LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Tomorrow's Leadership Collaborative Charter
CDS code:	30 10306 0137976
LEA contact information:	Jessica Tunney jessica.tunney@tlccharter.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year	Amount
Total LCFF funds	$ 2,117,337
LCFF supplemental & concentration grants	$ 241,895
All other state funds	$ 214,639
All local funds	$ 566,454
All federal funds	$ 498,128
Total Projected Revenue	$ 3,396,558

Total Budgeted Expenditures for the 2021 – 22 School Year	Amount
Total Budgeted General Fund Expenditures	$ 3,371,029
Total Budgeted Expenditures in the LCAP	$ 2,425,877
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 244,562
Expenditures not in the LCAP	$ 945,152

Expenditures for High Needs Students in the 2020 – 21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 293,510
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 397,736

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Administrative costs and various operational expenses
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

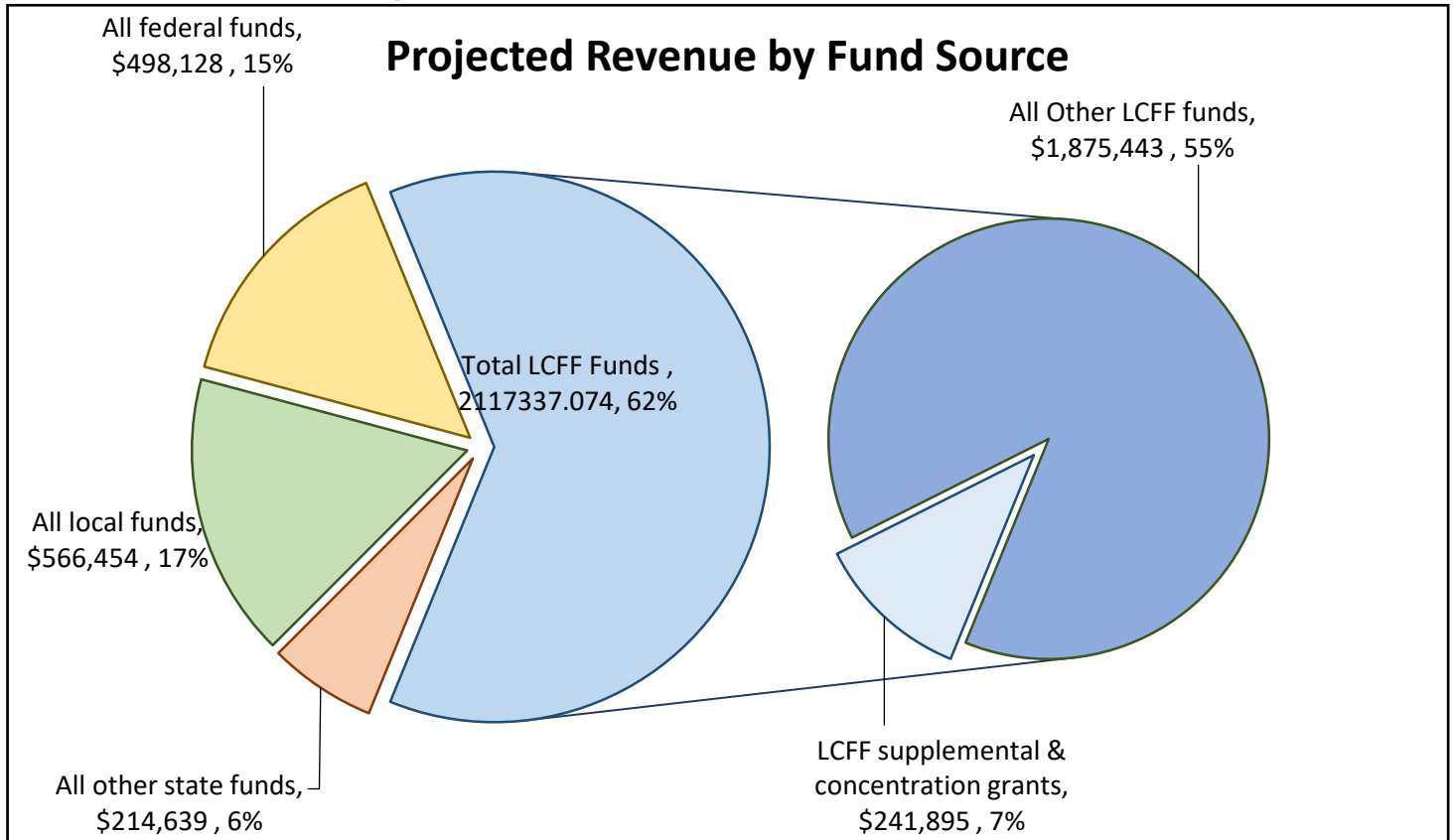Local Educational Agency (LEA) Name: Tomorrow's Leadership Collaborative Charter

CDS Code: 30 10306 0137976

School Year: 2021 – 22

LEA contact information: Jessica Tunney   jessica.tunney@tlccharter.org

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $498,128 , 15%

All Other LCFF funds, $1,875,443 , 55%

All local funds, $566,454 , 17%

Total LCFF Funds , 2117337.074, 62%

All other state funds, $214,639 , 6%

LCFF supplemental & concentration grants, $241,895 , 7%
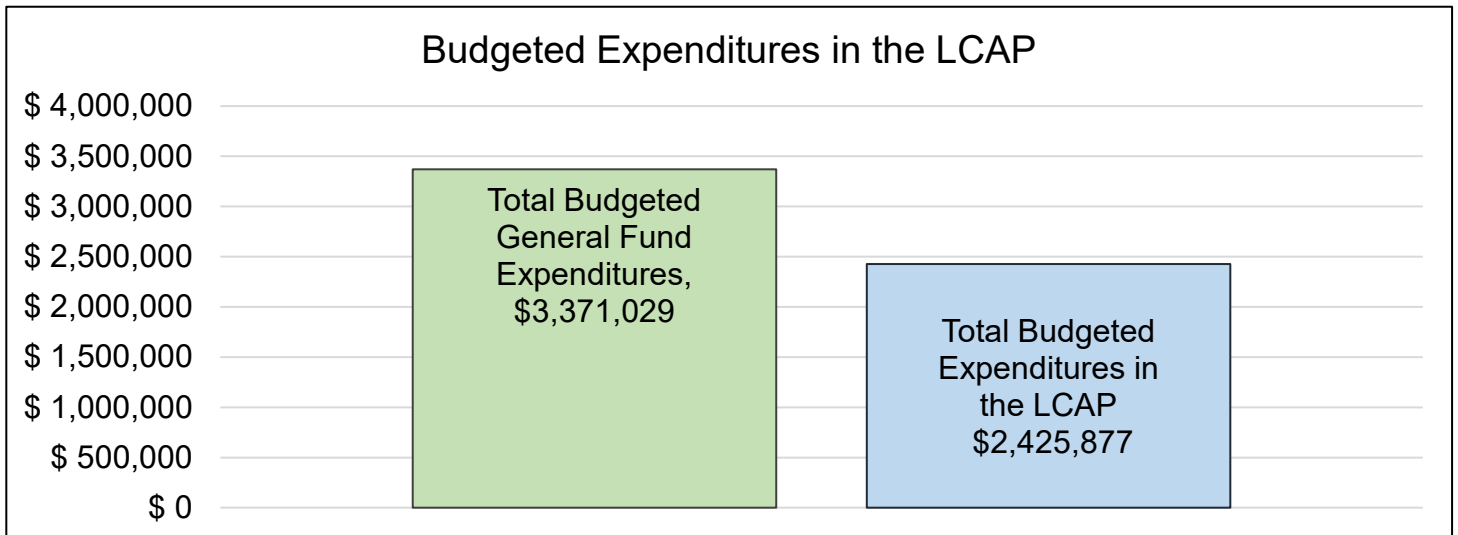
This chart shows the total general purpose revenue Tomorrow's Leadership Collaborative Charter expects to receive in the coming year from all sources.

The total revenue projected for Tomorrow's Leadership Collaborative Charter is $3,396,558.09, of which $2,117,337.07 is Local Control Funding Formula (LCFF), $214,638.88 is other state funds, $566,454.43 is local funds, and $498,127.71 is federal funds. Of the $2,117,337.07 in LCFF Funds, $241,894.57 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.

