the sense of safety and school connectedness.	90.16%				increase by 2%
Increase participation rate by 2% on student survey on the sense of safety and school connectedness.	86.21%				increase by 2%
Maintain 100% participation rate on staff survey on the sense of safety and school connectedness.	100%				100%
Increase lunches served	2784				>10%
All visitors use Raptor as a check in system	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	<p>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</p> <p>In order to promote and elicit parent input in decision-making, TLC will host and facilitate SSC, and DELAC Meetings during the school year with annual elections to include parents, staff, teachers & students.</p> <p>TLC will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).</p>	\$3,090.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>During the school year, SSC and DELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.</p> <p>WASC Committee meeting, Strategic Planning committee. Parents also have time throughout the school year to discuss the LCAP every 6 weeks with staff and give input on the goals.</p>		
3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:</p> <p>As part of TLC’s Second phase implementation of MTSS our school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:</p> <ul style="list-style-type: none"> • Meeting with parents every 6 weeks • Provide Parent Workshops on various topics • Host Parent/student Orientations • Communicate with Families using Parent Square • Translator will be available at schoolwide events and upon request • Presentations on Post-secondary options • Marketing & Events Coordinator: coordinates field trips 	\$28,716.00	Yes
3.3	FACILITIES	<p>FACILITIES</p> <p>TLC strives to provide a safe, clean, and well-maintained school site for all students and staff. In order to accomplish this, the following will take place:</p> <ul style="list-style-type: none"> • Facility leasing expenses • Facility maintenance, repairs, and janitorial staff • Administer Building Checklist Annual Report 	\$128,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Purchase Multi Air cleaners for offices and classrooms • Update Raptor with new computers for safety TLC will continue to look for a permanent facility		
3.4	NUTRITION	Salary for Nutrition coordinator, and NSLP staff. <ul style="list-style-type: none"> • purchasing of equipment needed for lunch services 	\$107,328.00	Yes

Goal Analysis [2021-22]

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

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

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: Parents have many opportunities in many ways to participate in TLC. TLC would not work without parent involvement. We are fortunate to have the level of parent support.

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH: TLC works constantly to make sure parents feel supported and engaged.

FACILITIES: TLC is looking for a permanent facility for TLC. Currently, we are at the boys and girls club in Clairemont.

NUTRITION: served 2784 lunches this year and will be adding breakfast next year.

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.

In goal 3 we were under budget (84,876.61) due to covid and not being able to have opportunities for parent engagement but next year we will be improving our outreach into the community and with families.

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

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: facilitate SSC, and DELAC Meetings during the school year, have training for new parents, and continue to reach out for participation in other school meetings.

FACILITIES: TLC is looking for a permanent facility for TLC. Currently, we are at the boys and girls club in Clairemont. TLC left SR offices due to higher rent and other regulations that would not allow us to stay.

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.

FACILITIES: TLC is looking for a permanent facility for TLC.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$113,883	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.06%	0.00%	\$0.00	6.06%

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

Required Descriptions

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

The needs of foster youth, English learners, and low-income students are considered first, and the charter proves this through the training given to the staff involved in this program. While the action is provided to the entire school, these subgroups are of the highest priority, and the charter ensures that they receive services not only first, but most frequently. The actions defined are effective as measured through maintained/increased subgroup achievement data on the Dashboard, positive parent/student survey results, and internal metrics. This measure is the charter’s guide to the effectiveness of the programs provided to these students.

The LEA is working to complete the transition to 1:1 technology in 7-12 grade. The LEA prioritized access to a Chromebook to identified students including foster youth, homeless, and low-income students. In addition to providing Chromebooks, the LEA ensured all students in need received a WiFi hotspot for portable internet connection. Again, foster youth, the homeless, and low-income students were prioritized.

The Assistant Director, Curriculum and Instruction Coordinator, Assistant Director of Assessment and Pupil Services, and EL coordinator provided training and resources focused on supporting English Language Learners as well as the social and emotional well-being of all students, especially those identified as homeless or foster youth and low-income students. Access to school counselors, school

psychologists, and additional support services are essential for supporting this population. Specific training for implementing integrated and designated ELD is ongoing for leaders, teachers, and Instructional Aides.

The LEA’s mission and vision statement include a commitment to personalizing learning for every student; this includes a personalized learning plan to address both academic and social-emotional needs

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

Foster youth, English learners, and low-income students are known to the staff paid by this program. Thus, these students receive first, best attention (increased and improved services) 100% through the use of these funds. Without these funds, this type of dedicated staff attention would not be possible. The results of the efforts can be seen through student achievement data on the dashboard, parent/student surveys, and internal metrics.

