

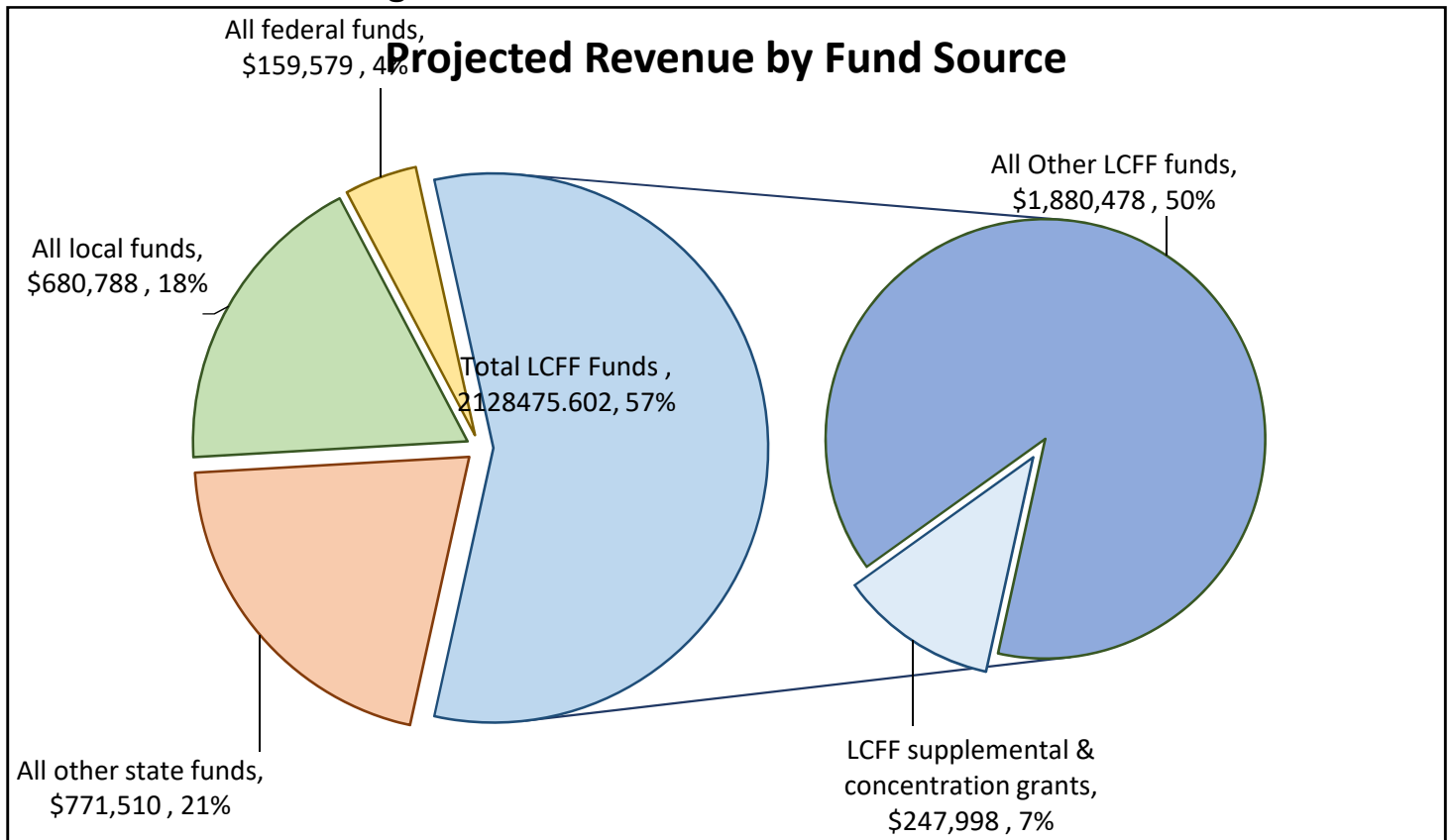
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tomorrow's Leadership Collaborative Charter School
CDS Code: 30 10306 0137976
School Year: 2022 – 23
LEA contact information: Jessica Tunney, (657) 284-5228, 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 2022 – 23 School Year