Budgeted Expenditures in the LCAP

Amount	
$ 4,000,000	
$ 3,500,000	
$ 3,000,000	Total Budgeted General Fund Expenditures, $3,371,029
$ 2,500,000	
$ 2,000,000	Total Budgeted Expenditures in the LCAP $2,425,877
$ 1,500,000	
$ 1,000,000	
$ 500,000	
$ 0	

This chart provides a quick summary of how much Tomorrow's Leadership Collaborative Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tomorrow's Leadership Collaborative Charter plans to spend $3,371,029.04 for the 2021 – 22 school year. Of that amount, $2,425,877.47 is tied to actions/services in the LCAP and $945,151.57 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
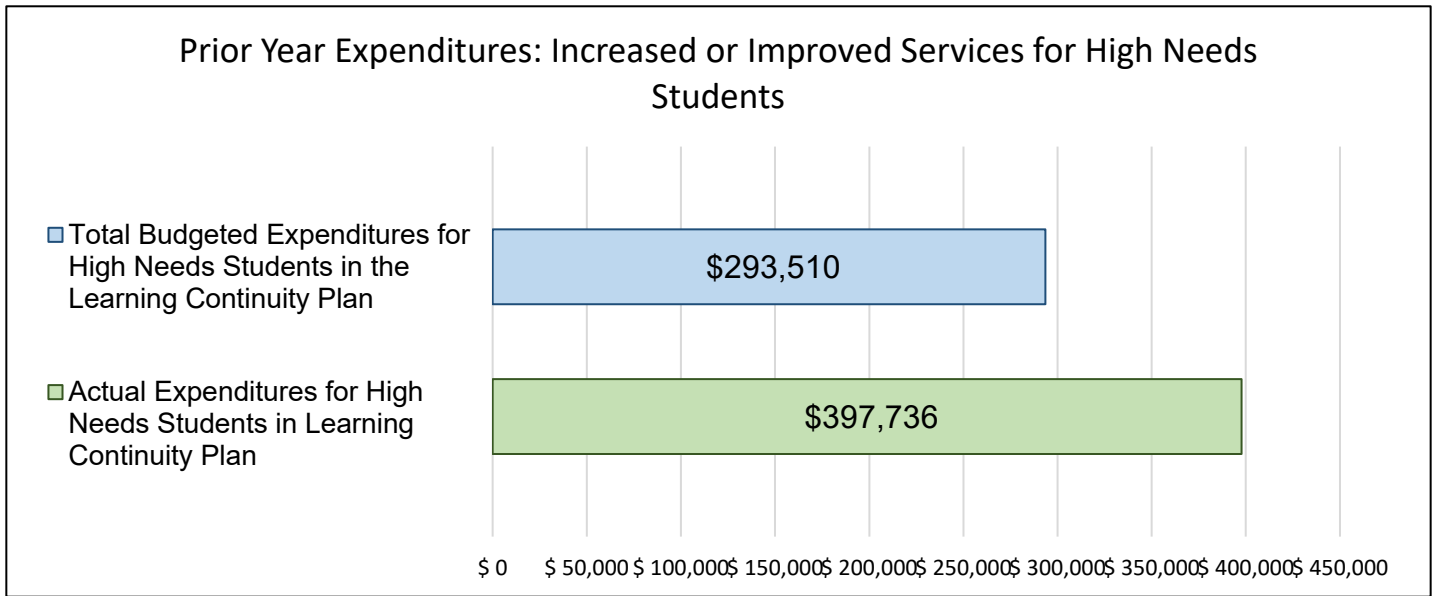
Administrative costs and various operational expenses

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

In 2021 – 22, Tomorrow's Leadership Collaborative Charter is projecting it will receive $241,894.57 based on the enrollment of foster youth, English learner, and low-income students. Tomorrow's Leadership Collaborative Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Tomorrow's Leadership Collaborative Charter plans to spend $244,562.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $293,510
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $397,736

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000 $ 450,000

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

In 2020 – 21, Tomorrow's Leadership Collaborative Charter's Learning Continuity Plan budgeted $293,510.00 for planned actions to increase or improve services for high needs students. Tomorrow's Leadership Collaborative Charter actually spent $397,736.25 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tomorrow's Leadership Collaborative (TLC) Charter School	Jessica Tunney, Ed.D., Executive Director	jessica.tunney@tlccharter.org 646.483.9808

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

Goal 1

Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the MTSS Program (integrating RTI/SST Process) to identify and provide appropriate academic and social-emotional supports to ensure student academic success and close the achievement gap among all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores:	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores:	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Expected	Actual
% of EL who progress in English Proficiency using ELPAC:	Fall 2019 Dashboard ELPI Indicator: <11 EL students tested
EL Reclassification Rate:	2019-20: 36%
Attendance Rates:	2019-20: 94.7%
Chronic Absenteeism Rate:	2019-20: 3.4%
CA Science Test (CAST): Grade 5	CA Science Test (CAST) were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFF TO SUPPORT SCHOOL'S PROGRAM Tomorrow's Leadership Collaborative (TLC) will employ a total of 5 (GenEd) teachers that are appropriately credentialed and assigned, and an Executive Director/Principal. Tomorrow's Leadership Collaborative (TLC) Charter School will provide an instructional program that includes a longer school year and longer school day and total instructional minutes that exceed the CA State requirement as outlined in the following chart below.	$502,860 LCFF Base 1000, 2000, 3000	$579,708

INSTRUCTIONAL TIME REQUIREMENTS				
	DAYS	TK/K	1-3	4-5
CA REQURED:	175	36,000	50,400	54,000
TLC	180	56,320	56,320	56,320
DIFFERENCE	+5	+20.320	+5.920	+2.320

Our school will offer 5 additional instructional days; that includes 20,320 additional instructional minutes for grades TK/K; 5,920 instructional minutes for grades 1-3; and 2,320 additional instructional minutes for grades 4-5.

All teachers will participate in 2-weeks of intensive professional development prior to the start of the school year; 5 non-instructional days during the academic school year; and weekly Wednesday professional development during the school year (co-planning, coaching, and collaboration).		
STAFFING, SERVICES & PROGRAM TO SERVICE SWD: El Dorado is Tomorrow's Leadership Collaborative Charter School's SELPA Provider. The Executive Director/Principal (SPED Director) 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 for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional Assistants and support staff. TLC's RSP Teachers & 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.	$362,759 LCFF Base $294427 SPED $68332 1000, 2000, 3000, 5000	$407,184
ASSESSMENTS TLC's staff will continue to implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. • NWEA MAP ELA & Math: Gr. TK-5 • Fountas & Pinnell: Benchmark Assessment System (BAS) Reading Assessment • Bridges Math Assessments • Formative Assessments • Summative Assessments • Other publisher provided assessments	$4688 LCFF Base 4000	$1325

In addition, TLC Charter School will administer the following state-mandated assessments: • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Gr. 3-5 • CA Science Test: Gr 5 • Physical Fitness Test (PFT): Gr. 5		
MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS: TLC's MTSS Program will strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, NWEA MAP, F&P, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The Executive Director/Principal will conduct classroom observations, and teacher coaching (with co-planning) on evidence-based strategies, using multiple types of data. The Paraprofessionals (11) will provide academic & social skills support, during the instructional day for students who are struggling academically to improve student outcomes. Our teachers will develop Individual Instructional Plans (IIP) for students to include goal settings that will be updated each trimester. Students will have access to the following evidence-based web-based intervention programs and supplemental programs: • Achieve 3000/Smarty Ants • Moby Max • Prodigy math • Words Their Way • Classroom Libraries • SeeSaw storytelling app	$78365 LCFF S&C: $43097 (Paraprofessionals) Title I: $24063 (Paraprofessional) LCFF Base: $5202 Lottery: $6003 2000, 3000, 4000	$62,090
MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:	$40000	$58,421

TLC's MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes. TLC will contract services for Instructional coaching for all support staff and paraprofessionals to develop and implement: • PBIS • MTSS • Station approach for learning (Learning Centers) • Social Skills Lessons through TLC CARES TLC will provide a Mental Health Counselor that will provide individual and small group counseling.	LCFF S&C $20000 (MH Counselor) Local Revenue 5000

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 3: State mandated assessments were not administered as a result of the Governor's Executive Order – school closures

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

On March 16th TLC Charter School launched its Distance Learning Platform, specifically designed to provide students ongoing learning opportunities and access to the resources necessary to support their educational, social-emotional, and health and safety needs. It included embedded supports to ensure that students with disabilities had, to the maximum extent possible, equitable access and comparable learning opportunities to their peers without disabilities. Additionally, the distance learning platform allowed for instruction and services that were tailored to meet the individual needs of students with disabilities.