Foster youth, English learners, and low-income students receive the following increased services/supports:

- Chromebooks for students
- Additional counseling support
- IA support and follow-up
- MTSS support and monitoring

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	14:45	

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 certificated staff providing direct services to students	3:45	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,653,135.00	\$384,564.00		\$289,066.00	\$2,326,765.00	\$1,836,707.00	\$490,058.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	STAFF TO SUPPORT SCHOOL'S PROGRAM	English Learners Foster Youth Low Income	\$1,241,780.00			\$63,270.00	\$1,305,050.00
1	1.2	PROFESSIONAL DEVELOPMENT	All	\$1,492.00			\$15,215.00	\$16,707.00
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	English Learners Foster Youth Low Income	\$18,628.00			\$20,453.00	\$39,081.00
1	1.4	CORE CURRICULUM	All	\$78,633.00	\$13,260.00		\$27,000.00	\$118,893.00
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	English Learners Foster Youth Low Income	\$8,240.00				\$8,240.00
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	English Learners	\$26,069.00				\$26,069.00
2	2.3	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	Students with Disabilities		\$308,588.00		\$19,211.00	\$327,799.00
2	2.4	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS	All	\$36,380.00				\$36,380.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION	All	\$18,628.00	\$37,750.00		\$22,607.00	\$78,985.00
2	2.6	TECHNOLOGY	All	\$52,841.00			\$38,948.00	\$91,789.00
2	2.7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	All	\$10,138.00				\$10,138.00
3	3.1	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	All	\$3,090.00				\$3,090.00
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	English Learners Foster Youth Low Income	\$28,716.00				\$28,716.00
3	3.3	FACILITIES	All	\$128,500.00				\$128,500.00
3	3.4	NUTRITION	English Learners Foster Youth Low Income		\$24,966.00		\$82,362.00	\$107,328.00

2022-23 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
\$1,878,889	\$113,883	6.06%	0.00%	6.06%	\$1,323,433.00	0.00%	70.44 %	Total:	\$1,323,433.00
								LEA-wide Total:	\$1,323,433.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,241,780.00

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	1.1	STAFF TO SUPPORT SCHOOL'S PROGRAM	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,241,780.00	
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,628.00	
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,240.00	
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	Yes	LEA-wide	English Learners	All Schools	\$26,069.00	
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,716.00	
3	3.4	NUTRITION	Yes	LEA-wide	English Learners Foster Youth	All Schools		

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 (%)
					Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,980,584.00	\$2,784,176.57

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	STAFF TO SUPPORT SCHOOL'S PROGRAM	Yes	\$1,462,841.00	\$1,697,933.24
1	1.2	PROFESSIONAL DEVELOPMENT	No	\$19,575.00	\$14,169.12
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	Yes	\$43,569.00	\$54,415.47
1	1.4	CORE CURRICULUM	No	\$77,809.00	\$70,868.10
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	Yes	\$8,974.00	\$16,645.80
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	Yes	\$32,603.00	\$27,828.20
2	2.3	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	No	\$483,120.00	\$306,969.12
2	2.4	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS	No	\$64,325.00	\$46,724.73
2	2.5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE	No	\$198,508.00	\$54,585.32

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)
		SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION			
2	2.6	TECHNOLOGY	No	\$91,855.00	\$99,903.21
2	2.7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	No	\$19,600.00	\$1,205.86
3	3.1	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	No	\$3,000.00	\$456.38
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	Yes	\$35,355.00	\$27,317.20
3	3.3	FACILITIES	No	\$390,216.00	\$332,043.14
3	3.4	NUTRITION	Yes	\$49,234.00	\$33,111.68

2021-22 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)
\$96,217	\$1,338,814.00	\$1,421,903.00	(\$83,089.00)	0.00%	0.00%	0.00%

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)
1	1.1	STAFF TO SUPPORT SCHOOL'S PROGRAM	Yes	\$1,243,077.00	\$1,344,318.00		
1	1.3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	Yes	\$18,805.00	\$29,794.00		
2	2.1	MULTIPLE TYPES OF ASSESSMENTS	Yes	\$8,974.00	\$16,646.00		
2	2.2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	Yes	\$32,603.00	\$3,828.00		
3	3.2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	Yes	\$35,355.00	\$27,317.00		
3	3.4	NUTRITION	Yes				

2021-22 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)
\$1,478,356	\$96,217	0.00%	6.51%	\$1,421,903.00	0.00%	96.18%	\$0.00	0.00%

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

California Department of Education
January 2022