Projected Revenue by Fund Source

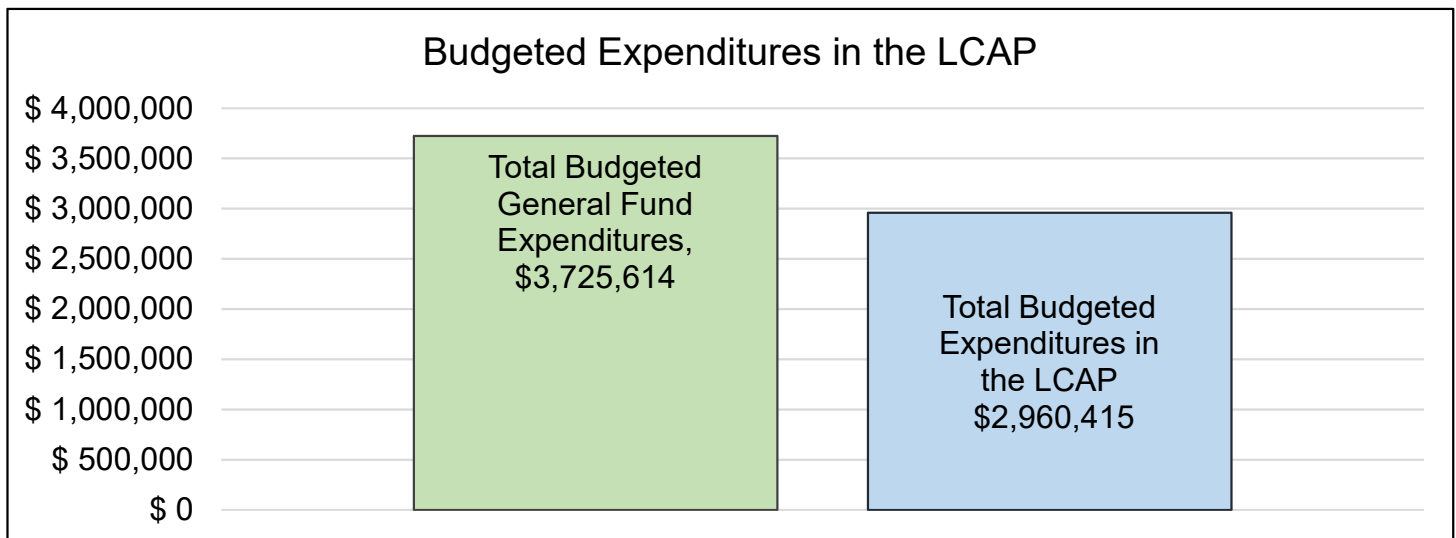


This chart shows the total general purpose revenue Tomorrow's Leadership Collaborative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tomorrow's Leadership Collaborative Charter School is \$3,740,352.44, of which \$2,128,475.60 is Local Control Funding Formula (LCFF), \$771,510.37 is other state funds, \$680,787.69 is local funds, and \$159,578.77 is federal funds. Of the \$2,128,475.60 in LCFF Funds, \$247,998.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tomorrow's Leadership Collaborative Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tomorrow's Leadership Collaborative Charter School plans to spend \$3,725,613.65 for the 2022 – 23 school year. Of that amount, \$2,960,415.00 is tied to actions/services in the LCAP and \$765,198.65 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

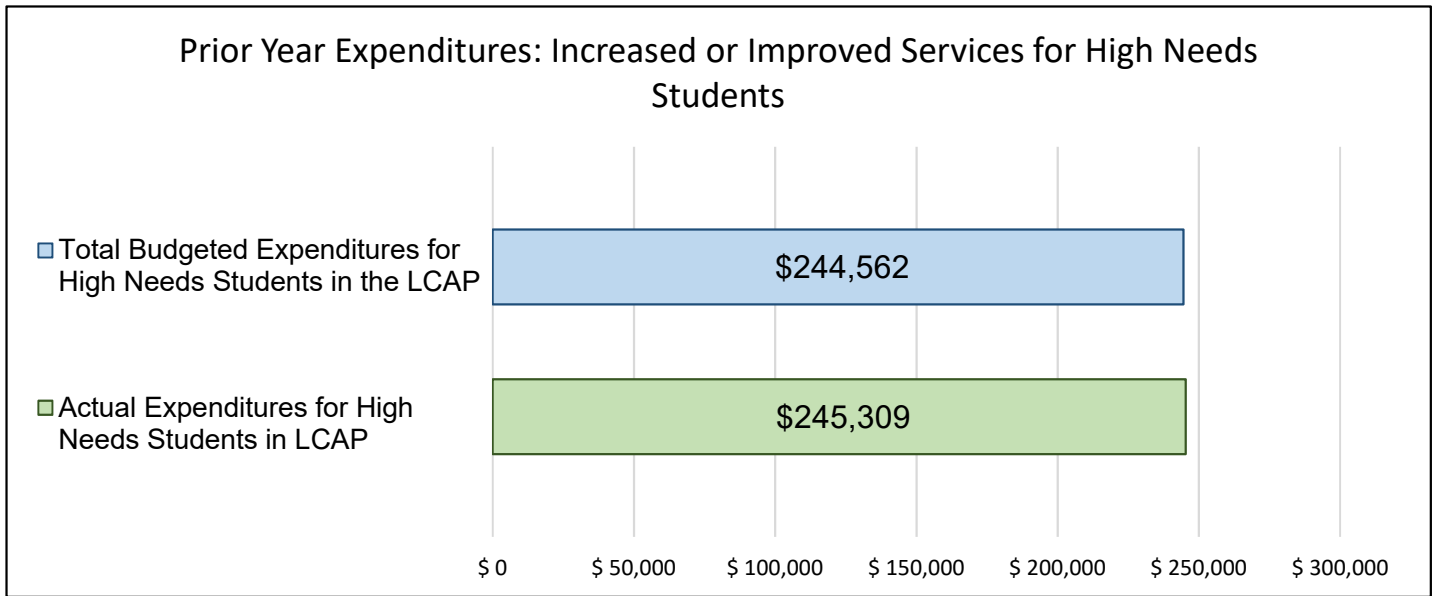
Operational and administrative expenses

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

In 2022 – 23, Tomorrow's Leadership Collaborative Charter School is projecting it will receive \$247,998.00 based on the enrollment of foster youth, English learner, and low-income students. Tomorrow's Leadership Collaborative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tomorrow's Leadership Collaborative Charter School plans to spend \$276,174.00 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 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Tomorrow's Leadership Collaborative Charter School's LCAP budgeted \$244,562.00 for planned actions to increase or improve services for high needs students. Tomorrow's Leadership Collaborative Charter School actually spent \$245,309.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

A core practice of Tomorrow's Leadership Collaborative (TLC) Charter School is the consistent and continuous communication with our educational partners with the LCAP development & Learning Continuity & Attendance Plan, identifying schoolwide/student needs, and the development of the multiple school plans since the start of the COVID-19 pandemic including the plans required on the use of funds provided through the Budget Act of 2021. With the impact of COVID-19, the frequency of engagements with our educational partners has increased.

TLC Charter School has engaged its educational partners through various venues and formats on the use of funds provided through the Budget Act of 2021 (Educator Effectiveness Block Grant Fund, Mega-COLA) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through meetings in the following committees: ELAC/DELAC (0/15/21, 11/12/21, 12/10/21, 2/11/22), Parent Advisory Committee (PAC) on 10/18/21, Coffee with the Director, and online surveys. In addition, TLC Charter School communicates with families/guardians using Aeries Parent Portal and the Remind Application. Engagement with TLC educators, paraprofessionals and classified staff takes place during weekly staff meetings and solicit input via surveys. The Leadership team is engaged during weekly meetings. The Executive Director engages the TLC Charter School governing board at each board meeting providing fiscal/budgetary updates.

TLC Charter School included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP. A link to the ELO-G Plan has been provided.