Approximately 30% of students at TLC Charter School are Unduplicated Pupils (Low Income, English Learners, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For English Learners – teachers provided instruction for both Integrated and Designated English Language Development (ELD). For ELs curricular and instructional materials were scaffolded and individualized to ensure accessibility and equitable services that were

academically grade level appropriate for our students. All materials that were sent to families were translated to Spanish; the identified primary language other than English identified by the Home Language Survey. Bilingual staff communicated with families on a regular basis to discuss synchronous/asynchronous instruction, Google Classroom Learning platform, web-based materials, curricular/instructional materials and provided families with the academic progress of their child.

TLC Charter School implemented the special education and related services identified in the student's individualized education program (IEP), to the greatest extent possible, through the distance learning platform through synchronous and asynchronous instruction. Because person-to-person contact was limited due to COVID-19 and guidance from state and federal authorities, it was not possible to implement all components of each student's IEP. For example, because all schools were closed, all instruction and services occurred in the home setting and in-person supports were not available due to state and federal directives to avoid person-to-person contact. Similarly, some accommodations, supports, or services that were necessary within the school classroom context may not be necessary in the context of the distance learning format.

Students with Disabilities were provided access to general education distance learning opportunities and resources through Google Classroom. Case Manager support/consultation took place via email, videoconference, and/or phone. Access to supports, accommodations, as well as supplemental learning activities to support the student's IEP goals. Service Providers/Special Education Supports – APE, SLP, OT, Social Skills were delivered through synchronous and asynchronous instruction. Letters were issued to parents explaining the school's Distance Learning Plan for Students with Disabilities.

The Executive Director/Principal serves as the Homeless and Foster Youth Liaison at TLC Charter School. Currently, our school does not have any Homeless or Foster Youth students. However, our fundraiser's focus was to provide vulnerable families with resources, including food/meals, clothing, technology device, and access to internet services, including assistance with Pandemic EBT.

Goal 2

Provide all students with high quality instruction, and rigorous college preparatory standards aligned curriculum; that integrates writing across disciplines and a focus on service learning; critical skills necessary to contribute to our global society.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities: 1, 2, 7

Annual Measurable Outcomes

Expected	Actual
% Teachers that are appropriately credentialed and assigned:	2019-20: 100%
% Students that have access to standard-aligned materials	2019-20: 100%
Implementation of standards-based adopted academic content & performance standards for all students including EL to access CCSS & ELD Standards:	**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** |	2019-20
ELA	3
ELD	3
MATH	3
NGSS	3
HISTORY	3
PHYSICAL ED.	4
VAPA	4	
% Students with access to (including UP & Students with Disabilities) & are in enrolled in a broad course of study: Social Science, Science, PE, Art, Dance, & Music.	2019-20:100%
% Grade 5 students meeting all 6 Fitness Areas in HFZ:	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PROFESSIONAL DEVELOPMENT TLC's Charter School provides 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: • CA Standards: ELA, Math, Social Studies, Science • Universal Design for Learning (UDL): Co-teaching Model using differentiation (WISH PD) • Project-Based Learning: Create & Creators • Inclusive Learning Community through co-teaching, and co-assessing student performance • Positive Classroom Mindsets • Language & Literacy Development in Children with language-based disabilities • Meeting the needs of: EL, using ELD Standards, SDAIE, ELD Folders, ELPAC testing & analysis • Best practices for implementing peer supports in an inclusive classroom • Disability training on text supporting literacy • Bridge Math curriculum • Readers & Writers workshop model • Balanced Literacy • Digital Storytelling (UCI_ • Long-term unit planning • Co-teaching, Co-planning, Co-assessment • Disability-specific learning • Using data to drive/inform instruction All teachers will participate in 2-weeks of intensive professional development prior to the start of the school year; 5 non-instructional days during the academic school year; and weekly Wednesday professional development during the school year (co-planning, coaching, and collaboration).	$13,000 LCFF Base $11625 Title II $1375 5000	$5,790
CORE CURRICULUM TO BE PURCHASED:	$21003 LCFF Base	$20,935

Every student will have access to standards-aligned curriculum. TLC Charter School plans to purchase the following curriculum which includes but is not limited to: • TCI (Science Alive, Social Studies Alive)	4000	
STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS: The Principal and Teachers will review and revise the EL Master Plan (if needed) to align with the ELPAC; CDE Reclassification Criteria guidance, in order to ensure that all ELs receive appropriate, adequate and targeted designated and integrated ELD instruction across all grade levels. Our ELA and Math curriculum has embedded supports for EL. The Principal and Teachers will administer the ELPAC. (2) Bilingual Paraprofessionals will provide academic support for EL's in the classroom. EL students will have access to all interventions (outlined in Goal 1, Action 4) and will have a binder to track and monitor their progress throughout the year.	$40,046 LCFF S&C 2000, 3000	$40,434
TECHNOLOGY TLC Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annual purchases include but are not limited to: • Chromebooks: Addition of grade 5 • Printers • Copier/scanner • Projector • Keyboarding without Tears subscription Additional expenses include IT Support and Wi-Fi services.	$29,950 LCFF Base 4000, 5000	$56,684
COURSE ACCESS: At TLC, all students including Unduplicated Pupils and Students with Disabilities will have access to and are enrolled in a broad course of study beyond core subjects (ELA, Math, Science, Social Studies): They include: • Music • Dance • Art	$64,145 LCFF Base 2000, 3000	$35,743

• Gardening • Physical Education		

Goal Analysis

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

There were no substantive changes.

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

Our teachers were tasked with conducting a needs assessment for each of their students to identify the following needs: technology/device, internet service, and access to food/meals. Approximately 45% of our students were provided a Chromebook/technology device based on the needs assessment; Wi-Fi hotspots were provided and information about acquiring free internet service from Internet Service Providers. Our school provided tech-support for families via phone.

Our entire staff participated in professional development on delivering high quality and engaging instruction using Google Classroom, Zoom meetings, and our staff collaborating in identifying high quality apps for our students.

Our teachers collaborated in designing lessons and videos for synchronous and asynchronous instruction. All teachers designed lessons in Google Classroom and used Zoom meetings for daily live sessions morning meeting and synchronous instruction. Our teachers also designed coursework materials (packets) that were distributed to families. Our teachers were also tasked with taking attendance, monitoring student participation and assignment completion (student work).

For all subject areas, co-teachers identified essential skills and content topics to address prior to entry into the next grade level. These essential skills and topics formed the basis of curricular choices and learning activities that took place.

- Participation & Attendance: Students were expected to participate and engage in lessons. Participation was tracked on Google Classroom and Zoom meetings.

- Progress Monitoring: Teachers documented and tracked student progress to inform instruction.

- Inclusion and Accessibility: TLC teachers utilized principles of Universal Design for Learning (UDL) and differentiation in Distance Learning planning and instruction. Our co-teaching model, inclusive service provision and shared paraprofessional support structures continued and was modified for the distance learning platform.
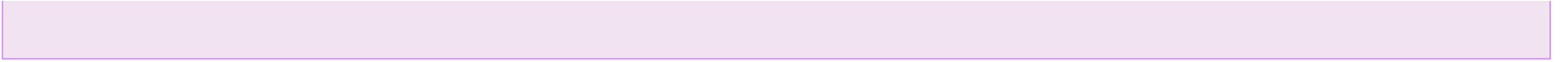
Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. A Culture of High Expectations is consistently implemented throughout the school and supported by providing students with a safe, welcoming and inclusive, positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent (including unduplicated students and Students with Disabilities) input in decision-making via SSC, ELAC, TLC Parent Association, PAC, Governing Board.	2019-20: Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:	2019-20: Outcome Met
Maintain suspension rates <2%.	2019-20: 0%
Maintain expulsion rates <1%	2019-20: 0%
Facilities Inspection Tool (FIT) Score: Good or Better	2019-20: Exemplary
Administer Parent Survey on sense of safety & school connectedness.	2019-20: 50%
Administer Student Survey on sense of safety & school connectedness.	2019-20: 74%
Administer Staff Survey on sense of safety & school connectedness.	2019-20: 71%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT: TLC Charter School will implement the following: • Presentations/Demonstrations of Learning Fall Project Exhibition: Social Studies • Spring Project Exhibition: Science • Student-led conferences • Student access to clubs/organizations & competitions that support and increase student engagement • Host field trips aligned to the content standards and provide experiential learning opportunities • Implement and revise the Comprehensive School Safety Plan including annual needs assessment for future purchase/implementation. • Administer student and staff survey annually	$1000 LCFF Base 5000	$460
METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: In order to promote and elicit parent input in decision-making, TLC will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students. TLC will adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA). During the school year SSC, ELAC, TLC-Community Association, and Principal's Advisory Council (PAC) 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. A TLC Parent will also serve on the TLC Board of Directors.	$0	$0

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION: TLC Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. Methods include: • Host Parent Education Workshops on topics that support positive outcomes for students and topics requested by parents. • Quarterly Coffee with the Principal • Partner with Clementine Mobile Food Bank for families in need • Partner with Healthy Smiles Van to support families without access to dental care • Parents will have access to Aeries Parent Portal to communicate with teachers, view their child's grades and attendance.	$51,056 LCFF Base 2000, 3000, 5000	$47,818
FACILITIES The following actions are essential in order to provide all students, and staff with a safe, clean, and well-maintained school site: • Facility Site leasing costs • Annual FIT report • Maintenance, repairs, utilities and janitorial expenses	$181,945 LCFF Base: $105,937 SB740: $76,008 2000, 3000, 4000, 5000	$164,627

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 3:

- Action 1: Spring exhibition, student led conferences, and field trips did not take place as scheduled in Spring 2020 as a result of the Governor's Executive Order.

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

Teachers and support staff contacted families on a regular basis as part of check-ins, and more frequently with students who were not participating or participating inconsistently to identify the root cause and develop a plan, with the goal of preventing/minimizing learning loss. Our staff developed a variety of Universal Design for Learning (UDL) Distance Learning options for families, to support student learning. Communication with families took place via phone, emails, website, Aeries messaging, and Zoom sessions with families. Parents were provided with an End of Year Progress Report, a tool to describe their child's progress and mastery of essential grade level knowledge and skills.

Our school administered a survey to stakeholders (parents, students, and staff) to measure the effectiveness of our Distance Learning Program, identify strengths and areas for growth. Results will be analyzed, shared with the community, and used to strengthen the delivery of our program.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Director & Classroom teachers to provide instruction for all students: in-person/distance learning platform. Our school's daily instructional minutes via synchronous instruction exceeds the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-6.	$707,823	$814,243	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$35,000	$34,521	N

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

There were no substantive changes.

Analysis of In-Person Instructional Offerings

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

On March 22nd Tomorrow's Leadership Collaborative Charter School opened for hybrid instruction for students in grades TK-6, onsite 4 days per week (Monday – Thursday) and Fridays – fully distance learning. Approximately 82% of our students (families) opted for in-person/hybrid instruction, and 18% remained in distance learning. Despite numerous outreach efforts led by the Executive Director and our educators to have all students participate in hybrid instruction, especially those students who were disengaged these students remained fully in distance learning. Families that remained in distance learning attributed their decision to health and safety concerns

and/or family scheduling issues. With the return to hybrid instruction class participation and engagement improved dramatically compared with distance learning. Student issues with depression, anxiety have declined.

Challenges: TLC Charter School was unable to provide in-person instruction 5 days per week and for some families they struggled with daycare service for their child on Fridays (distance learning).

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SPED services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-8.	$255,356	$268,728	N
Paraprofessionals provides students with academic support via push-in during the instructional day in Zoom meetings; also provide tutoring for students that needs additional support A total of 4 Paraprofessionals are funded with LCFF S&C funds: $122,000 (Total)	$284,660	$386,641	*Y
Online core curriculum (subscription): TCI Social Studies, TCI Science, DIG for TK, Bridges Math, Learning without Tears	$10,000	$2,928	N
Technology-based supplemental instructional materials including but not limited to: Google Classroom, Zoom, SeeSaw, Canvas, Flip, Hapara	$15,000	$4,492	N
Technology devices, wi-fi hotspots, internet, headsets, IT support, updated internet bandwidth campus-wide	$44,762	$27,937	N
Instructional Coach/Professional Development	$15,000	$7,830	N
Aeries Student Information System; and attendance/participation documentation	$10,000	$8,900	N
Technology purchase for hybrid instruction: Projectors, document cameras, rolling carts)	--	$10,772	N

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Additional SPED support staff was added to maintain the quality of the program and ensure SPED services were provided and IEP timeless were met.

- Technology purchase for hybrid instruction: Projectors, document cameras, rolling carts)

Analysis of the Distance Learning Program

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

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: TLC designed a research-based distance learning educational program with the input and feedback from staff, parents, students and UC Irvine. All students participated in a rigorous, cognitively engaging daily learning experience through synchronous "live" instruction as noted in the following chart. Our school utilized Google as the Learning platform; and synchronous instruction took place via Zoom. The school day for TK started at 8:15 and ended at 12:45pm with an optional daily 45-minute block for additional academic support/intervention. For grades 1-6 the school day started at 8am and ended at 1:30pm with an optional daily 45-minute block for additional academic support/intervention. To address the mental health, social and emotional well-being of students, TLC Charter School implemented daily Community Meetings (45 minutes) that focused on Social-emotional Learning and mindfulness. TLC Charter school provided daily instructional minutes via synchronous instruction that exceeded the SB98 CA state daily instructional minute minimum requirements.

SCHOOL STARTS: 8:15 AM			SCHOOL STARTS: 8:00 AM		
SCHOOL ENDS: 12:45 PM			SCHOOL ENDS: 1:30 PM		
REGULAR DAY TK & KINDER			**REGULAR DAY 1st -6th Grades**		
Community Meeting	8:15	8:45	Community Meeting	8:00	8:45
Snack	8:45	9:00	Snack	8:45	9:00
Instructional Block 1	9:00	9:45	Instructional Block 1	9:00	10:15
Instructional Block 2	9:45	10:15	Movement	10:15	10:30
Movement	10:15	10:30	Instructional Block 2	10:30	11:15
Instructional Block 3	10:30	11:15	Lunch/play	11:15	12:00
Lunch/play	11:15	12:00	Instructional Block 3	12:00	1:30
Instructional Block 4	12:00	12:45	*Optional: Additonal Instructional/Intervention*	1:30	2:15
Optional: Additonal Instructional/Intervention	12:45	1:30			

Paraprofessionals supported the needs of our students in distance learning by providing additional academic support, and assisted with preparing materials for distribution as needed. The Instructional Coach supported our teachers with Professional development on distance learning strategies, research-based pedagogical practices, provided resources for distance learning, prioritizing standards and academic goals; and communicated with the school's leadership on targeted professional development.

Our teachers effectively used multiple web-based applications to engage students in distance learning including Seesaw – a platform for meaningful student engagement, where students can demonstrate their learning using built-in multimodal tools to capture what they know in Seesaw's digital portfolio. With this application, teachers were able to view all stages of student thinking and progress, which informed instruction and next steps. For families, Seesaw provided them with insight on their child's learning and engage in home-to-school connections.

With distance learning, our students have become more independent with the use of technology tools

- Challenges: Our school's educational program is built on peer-to-peer interaction, with an inclusive model of instruction which has been hindered and limited with distance learning.