TLC Charter School will engage its educational partners during the months of February – April on the use of the following funds that were not included in the 2021-22 LCAP as part of the ongoing engagement process – also with the development of the school’s 2022-23 LCAP:

- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds

TLC Charter School is not eligible to receive the following funds:

- A-G Improvement Grant funds
- 15% LCFF Concentration grant add-on funds

Details on the engagement of our educational partners on the use of one-time funds, including how those funds will be used can be found in the following plans:

- ELO-G Plan: <http://tlccharter.org/wp-content/uploads/2022/02/TLC-Extended-Learning-Opportunity-Grant.docx> (pages 1-6)
- Educator Effectiveness Plan: <https://drive.google.com/file/d/1OE1yQuoKI061DTqMzplZHrqbjXdsSQ0l/view?usp=sharing> (pages 1-4)
- 2021-22 LCAP: <https://tlccharter.org/wp-content/uploads/2021/07/2021-22-TLC-LCAP.pdf> (pages 38-66)
- Learning Continuity & Attendance Plan: <https://tlccharter.org/wp-content/uploads/2020/10/TLC-LCP-1.pdf> (pages 1-24)

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

TLC Charter School is not eligible to receive additional concentration grant add-on funding.

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

Throughout the LCAP development process, TLC Charter School solicited input from its educational partners on a variety of programs and services provided to its students on the use of one-time federal funds (GEER, LLMF, CRRSA, ARP, ELO-G) received intended to support recovery

from the COVID-19 pandemic and the impacts of distance learning on students. Due to limitations in LCFF funding, not all expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds TLC Charter School has received.

TLC Charter School has engaged its educational partners during the 2021-22 school year in the development of the ESSER III Expenditure Plan as detailed in the plan.

Engagement with educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students has taken place in the 2021-22 school year as follows. Engagement with members of the public including parents/families has taken place through meetings in the following committees: ELAC/DELAC (10/15/21, 11/12/21, 12/10/21, 2/11/22), Parent Advisory Committee (10/18/21), Coffee with the Principal (8/27/21, 10/1/21, 1/5/22), and online surveys. TLC communicates with families/guardians on a regular basis using the Remind Application, Aeries Parent Portal, and reminders and/or communications with the Bilingual Outreach Coordinator. Engagement with TLC certificated, and classified staff takes place during weekly staff meetings and online surveys. Engagement with the Leadership Team has taken place during weekly meetings. Students were engaged during morning meetings and via online surveys (October 2021).

The following plans were referenced in this prompt and provide a description on the meaningful consultation with its educational partners:

- ELO-G Plan: <http://tlccharter.org/wp-content/uploads/2022/02/TLC-Extended-Learning-Opportunity-Grant.docx> (pages 1-6)
- Learning Continuity & Attendance Plan: <https://tlccharter.org/wp-content/uploads/2020/10/TLC-LCP-1.pdf> (pages 1-24)
- 2021-22 LCAP: <https://tlccharter.org/wp-content/uploads/2021/07/2021-22-TLC-LCAP.pdf> (pages 38-66)
- ESSER III Expenditure Plan: <https://tlccharter.org/wp-content/uploads/2021/11/REVISED-TLC-ESSER-III-EP.pdf> (pages 1-10)

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

Health & Safety: TLC Charter School prioritizes the health & safety of its students and staff and ensure continuity of services as required by the American Rescue Plan (ARP) Act of 2021. The school strictly adheres to the COVID-19 Health & Safety Policy. In order to reduce the risk of virus transmission and exposure to environmental health hazards, TLC Charter School utilized ESSER III funds to purchase Personal Protective Equipment (PPE) for students and staff.

Successes: ESSER III funds were essential in funding PPE equipment and supplies. TLC Charter School adheres to the Safe Return to In-Person Instruction Health & Safety Protocols. The Leadership team conducts daily walkthroughs of classrooms to ensure adequate supplies of PPE are available and ensures proper use.

Challenges: There were no challenges with the implementation of the actions in Health & Safety: Strategies for Continuous and Safe In-Person Learning.

Continuity of Services: TLC Charter School has experienced a significant decline in student enrollment (62 students). ESSER III funds were critical to maintain continuity of services for all students. ESSER III funds were used to hire paraprofessionals to provide evidence-based high dosage tutoring; and tiered supports especially among our Unduplicated Pupils and Students with Disabilities (SWD) that were impacted by lost instructional time due to the pandemic. To re-engage our students, TLC offers Art and Music enrichment courses and hired credentialed Music and Art teachers. With the surge in COVID-19 rates throughout the County, the Bilingual Outreach and Attendance Coordinator was essential in communicating with families on our COVID-19 protocols, provide interpreter services during meetings with parents, translate materials sent to families

Challenges: with the surges in COVID-19 rates throughout the county, in combination with policies in our COVID-19 Health and Safety Plan, we struggle with student attendance rates.

Implementation of the ESSER III Expenditure Plan: TLC Charter School is implementing all of the actions identified in the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure plan.

Successes: TLC Charter School has experienced a significant decline in student enrollment, impacting the school's budget. To ensure continuity of services and retain teacher staffing levels to further accelerate student learning and address the impact of lost instructional time, ESSER III funds have been essential to our school's program.

Challenges: there are currently no identified challenges.

ESSER III Expenditure Plan: <https://tlccharter.org/wp-content/uploads/2021/11/REVISED-TLC-ESSER-III-EP.pdf> (pages 1-10)

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

TLC Charter School's LCAP serves as the school's comprehensive strategic planning document that incorporates the schoolwide priorities, goals, and actions to ameliorate student outcomes. As a result, all additional funds our school receives are viewed through the lens of the LCAP to determine student needs, and how to maximize fiscal resources to effectively impact and address those needs.

TLC Charter School has implemented a Multi-tiered System of Support that focuses on evidence-based interventions to address the academic, social-emotional, and mental health needs of its students. The actions in the Safe Return to In-Person instruction and Continuity of Services plan align to TLC's LCAP which aligns to its data-driven MTSS model. The actions funded with ESSER III funds are also in alignment with TLC's LCAP, serve to supplement LCFF Funds, and align to MTSS. With the decline in student enrollment of 62 students, ESSER III funds, and one-time funds provided through the Budget Act of 2021 have been critical to maintaining and ensuring continuity of services to improve student outcomes and avoid teacher/staff layoffs.

Actions within the ESSER III Expenditure Plan are aligned to TLC's LCAP to address student needs.

The following plans are referenced in this prompt:

2021-22 LCAP: <https://tlccharter.org/wp-content/uploads/2021/07/2021-22-TLC-LCAP.pdf> (pages 38-66)

ESSER III Expenditure Plan: <https://tlccharter.org/wp-content/uploads/2021/11/REVISED-TLC-ESSER-III-EP.pdf> (pages 1-10)

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

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 2022-23

General Information

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

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.

Tomorrow's Leadership Collaboration (TLC) Charter School, a WASC-accredited school, and currently serves 172 students in grades TK-6 with the following demographics: 74% Hispanic, 15% White, 2% African American, 2% Asian, and 2% Pacific Islander, 16% Students with Disabilities (SWD), 38% English Learners (EL), and 63% Socioeconomically Disadvantaged (SED).

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 Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time

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

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.

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

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.

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 fourth 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. However, TLC Charter School administered the CAASPP ELA & Math assessment in Spring 2021 and Spring 2022.

TLC Charter School has accomplished the following successes in the past year which include:

- **SEL Supports:** Community meetings were implemented daily in every classroom; and Tier 2 and Tier 3 supports were provided by the counselor. Zones of regulation have also been presented and implemented to support positive classroom behavior. TLC also implemented the Mental Health Ambassador's Program, and provided training for students, parents, and staff.
- **PBIS:** was implemented schoolwide to support students with behavior and socialization which was further exacerbated through remote learning due to the pandemic. Each trimester, TLC hosted an Expectations assembly. For students in TK/K – playground norming took place. TLC also implemented C.A.R.E.S. card ceremonies was implemented schoolwide that took place Friday morning.
- **After school intervention program** was offered with daily extended learning time for all students. For Students with Disabilities (SWD), weekly OT/Speech groups were provided in addition to the required minutes.
- **Attendance Rate** increased despite having to take a week-off of in-person instruction due to significant COVID-19 surge, and long-term Independent Study.
- **Growth:** ELA/Math: Students in grades 1 & 2 demonstrated growth in phonics; and students in grades 5-6 demonstrated growth in phonics for reading.

Reflections: Identified Need

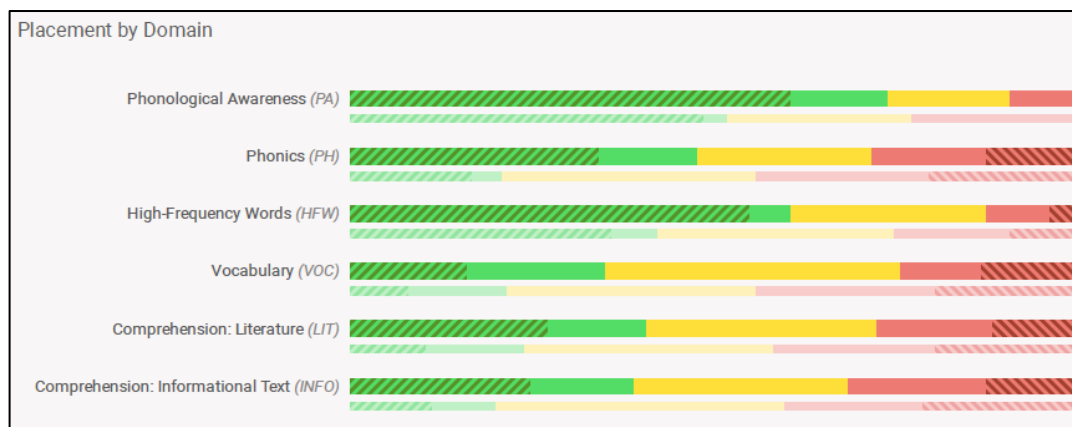
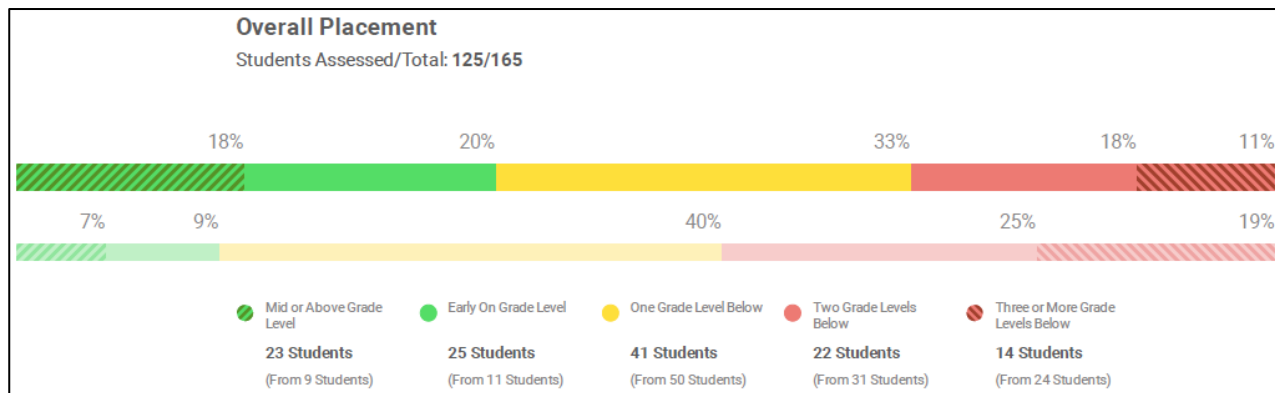
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With the return to in-person instruction, we identified pervasive needs, where students lacked social skills resulting from virtual learning since March 2020. For example, they lacked routines, and socialization. There was a need to adjust instruction, emphasize systems and routines, and how to teach and re-teach due to a lack of continuity of instruction. This past school year, SEL coaching focused on addressing student behavior needs since it also impacts learning and academic outcomes. Addressing social emotional development needs was critical before actual student academic learning could take place

- **Attendance & Chronic absenteeism rates:** An analysis of absences revealed they were predominately due to the school's strict COVID-19 Safety Plan – in adherence to state and county health department guidelines, modified quarantines, infection rates, and fear from families that were impacted by the pandemic. 2021-22 preliminary ADA: 92.66%; and 2021-22 chronic absenteeism rate 9% (preliminary)

i-Ready assessment findings were analyzed and presented to staff and parents; used to inform instruction, identify intervention needs; and use of supplemental instructional materials. These findings were also used in our needs assessment and consultation with our educational partners with the development of the 2022-23 LCAP. There is a significant need to strengthen and expand reading intervention to reduce achievement gaps among Unduplicated pupils.

The following charts reflect overall placement (performance) schoolwide for reading – a comparison from fall 2021 to spring 2022, and placement by domain.