Access to Devices & Connectivity:

- Successes: TLC Charter School provided technology devices for all students in order to participate in daily curricular and instructional program via distance learning; and Wi-Fi hotspots for those who lacked connectivity at home. Families were informed of low-cost

internet service from their local internet service providers. Our staff also designed tutorials for students/families, and provided daily tech-support virtually, via phone, and onsite daily from 7:30am – 11:20am.

- Challenges: Despite the numerous resources provided to students, we still struggled with consistent student engagement and participation.

Pupil Participation & Progress:

- Successes:

- Challenges: students that were disengaged during distance learning was due to several identified issues including: families dealing with job/food insecurity, health issues/concerns, COVID-infection, multi-generations families living in a single household, single parents who lacked consistent day care, challenging home environment and not feeling safe at home.

Distance Learning Professional Development:

- Successes:

- Challenges:

Staff Roles & Responsibilities:

- Successes:

- Challenges:

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes:

For Students with Disabilities

- Challenges:

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implementation of a Systemic Cycle of Assessments: i-Ready (reading and math), ongoing standards-aligned assessments to, identify learning loss and learning gaps,	$8,850	$11,095	Y

and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.			

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

There were no substantive changes.

Analysis of Pupil Learning Loss

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

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: Throughout the transition to distance learning TLC Charter School implemented actions to mitigate learning loss. For the 2020-21 school year, TLC developed a cycle of assessments including a universal screener to determine present student academic levels which served as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments focused on ELA, Math and ELD and used to guide instructional and curricular planning. TLC Charter School implemented i-Ready reading and math. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

- Challenges include: some students struggled to complete assignments and/or participated on a consistent basis. We also struggled with academic integrity when administering assessments virtually, despite communicating with families the purpose and use of these assessments as universal screeners.

Analysis of Mental Health and Social and Emotional Well-Being

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

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

Our staff implemented community meetings at the start of each day (morning). Our school hosted "Share the love" event in February, an Art Project. We hosted parent workshop on effectively dealing with stress and anxiety.

The Executive Director conducted staff check-ins and monitored the mental health and social-emotional well-being of staff, and provided mindfulness sessions.

- Challenges include: with the return to in-person/hybrid instruction we've experienced an increase in student behavioral issues.

Analysis of Pupil and Family Engagement and Outreach

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

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: Our educators and bilingual support staff communicated with families and developed strong relationship built on trust with families. For families that struggled with food insecurity our school partnered with Clementine Food Trolley.

- Successes with parent engagement: our educators communicated with families on a regular basis especially with weekly check-ins and the use of the Remind Application. Our bilingual Outreach and Attendance Coordinator contacted families in real-time when students were not logging in for distance learning and/or absent during in-person/hybrid instruction. During these call the Coordinator was able to identify root causes of the absences and was able to provide resources to support families.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

- Challenges include: despite the numerous efforts made to communicate with families we struggled with some families who were disengaged and unresponsive.

Analysis of School Nutrition

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

The following is an analysis of the successes and challenges in providing school nutrition in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local data:

Successes: Grab and go meals were provided to students/families. In addition Clementine food trolley provided families faced with food insecurity with access to food from the local food bank onsite.

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	Office Support Staff; Outreach Coordinator; and Paraprofessional Coordinator to assist with tiered reengagement; attendance and student outreach; provide translation services, and communicate with students/families to ensure all students participate in daily instruction especially with distance learning; trouble-shooting issues families/students may have including but not limited to: issues with logging in to platform, tech support, and implementing tiered reengagement strategies.	$90,406	$102,768	N
School Nutrition	Food Coordinator	$14,539	$17,675	N
Mental Health	Counseling Group Therapy staff	--	$8,925	N

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Counseling Group Therapy staff added in Spring 2021 (hybrid instruction)

Overall Analysis

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

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety there is a need to continue to adhere to state and county health department guidelines and revise the School's Safety Plan and School re-opening plan for the upcoming 2021-22 school year.

- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service, has resulted in seeking partnerships with local community based organizations to support student/family needs. TLC Charter School will not provide distance learning in the 2021-22 school year.

- Monitoring and Supporting Mental Health and Social-emotional Well-Being: TLC Charter School will partner with Latino Health Access Mental Health Ambassadors Program, and contract counseling services to provide mental health care and coordination for students identified based on SEL universal screeners within our MTSS. Currently, our school is researching PBIS trainers for schoolwide training and implementation to ensure effective implementation with fidelity to improve student outcomes.

- Student Engagement: Our teachers have requested additional coaching on the use of effective pedagogical strategies to improve the delivery of instruction, co-teaching model to support our EL and SWD. In addition, our 2021-22 LCAP includes a Director of Curriculum & Instruction that will provide our educators with coaching on evidence-based pedagogical strategies to improve instruction, and student academic outcomes.

- Family Engagement: there is a need to continue to improve communication with families, specifically those whose child/student were disengaged during distance learning and unresponsive. We plan to implement parent education workshops that focus on relevant issues: importance of daily attendance, how to support your child with reading; how to support your child in mathematics, and supporting the SEL needs at home.

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

TLC Charter School has has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- i-Ready Reading & Math assessments

- Fountas & Pinnell BAS Assessments

- Formative & Summative Assessments

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

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

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

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

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Implementation of i-Ready assessments and differentiated learning program

- focus on the whole child approach

- Instructional coaching for teachers

- SEL counseling

- PBIS Coaching

- Research and adopt ELD curriculum and trainings for teachers

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- o   As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tomorrow's Leadership Collaborative (TLC) Charter School	Jessica Tunney, Ed.D., Executive Director	jessica.tunney@tlccharter.org 646.483.9808

Plan Summary 2021-22

General Information

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

Tomorrow's Leadership Collaborative (TLC) Charter School is a WASC-accredited TK-8 public school currently serving TK-6, authorized by the Orange County Department of Education in 2018. TLC models best practices for inclusion education, through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD. TLC provides an inclusive learning community where *all* students, including those with disabilities and learning differences -- their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

TLC Charter School serves approximately 152 students in grades TK-6 with the following demographics: 73% Hispanic, 15% White, 3.3% 2+ Races, and 3% Asian, 18% Students with Disabilities (SWD), 36% English Learners (EL), and 63% Socioeconomically Disadvantaged (SED). Currently TLC does not have any students identified as Homeless or Foster Youth.

Several studies have explored the impact of inclusion on students without disabilities, and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class.[1] Sailor has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind.[2]

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[1] Gandhi, A. G. (2007). Context Matters: Exploring relations between inclusion and reading achievement of students without disabilities. International Journal of Disability, Development and Education, 54(1), 91–112. http://doi.org/10.1080/10349120601149797; Cole, C.M., Waldron, N., & Majd, M. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation,* 42, 136-144.

[2] Sailor, W. (2008). Access to the general education: Systems change or tinker some more? Research and Practice for Persons with Severe Disabilities, 33(4), 249-257

Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes.[3] Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.[4]

TLC serves a uniquely diverse population of students by design. Within our inclusive model classrooms, our school provides rich and rigorous academic learning opportunities to all students along with social supports and close attention to positive social development. For many families with children in chronically underserved groups (such as English Language Learners and Students with Disabilities) our philosophy and approach to education offers a highly appealing option to the more traditional pedagogical strategies prevalent in many other local schools.

MISSION

The mission of TLC is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21st Century citizens. TLC is grounded in an inclusive vision of teaching and learning in which the diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC will be guided to develop 21st Century knowledge and skills such as problem-solving, critical thinking, creativity, communication and cooperation and collaboration with diverse peers.

VISION

Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education.

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[3] Wilson, G. L., Kim, S. A., & Michaels, C. A. (2011). Factors associated with where secondary students with disabilities are educated and how they are doing. *Journal of Special Education, 20(*10), 1-14; Vaughn S., Moody S. W., Schumm J. S. (1998). Broken promises: Reading instruction in the resource room. Exceptional Children, 64, 211–225; Rea, P.J., McLaughlin, V.L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. Exceptional Children, 68, 203- 222; Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. Remedial and Special Education, 34(6), 323-332.

[4] Boyd, B. A., Conroy, M. A., Asmus, J. M., McKenney, E. L. W., & Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. *Education and Training in Developmental Disabilities, 43*(2), 186-197; Carter, E. W., Siseo, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. American Journal on Mental Retardation, 113, 479-494.