The following i-Ready charts illustrate by grade level, a comparison of student performance from the (beginning of the year - BOY) Fall 2021- to Spring 2022 (end of year - EOY) student performance (by performance level - color) for reading.

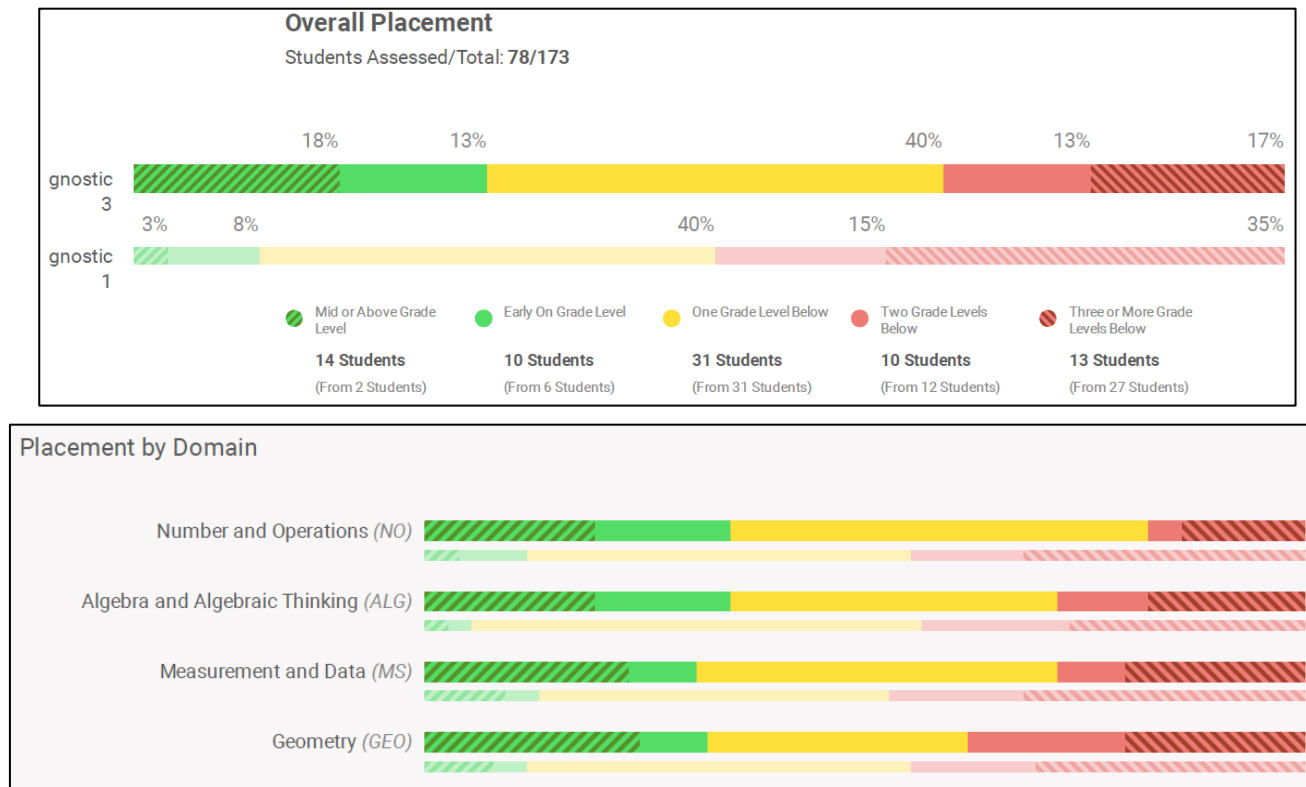
Grade		Overall Grade-Level Placement					
Grade K	Diagnostic 3		25%	44%	31%	0%	0%
	Diagnostic 1		9%	6%	84%	0%	0%

Grade		Overall Grade-Level Placement						
								
Grade 1	Diagnostic 3		28%	11%	61%	0%	0%	
	Diagnostic 1		11%	11%	50%	28%	0%	
Grade 2	Diagnostic 3		19%	19%	26%	35%	0%	
	Diagnostic 1		6%	13%	19%	61%	0%	
Grade 3	Diagnostic 3		25%	13%	13%	38%	13%	
	Diagnostic 1		13%	13%	25%	25%	25%	
Grade 4	Diagnostic 3		0%	0%	50%	21%	29%	
	Diagnostic 1		0%	0%	36%	7%	57%	
Grade 5	Diagnostic 3		13%	0%	27%	20%	40%	
	Diagnostic 1		7%	7%	0%	27%	60%	
Grade 6	Diagnostic 3		0%	29%	0%	29%	43%	
	Diagnostic 1		0%	14%	14%	0%	71%	








Reading: Analysis of the percentage of students that performed at “early on grade level and “mid/above grade level” by grade:

- Kindergarten advanced from 15% BOY to 69% EOY
- Grade 1: advanced from 22% BOY to 39% EOY
- Grade 2: advanced from 19% BOY to 38% EOY
- Grade 3: advanced from 26% BOY to 38% EOY
- Grade 4: advanced from 0% BOY to 0% EOY
- Grade 5: advanced from 14% BOY to 13% EOY
- Grade 6: advanced from 14% BOY to 29% EOY

The following i-Ready charts reflect overall placement (performance) schoolwide for math – a comparison from fall 2021 to spring 2022, and placement by domain.



The following i-Ready chart provides schoolwide level, a comparison of student performance from the (beginning of the year - BOY) Fall 2021- to Spring 2022 (end of year - EOY) student performance (by performance level - color) for reading.