Reflections: Successes

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

In order for a school to receive performance levels (colors) in the CA Schools Dashboard, the school must have at least 2 years of data; and for student group performance levels it must have at least 30 students (n=30) enrolled for both years for each numerically significant student group. The Fall 2019 CA Schools Dashboard is made up of student performance data from the 2017-18 and 2018-19 school year. Since TLC Charter School was not in operation in 2017-18 school year, TLC does not have a Fall 2019 CA Schools Dashboard.

TLC Charter School is in its third year of operation and does not have performance levels on the CA School Dashboard since state mandated assessments were suspended in Spring 2020 per the Governor's Executive Order. TLC has been expanding by one grade level annually. This spring 2021, our school administered CAASPP assessments (ELA & Math) and the CA Science Test.

Successes include that despite a global pandemic,

SUSPENSION RATE: For the 2018-19 school year, no students were suspended at TLC Charter School.

2018-19 CAASPP PERFORMANCE

A total of 16 students were administered the ELA and Math CAASPP in grades 3-4. Since fewer than 11 students were tested in each grade level, Scale Scores were not reported by the CDE, in order to protect student privacy.

- 25% of students tested met/exceeded standards in ELA
- 6.25% of students tested met/exceeded standards in Mathematics.

NWEA MAP ANALYSIS

TLC Charter School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school

- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms

Grade	Fall-to-Winter Mean	SD	Winter-to-Spring Mean	SD	Fall-to-Spring Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms

Grade	Fall-to-Winter Mean	SD	Winter-to-Spring Mean	SD	Fall-to-Spring Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

All students are assessed using NWEA MAP assessments for reading and Mathematics. For the 2019-20 school year, NWEA MAP was administered in twice (Fall & Winter). Spring NWEA MAP was suspended due to school closure as a result of the COVID-19 pandemic.

2019-20 NWEA MAP RESULTS: READING										
GRADE LEVEL	**FALL**			**WINTER**			**MEAN RIT GROWTH**	**MEAN EL RIT GROWTH**	**MEAN SWD RIT GROWTH**	**MEAN SCHOOL GROWTH NORMS**	**SD**
	19-20 MEAN RIT	**EL**	**SPED**	**MEAN RIT**	**EL**	**SPED**					
GRADE K	150	150 n=9	155 n=1	161	158.89 n=9	160 n=1	11	8.89	5	9.63	1.43
GRADE 1	147	157.67 n=3	n/a	163.6	168.33 n=3	n/a	16.6	10.66	--	9.92	1.47
GRADE 2	165	170.75 n=4	160.83 n=6	168	168.66 n=6	155 n=5	3	-2.09	-5.83	8.85	1.44
GRADE 3	167	167.14 n=7	186 n=2	169.5	167.1 n=10	169.5 n=4	2.5	-0.04	-16.5	7.25	1.23
GRADE 4	182	169.60 n=5	177 n=5	188.1	176 n=4	184.25 n=4	6.1	6.4	7.25	5.82	1.21
GRADE 5	198	192.50 n=6	193 n=2	199.88	188 n=5	201 n=2	1.88	-4.5	8	4.64	1.15

Highlights – Overall Comparison of NWEA Reading Assessment

- Overall Grades K-1 and 4 cohort exceeded School Growth Norms

- For English Learners: Grades 1 & 4 cohort exceeded School Growth Norms

- For Students with Disabilities (SWD): Grades 4-5 cohort exceeded School Growth Norms

2019-20 NWEA MAP RESULTS: MATH										
GRADE LEVEL	**FALL**			**WINTER**			**MEAN RIT GROWTH**	**MEAN EL RIT GROWTH**	**MEAN SWD RIT GROWTH**	**MEAN SCHOOL GROWTH NORMS**	**SD**
	19-20 MEAN RIT	**EL**	**SPED**	**MEAN RIT**	**EL**	**SPED**					
GRADE K	153.36	148.67 n=9	155 n=1	169	168.89 n=9	166 n=1	16	20.22	11	10.57	1.36
GRADE 1	157	154 n=3	n/a	160.7	165.33 n=3	110 n=1	3.7	11.33	--	10.13	1.44
GRADE 2	171	166.40 n=5	158.8 n=5	175	179.5 n=6	157.2 n=5	4	13.1	-1.6	9.03	1.30
GRADE 3	172	164.44 n=9	167 n=4	173.5	174.66 n=10	164.75 n=4	1.5	10.22	-2.25	7.75	1.21
GRADE 4	186	178.80 n=5	175.2 n=5	204.5	182 n=4	180.75 n=4	18.5	3.2	5.55	6.50	1.16
GRADE 5	200	186.83 n=6	198.5 n=2	203.6	199.8 n=7	204 n=2	3.6	12.97	5.5	5.56	1.39

Highlights – Overall Comparison of NWEA Math Assessment

- Overall Grades K & 4 cohort exceeded School Growth Norms

- For English Learners: All grades with the exception of grade 4 cohort exceeded School Growth Norms

- For Students with Disabilities (SWD): Grades K & 5 cohort exceeded School Growth Norms

For the 2020-21 school year, TLC administered NWEA MAP in Fall 2020 (remotely); and has switched to i-Ready ELA and Math assessments for spring, in addition to administering CAASPP ELA & Math assessments to students in grades 3-6.

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.

As noted earlier, TLC does not have a Dashboard, however based on an analysis of multiple forms of data including internal assessments we have identified the following needs in part due to the impacts of distance learning and reduced student engagement and participation.

- Address learning loss and accelerate student learning.

- Address social-emotional, behavioral and mental health needs of students further exacerbated by the pandemic

- Continue to expand the Multi-tiered System of Supports (MTSS)

- Strengthen ELD implementation to improve EL language acquisition skills

- Implement PBIS schoolwide

- Continue to provide extensive professional development on co-teaching and UDL

LCAP Highlights

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

TLC Charter School continues to expand the implementation of 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 Sate 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

LCAP Goals were revised to reflect an equity lens and key areas of focus for TLC Charter School

TLC Charter School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

-   Consultation with SELPA per CA EC 5206(a)(5)
-   Parent Advisory Committee (PAC): CA EC 52062(a)(1)
-   English Learner PAC: CA EC 52062(a)(2)
-   Providing written response to each of the committees regarding their comments

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.

TLC Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

TLC Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

TLC Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

TLC Charter School engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. TLC Charter School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
8/21/20, 8/24/20, 8/28/20, 9/4/20, 9/24/20, 10/22/20, 11/12/20, 12/10/20, 1/7/21, 3/18/21, 4/21/21, 5/19/21	Parents & Staff	Health & Safety, Reopening Status, Updates for Phase 1, Phase 2, Child care options, Reopening plans for hybrid model, plans for the 2021-22 school year, updates for graduation, parent conferences and end of year events	Coffee with the Principal - via ZOOM
10/30/20, 12/18/20, 4/16/21	Parents & Staff	Elections, review of position's responsibilites. ELAC Coordinator reviews agenda. Covers last years test scores and goals for upcoming school year. Cover reclassification and methods the school could use to increase EL familiy enaggement and information about being a parent of an EL student. Resources given to familes for summative testing.	ELAC- meetings with committee - via ZOOM
2/17/21	Parents & Staff	Review of school safety plan	School Safety Committee meeting - via Zoom
2/1/21	Parents	Review of Reopening Plan - English	Re-Opening Plan Input - via Zoom
2/1/21	Parents	Review of Reopening Plan- Spanish	Re-Opening Plan Input - via Zoom
2/1/21	Staff	Review of Reopening Plan	Re-Opening Plan Input - via Zoom
08/21/20	Staff	i-Ready Training	Staff PD
09/08/20	Staff	* Canvas/Google Classroom: final decision! It seems pretty clear to me that we need google classroom, but we will finalize this as a staff and then take next steps for Zoom accounts etc. * Other tech: apps/tools/needs/resources * Attendance: procedures and policies update * Community Meeting/SEL: topics for the next couple of weeks * Special Ed/Paras/Support: check-in on GAME Tool, data collection, how it's going.... * iReady: assessment window is OPEN. Plans and PD follow up. * classroom set-ups and updates	Staff meeting
9/25/20	Staff	* Attendance -- trackers, follow-up, assignment submission * iReady -- updates from Coffee with the Principal and ongoing issues/needs * TLC Google Site * SEL needs and supports	Staff Meeting
10/7/20	Staff	i-Ready Training Part II	Staff PD
10/14/20	Staff	Back to School night	Staff Meeting
10/28/20	Staff	Student achievement - i-Ready scores review	Staff Meeting
11/11/20	Staff	Report Cards	Staff Meeting
11/18/20	Staff	Student achievement - i-Ready scores review	Staff Meeting
12/9/20	Staff	Reopening plans & return to work plans	Staff Meeting
1/13/21	Staff	Childcare and distance learning	Staff Meeting
1/29/21	Staff	1) academic "down time" activities and plans -- please be prepared to share at least 1 academic activity you have/will introduce for students to work on during the "in between" moments of distance learning (e.g. reading log, book baggie, personal dictionary, etc) and the specifics of how you have set up the activity and how you have taught/will teach students to use it 2) iReady issues and questions 3) support staff (paraprofessional) scheduling and on-site assignments 4) scheduling for February observations and annual reviews for teachers	Staff Meeting