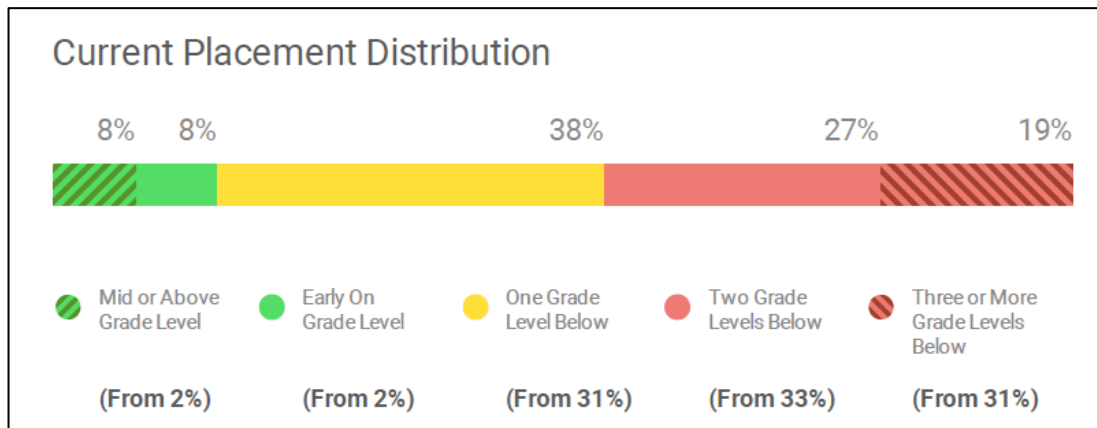
School		Overall Grade-Level Placement									
Tomorrow's Leadership Collaborative CS	Diagnostic 3		18%	13%	40%	13%	17%				
	Diagnostic 1		3%	8%	40%	15%	35%				

While 11% of students advanced from the BOY to 31% EOY to the “early on grade level and “mid/above grade level”. However, 30% of students are performing two or more years below grade level; and 40% are performing at least one year below grade level.

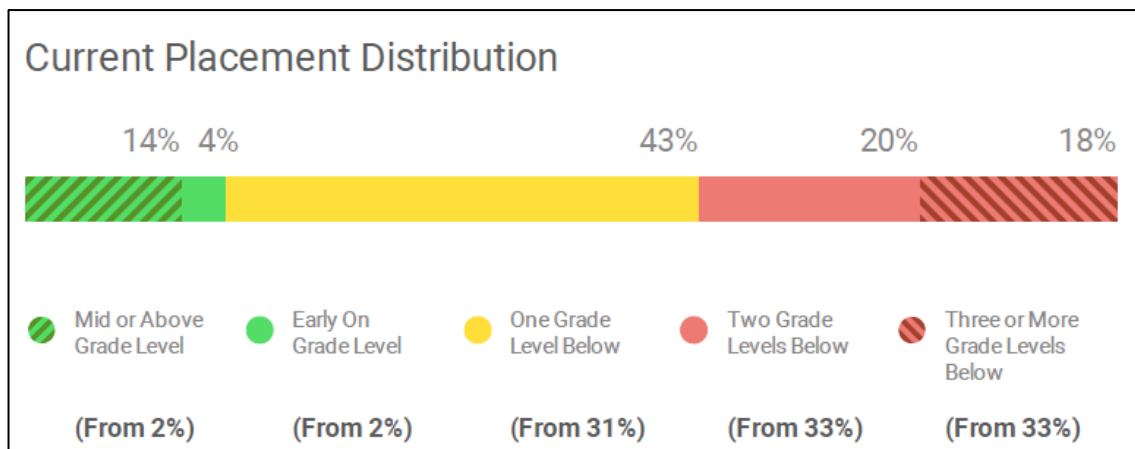
A student growth measure informs how much a student has progressed and helps determine if a student is on track to meet growth goals. Typical growth is the average growth of students at each grade and placement level. Typical growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch growth is the growth recommended to put students who are below grade level on a path toward proficiency and students who are on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up; and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advent to or maintain above-grade level proficiency.

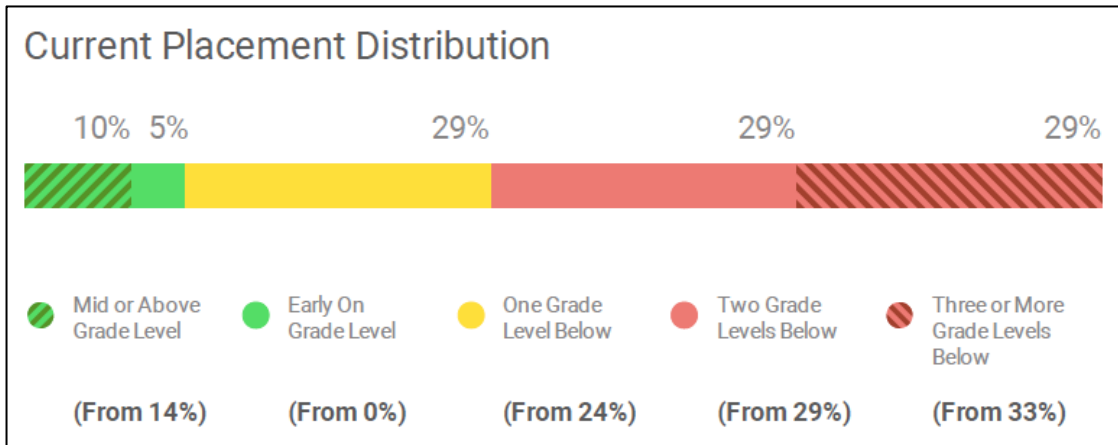
The following chart reflects English Learner (EL) performance on i-Ready reading assessment, providing the current placement distribution (fall to spring comparison).



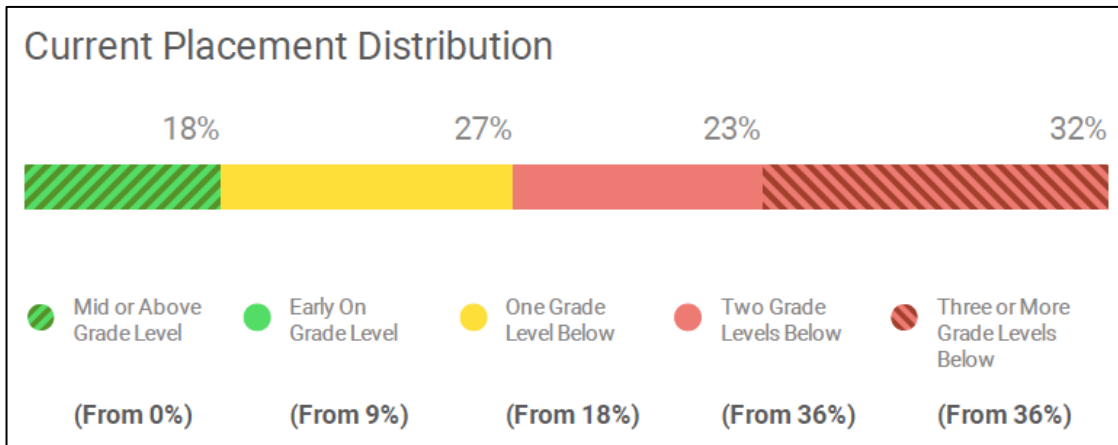
The following chart reflects English Learner (EL) performance on i-Ready Math assessment, providing the current placement distribution (fall to spring comparison)



The following chart reflects Students with Disabilities (SWD) performance on i-Ready reading assessment, providing the current placement distribution (fall to spring comparison).



The following chart reflects Students with Disabilities (SWD) performance on i-Ready ELA assessment, providing the current placement distribution (fall to spring comparison).



LCAP Highlights

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

TLC Charter School is the recent recipient of the MTSS Grant and will continue 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 State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

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

TLC Charter School has developed its 2022-23 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- 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.

Not applicable

TLC Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not applicable

TLC Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not applicable

TLC Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

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

The following is a summary of the engagement process used by TLC Charter School to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** took place weekly during staff development, in-person staff development and professional development meetings. Discussions included the following topics: student data analysis, academic interventions/tiered academic supports, SEL, curriculum and program coaching, DEI affinity work, i-Ready results and findings, preparation for CAASPP/SBAC, ELPAC summative assessments, CA Science Test, Fountas & Pinnell benchmark assessment findings, designated ELD, LCAP Goals, use of one-time funds, and WASC Action Plan.
- **Principals & Administrators** met weekly in-person to discuss COVID-19 protocols, attendance/absenteeism, behavioral issues, data, LCAP updates, use of one-time funds (AB 130/ESSER III), 2022-23 LCAP Planning, staffing, professional development needs, and interventions.
- **Other School Personnel** were consulted during bi-weekly staff meetings, that took place virtually and in-person. Discussions included academic interventions/tiered academic supports, SEL/School Culture, and professional development needs, including COVID-19 protocols, and use of one-time funds.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** took place monthly both virtually and in-person; and discussions took place on schoolwide events, LCAP goals and actions, use of one-time funds, and families were surveyed.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** were consulted during monthly assemblies and were surveyed. Discussions took place on COVID-19 Health & Safety, behavioral and SEL needs, and establishing school norms and expectations.
- **SELPA** meetings took place virtually on a regular basis, and discussions took place on various issues related to SPED services, and with SPED LCAP goal and action as part of the consultation process.
- **ELAC/DELAC and EL-PAC** meetings took place in-person and virtually via zoom with interpreter services provided on (10/15/21, 11/12/21, 12/10/21, 1/21/22) – discussions took place on reclassification rates, ELPAC assessments, EL student performance on SBAC and i-Ready, and use of one-time funds.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** took place virtually on 8/21/21, 1/5/22, 2/25/22, and 4/15/22 and discussions took place on COVID-19 Health & Safety requirements, after-school programming, parent volunteer opportunities, i-Ready assessments, and the use of one-time funds (AB 130, ESSER III, etc.)
-

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners of TLC Charter School, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** would like to receive professional development on strategies to support SEL needs of students and receive instructional coaching.
- **Principals/Administrators** areas of focus for the 2022-23 schoolyear newly acute social-emotional and mental health needs of students, staff morale and professionalism (support staff), staff challenges in responding to challenging behaviors and student mental health needs, teacher challenges in addressing learning gaps exacerbated by school disruptions since March 2020
- **Other School Personnel:** (instructional support staff) need for more training on aggressive behaviors, behavior support for students, crisis support for students, team development and team building, and curriculum.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** During the meetings parents shared that they wanted to support TLC through different methods such as fundraisers, helping teachers plan events, and school wide planning projects. Parents wanted to find ways to be more involved and volunteer. During the meeting, parents were nominated to become room parents. Each classroom had a designated room parent that helped and supported the teacher plan events throughout the year.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** would like access to clubs, technology-based activities, sports club (soccer), field trips, and enrichment (music, art).
- **SELPA** did not provide any additional feedback.
- **ELAC/DELAC and EL-PAC:** were concerned with reading and math academic support for students after Covid. They wanted teachers to provide more feedback so parents could know where students needed more support as well as targeted support during extended learning. How to reclassify a student who has special needs/does not understand Spanish as 1st language but categorized as multilingual/EL. How to support students during ELPAC testing/what resources should be used to ensure students are successful and are able to reclassify.
- **Parent Advisory Committee (PAC) including parents of UP and SWD** were concerned with health and safety around COVID. There were concerns around mask wearing as well. During these meetings parents had questions regarding parent engagement and volunteering opportunities for the upcoming school year. Parents would like academic intervention provided during the day and through extended learning care (after-school).

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

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Academic support: Paraprofessionals: Goal 1, Action 2
- After-school academic and social enrichment, & Summer School: Goal 1, Action 4
- SEL Counseling services: Goal 1, Action 5

- Restorative Practices training: Goal 1, Action 5
- Instructional Coaching: ELD: Goal 2, Action 1; and Goal 2, Action 2
- PBIS training: Goal 2, Action 1
- EL Paraprofessional to provide targeted support for EL: Goal 2, Action 2
- Music & Art Instruction: Goal 2, Action 5
- Professional Development for teachers and paraprofessionals: Goal 2, Action 1

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.

With the shift to in-person instruction after a global pandemic resulting in almost 1.5 years of remote learning, our educational program has shifted using an MTSS Framework to address the “whole child.” To successfully accomplish this endeavor it requires the implementation of universal screeners to take a proactive approach to address factors that impede student learning including academic, social-emotional, behavioral, and/or mental health needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
CAASPP ELA	2020-21:13.79% met/exceeded standard	2021-22: results pending			20%		
CAASPP Math	2020-21: 12.07% met/exceeded standard	2021-22: results pending			20%		
CA Science Test: Gr 5	2020-21: 0% met/exceeded standard	2021-22: results pending			15%		
Attendance Rate	2019-20: 94.5%	2020-21: 95.5%			95%		
Chronic absenteeism Rate	CHRONIC ABSENTEEISM		CHRONIC ABSENTEEISM		<10%		
		2018-19		2020-21			
		Count	Rate			Count	Rate
	Schoolwide	16	21.1%	Schoolwide		17	10.8%
	Hispanic	9	19.6%	Hispanic		12	10.4%
	White	3	16.7%	White		3	12.5%
	EL	5	21.7%	EL		4	6.1%
	SWD	5	18.5%	SWD		5	15.2%
	SED	11	33.3%	SED		11	11.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 10.94% Proficient	2021-22: results pending			20%
Reclassification Rate	2019-20: 2.3%	2020-21: 28.8%			30%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>TLC Charter School will employ an Executive Director, and 9 appropriately credentialed 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 educational 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.</p> <p>All teachers will participate in 2-weeks of intensive Summer Professional Development, to prepare for the 2022-23 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.</p>	\$878,169	N
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	\$507,818	N