TLC Charter School engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. TLC Charter School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines.   The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
2/3/21	Staff	i-Ready training: Looking at student diagnostic growth reports and will receive an intro into analyzing and interpreting student data.	Staff PD
2/19/21	Staff	Training with Jill Perez: intervention supports and using iReady to drive instruction	Staff PD
3/10/21	Staff	Education support needs during pandemic	Survey
4/19/21	Staff	CAASPP/SBAC testing planning & resources for students	Staff Meeting
4/28/21	Staff	Mental Heatlh workshop for staff to make sure that they have they necessary support they need while teaching.	TLC Mental Health Workshop
8/11/20, 9/15/20, 10/2/20, 11/17/20, 12/8/20, 12/11/20, 1/12/21, 2/15/21, 2/16/21, 3/16/21, 4/13/21, 5/3/21, 5/11/21	Governing Board	Health & Safety, Reopening Status, Updates for Phase 1, Phase 2, Child care options. Transition to In-Person instruction, LCAP Actions, & AB86 Funding	Board Meeting
12/1/20	Parents, Staff & Students	Fall CORE/Panorama School Climate, SEL Survey Administration	Survey
4/23/21	Parents, Staff & Students	Spring CORE/Panorama School Climate, SEL Survey Administration	Survey
10/19/20	Parents	TLC Community Association general meeting for new members	Parent Meeting

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team: The need for an additional administrator with the expansion of a second school site, to also lead and implement PBIS, schoolwide.

- Teachers: would like ongoing instructional support and coaching on co-teaching, co-planning and full-inclusion model, strategies to support ELs, and hands-on learning strategies.

- Staff/Paraprofessionals: indicated they would like training on SPED/support, SEL guided play, and PBIS.

- Parents including PAC, ELAC/DELAC & EL-PAC: would like enrichment program to return for the 2021-22 school year to include arts integration and music. Parents/families are concerned with learning loss and SEL needs of their child.

- Students: indicated they would like play time equipment and interaction with peers.

- SELPA consultation took place and their recommendations were added to Goal 1, Action 2 – Services to Support Students with Disabilities (SWD).

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

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Professional Development will also include UDL, co-teaching, ELD training, PBIS (Goal 2, Action 1)

- Addition of an AP/Curriculum & Instruction to provide Instructional Coaching (Goal 2, Action 1)

- Professional development for paraprofessionals: (Goal 2, Action 1)

- Academic supports/interventions (Goal 1, Action 4)

- SEL support, counseling (Goal 1, Action 5)

- Playtime built into the schedule including lunch activities (Goal 1, Action 5)

- Addition of Music and Art Instruction (Goal 2, Action 5)

Goals and Actions

Goal

Goal #	Description
1	**Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the MTSS Program (integrating RTI/SST Process) to identify and provide appropriate academic and social-emotional supports to ensure student academic success and close the achievement gap among all subgroups.**

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	pending				+10 Scale Score gain annually
Math CAASPP Scale Score - DFS	pending				+10 Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	pending				+10 Scale Score gain annually
Attendance Rate	95.5%				96%
Chronic Absenteeism Rate	6.9%				5%
% EL who progress in English Proficiency (ELPI)	Fall 2019 School Dashboard ELPI - Not reported <11 students tested				>40%
EL Reclassification Rate	1.5%				20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL with access to CCSS & ELD Standards	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	TLC Charter School will an ***Executive Director, Associate Principal and a total of 9 appropriately credentialed and assigned classroom teachers*** for students in grades TK-6, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program across 2 school sites. TLC Charter School will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days. All teachers will participate in 2-weeks of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 4 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development. Therefore, a portion of salaries are being funded with LCFF S&C.	$1,060,918	Y
2	**SERVICES TO SUPPORT SWD**	TLC's SELPA provider is El Dorado Charter SELPA. TLC provides a full inclusion model school that integrates students with significant support needs into the general education classroom setting. All classrooms are led by co-teaching teams with paraprofessional support staff	$450,359	N

Action #	Title	Description	Total Funds	Contributing
		assigned -- this makes it possible for TLC to provide the full inclusion model program of the charter school design. Supports may include: assignment modification and accommodation prep, self-care support (e.g. diapers, feeding), direct academic support (1:1 tutoring and help), behavioral support, social skills development and structured play. TLC Special Education Team will continue to consult with the SELPA Program Specialist to ensure full compliance with IEP timelines, communications and related services. As needed SELPA Program Specialist will advise or attend IEP meetings at TLC Charter School team request to ensure productive outcomes are fully compliant with current law and best practices. The SPED Team comprised of the Executive Director (SPED Administrator), **Education Specialists, Paraprofessionals, Occupational Therapists,** will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning including but not limited to: • SEIS Training • Speech Academy • Paraeducator Academy • Understanding and using Accommodations & Modifications • Effective Leadership of IEP teams		

Action #	Title	Description	Total Funds	Contributing
		TLC will provide an **Extended School Year (ESY)** to prevent learning loss for identified students.		
3	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: • **i-Ready ELA & Math (Title I Funded**) • **Fountas & Pinnell BAS Reading Assessments** • State mandated assessments • Formative and summative assessments The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.	$16,403	Y
4	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with	$47,396	Y

Action #	Title	Description	Total Funds	Contributing
		additional academic supports and interventions built into the instructional day, to further mitigate learning loss. The **Paraprofessional** (Title I Funded) will provide direct support to students in small groups to accelerate learning. Students will also have access to: • Prodigy math • **Words their way** • **Seesaw** • Guided Reading materials • **Scholastic news** • **NewsELA** • **GetEpic**		
5	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	TLC Charter School is committed to providing social and emotional supports to support the mental health need of our students. The Associate Principal will provide wraparound services, including referrals to community mental health services, and schoolwide implementation of PBIS. In addition, the AP will develop and implement a plan to improve overall attendance rates, strategies to prevent chronic absenteeism especially with students that have a history of chronic absence, and implementation of PBIS for consistency and fidelity schoolwide. PBIS coaching will take place to maintain schoolwide positive and caring environment. TLC will also provide **counseling** for mental health small group intensive support for students struggling with stress, anxiety and challenging circumstances.	$16,000	Y

Action #	Title	Description	Total Funds	Contributing
		The Latino Health access (LHA) Mental Health Ambassadors program develops students with skills in conflict resolution and peer emotional support. In addition TLC will provide lunchtime "clubs" that include **gardening, play and crafts** to provide a positive and supportive semi-structured social opportunities for positive mental health development.		

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
2	**Provide all students with high quality instruction, and rigorous college preparatory standards aligned curriculum; that integrates writing across disciplines and a focus on service learning; critical skills necessary to contribute to our global society.**

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to Standards-aligned materials	100%				100%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** 2020-21 ELA 4 ELD 3 MATH 4 NGSS 4 HISTORY 4 HEALTH 2 PHYSICAL ED. 2				**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** 2023-24 ELA 5 ELD 4 MATH 4 NGSS 4 HISTORY 4 HEALTH 3 PHYSICAL ED. 3
% of Teachers appropriately credentialed & assigned	100%				100%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%
Gr 5 PFT: % students meeting all 6 HFZ	* Not administered				30%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	TLC Charter School educators will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 4 non-instructional days during the academic year. TLC will also employ ***Director of Curriculum & Instruction,*** to provide instructional coaching, observation, and facilitate professional development. To address the learning loss and findings from the initial student achievement data, professional development areas of focus include: • MTSS: PBIS, RtI, and Universal Design for Learning (UDL) • ***Bridges Math*** • ***ELD – Designated/Integrated*** • Readers/Writers Workshop • ***Early Childhood Literacy strategies and structure*** • ***Arts-based learning*** • ***Mental health, SEL strategies & supports*** Our Paraprofessionals will participate in weekly professional development on the use of various pedagogical strategies including: • Disability specific training • Data collections • Modifications/accommodations	$103,496	N

Action #	Title	Description	Total Funds	Contributing
		• Self-care training • Guided play • Peer support • Stepping back for student independence • Team building • CARES - PBIS		
2	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • **6ᵗʰ grade curriculum: Bridges Math, TCI Science, TCI Social studies, Independent reading books, grammar and word study materials** • **Handwriting without tears (software) for Keyboarding without Tears**	$18,684	N
3	**STRENGTHENING EL PROGRAM & SERVICES**	There is a need to improve EL instruction, reclassification rates and ensure English Learners have the support to gain English Language Proficiency. The AP of Curriculum & Instruction will collaborate with educators to revise the school's EL Master plan including adoption of ***ELD curriculum, supplemental materials*** and ELD coaching/training to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The ***bilingual Paraprofessional*** will provide ELs with additional academic support during ELA, ELD, and Math instruction.	$31,156	Y
4	**CLOSING THE DIGITAL DIVIDE**	TLC has implemented a 1:1 student to device ratio schoolwide. TLC will continue to utilize ***Zoom, and purchase equipment*** to support the technology needs of its students and educators. ***IT support*** will be	$39,390	N

Action #	Title	Description	Total Funds	Contributing
		contracted including ensuring the **website** is up-to-date and parent friendly.		
5	**BROAD COURSE OF STUDY**	TLC will provide all students with a broad course of study beyond core subjects (ELA, Math, Social Studies, Science and PE) that will include: Music, Art, and Dance.	$122,198	Y

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
3	**Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. A Culture of High Expectations is consistently implemented throughout the school and supported by providing students with a safe, welcoming and inclusive, positive learning environment.**

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of "Good"	Exemplary				Good/Exemplary
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				<1%
Expulsion Rate	0%				<1%
Increase parent satisfaction rate as measured in the annual survey.	96%				>90%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	70%				80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of staff who feel supported and connected as measured in the annual staff survey.	80%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	TLC Charter School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment: • **After-school art-focused enrichment program** • **Outdoor Learning** (field trips) • Tri-annual parent, student and staff survey • Student-led conferences and learning empower students and build independence as curious and capable learnings. Field trips, guided play opportunities, and semi-structured activities encourage students to learn about each other and make friends with diverse peers. These activities, coupled with our school wide PBIS, allow TLC to live into its mission of care, empathy, and embracing difference and diversity.	$210,849	N
2	**PARENT INPUT IN DECISION-MAKING**	At TLC Charter School parent input in decision-making will take place through the following:	$0	

Action #	Title	Description	Total Funds	Contributing
		• English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)		
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	TLC Charter School will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education. The ***Bilingual Outreach and Attendance Coordinator*** will assist in planning school events, communicate with parents/families to engage them in our communicate and promote parent participation to: • Coffee with the Leadership Team • Parent Education Workshops TLC Staff and educators will also communicate with families using Remind app; ***Aeries Parent Portal*** and notes sent home; and will continue to provide resources to support families including the Clementine Food Trolley.	$86,445	Y
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	TLC Charter School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	$222,587	N

Goal Analysis

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.90%	$241,895

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

Required Descriptions

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

The following actions were principally directed towards and effective in meeting TLC Charter School's goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lack foundational literacy and math skills, including social and behavioral skills and the detrimental impacts of distance learning has exacerbated learning loss. In order to address this issue and the underlying issues, TLC Charter School will implement a robust Multi-tiered System of Supports (MTSS) student support program and parent engagement (workshops) to address the academic and social-emotional needs of our students that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Goal 1, Action 1: longer school day/longer school year

- Goal 1, Action 3: Measuring Student Progress through additional assessment

- Goal 1, Action 3: MTSS: Addressing academic needs & supports to accelerate learning

- Goal 1, Action 4: MTSS: Addressing Social-emotional/behavioral student needs

- Goal 2, Action 3: Strengthening EL Program and Services

- Goal 3, Action 2: Support Parent Engagement and Participation (including bilingual workshops)

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 12.9% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

For example, our students will utilize i-Ready Reading and Math Assessments and program. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

A critical component to accelerate student learning and further mitigate learning loss is to provide our educators with the support/training to excel as facilitators of knowledge and to implement newly adopted intervention programs with fidelity.

TLC Charter School will implement a comprehensive SEL curriculum and program, and all staff will receive extensive training to implement schoolwide. With the impact of the COVID-19 pandemic, in combination with distance learning there is a need to address the social-emotional and mental health needs of our students.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,631,089	$ 349,895	$ -	$ 444,894	2,425,877	$ 1,911,298	$ 514,579

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	$ 1,060,918				$ 1,060,918
1	2	SERVICES TO SUPPORT SWD	SPED	$ 73,500	$ 238,200		$ 138,658	$ 450,359
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	$ 6,403			$ 10,000	$ 16,403
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 2,800			$ 44,596	$ 47,396
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 16,000				$ 16,000
2	1	PROFESSIONAL DEVELOPMENT	All	$ 97,000			$ 6,496	$ 103,496
2	2	CORE CURRICULAR PROGRAM NEEDS	All	$ 8,210	$ 10,474			$ 18,684
2	3	STRENGTHENING EL PROGRAM & SERVICES	EL	$ 2,000			$ 29,156	$ 31,156
2	4	CLOSING THE DIGITAL DIVIDE	All	$ 8,361			$ 31,029	$ 39,390
2	5	BROAD COURSE OF STUDY	All	$ 49,323			$ 72,875	$ 122,198
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	$ 12,220	$ 101,221		$ 97,407	$ 210,849
3	2	PARENT INPUT IN DECISION-MAKING	All					$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	$ 86,445				$ 86,445
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	$ 207,909			$ 14,677	$ 222,587

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,223,888	$ 1,380,514
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 1,223,888	$ 1,380,514

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Schoolwide	Low Income, English Learners, Foster Youth	All	$ 1,060,918	$ 1,060,918
1	2	SERVICES TO SUPPORT SWD	Schoolwide		All	$ 73,500	$ 450,359
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Schoolwide	Low Income, English Learners, Foster Youth	All	$ 6,403	$ 16,403
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Schoolwide	Low Income, English Learners, Foster Youth	All	$ 2,800	$ 47,396
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Schoolwide	Low Income, English Learners, Foster Youth	All	$ 16,000	$ 16,000
2	1	PROFESSIONAL DEVELOPMENT	Schoolwide		All	$ 97,000	$ 103,496
2	2	CORE CURRICULAR PROGRAM NEEDS	Schoolwide		All	$ 8,210	$ 18,684
2	3	STRENGTHENING EL PROGRAM & SERVICES	Schoolwide	English Learners	All	$ 2,000	$ 31,156
2	4	CLOSING THE DIGITAL DIVIDE	Schoolwide		All	$ 8,361	$ 39,390
2	5	BROAD COURSE OF STUDY	Schoolwide	Low Income, English Learners, Foster Youth	All	$ 49,323	$ 122,198
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Schoolwide		All	$ 12,220	$ 210,849
3	2	PARENT INPUT IN DECISION-MAKING	Schoolwide		All		$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Schoolwide	Low Income, English Learners, Foster Youth	All	$ 86,445	$ 86,445
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Schoolwide		All	$ 207,909	$ 222,587

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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