Action #	Title	Description	Total Funds	Contributing
		<p>co-teaching teams with paraprofessional support staff 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.</p> <p>TLC Special Education Team will continue to consult with the SELPA Program Specialist to ensure full compliance with IEP timelines, communication, 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.</p> <p>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:</p> <ul style="list-style-type: none"> • SEIS Training • Speech Academy • Paraeducator Academy • Understanding and using Accommodations & Modifications • Effective Leadership of IEP teams 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Verbal de-escalation training <p>TLC will provide an Extended School Year (ESY) to prevent learning loss for identified students.</p>		
3	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>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:</p> <ul style="list-style-type: none"> • i-Ready ELA & Math • Fountas & Pinnell BAS Reading Assessments • State mandated assessments <p>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.</p>	\$13,973	N
4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. An analysis of i-Ready assessments in combination with 2021 CAASPP ELA/Math assessments results has identified significant learning and achievement gaps in Reading and Math. In addition, consultation with our educational partners revealed they would like additional</p>	\$509,033	Y

Action #	Title	Description	Total Funds	Contributing
		<p>academic support for struggling learners during the day, and through expanded learning opportunities. Paraprofessionals will provide tiered academic support for struggling learners as identified using i-Ready assessments. TLC will provide the following:</p> <ul style="list-style-type: none"> • Intervention programs: words their way, NewsELA, Seesaw, BrainPop, etc. • Expanded Learning Opportunities: summer school, after school academic and social enrichment, and during intercession. 		
5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>TLC Charter School is committed to providing social and emotional supports to support the behavioral and mental health need of our students.</p> <p>TLC has partnered with Mariposa Women and Family Center that will provide counselors at each school site, SEL services, individual and group counseling. TLC's Community Services Coordinator (CSC) will ensure wraparound services, including referrals to community mental health services, are available to students. In addition, the CSC will collaborate with administrators to develop and implement a plan to improve overall attendance rates, strategies to prevent chronic absenteeism especially among students with a history of chronic absenteeism.</p> <p>TLC staff will participate in restorative justice/practices training. Panorama SEL school climate surveys will be administered as a universal screener.</p> <p>The Latino Health access (LHA) Mental Health Ambassadors program develops students with skills in conflict resolution and peer emotional support.</p> <p>TLC will provide lunchtime "clubs" that include gardening, play and crafts to provide a positive and supportive semi-structured social opportunity for positive mental health development.</p>	\$163,355	N

Goal Analysis for 2021-22

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

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

Action 1: The Associate Principal was vacant from November 2021 – end of the school year, due to a lack of qualified applicants.

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

Due to the vacant position – Associate Principal – there will be a material difference between budgeted expenditures and estimated actual expenditures for action 1.

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

The action was effective in addressing academic, behavioral and mental health needs of students.

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.

Per CDE revised guidance, Priority 8 (Other Pupil Outcomes) applies to High Schools. With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, this Priority 8 metric will be eliminated on the LCAP.

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

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.

With the shift to in-person instruction, our educators, paraprofessionals, support staff, and administrators have identified critical areas for professional learning to address the diverse learning needs of our students which extend beyond academics and encompasses the integration social-emotional learning.

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	2020-21: 100%	2021-22: 100%			100%	
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	2020-21: Implementation		2021-22: Implementation		2023-24: Implementation	
	Academic Standards		Academic Standards		Academic Standards	
	ELA	3	ELA	3	ELA	4
	ELD	3	ELD	3	ELD	4
	Math	3	Math	3	Math	4
	NGSS	3	NGSS	3	NGSS	4
	History	3	History	3	History	3
	PE	4	PE	3	PE	3
	VAPA	4	VAPA	3	VAPA	3
	% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 100%	2021-22: 100%			100%
% Of students including Unduplicated Pupils, and	2020-21: 100%	2021-22: 100%			100%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities (SWD) who have access to Broad Course of Study:					

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>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. The Assistant Principal and Executive Director will provide instructional coaching, observation, and facilitate professional development at each site. Areas of focus for professional development include:</p> <ul style="list-style-type: none"> • ELD: 8 Strategies to improve ELD and EL performance • PBIS (OCDE) • Restorative Justice/Practice • MTSS • Trauma-informed practices • Culturally Responsive Teaching • Inclusion & Co-teaching • Data-driven instruction using i-Ready and progress monitoring • Bridges Math • Reading fluency, balanced literacy approach <p>TLC will also provide professional development from the National Principal Leadership Academy that focuses on EL through a Community of Practices (COP).</p>	\$29,958	N

Action #	Title	Description	Total Funds	Contributing
		To support teacher effectiveness and credential clearance, TLC Charter School will fund teacher induction expenses.		
2	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Bridges Math • TCI Social Studies • TCI Science • Learning without tears 	\$46,409	N
3	STRENGTHENING EL PROGRAM & SERVICES	<p>An area of concern is the achievement gap among English Learners (EL) and English only (EO). TLC Charter School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language.</p> <p>The Assistant Principal will collaborate with educators and ELAC to revise the EL Master Plan, and provide EL/ELD coaching for teachers and paraprofessionals.</p> <p>The EL Paraprofessional will provide additional increased academic support for ELs during designated ELD, long-term ELs, and newcomers. ELs will also have access to BrainPop ELL and additional supplemental intervention (see Goal 1, Action 4). Online tutoring services will be made available to ELs to support them at home with assignments and English language proficiency.</p> <p>Our staff will be researching ELD curriculum that would meet the needs of our EL students for implementation.</p>	\$159,067	N
4	CLOSING THE DIGITAL DIVIDE	TLC Charter School will ensure all students have a technology device to access instructional & curricular	\$40,000	Y

Action #	Title	Description	Total Funds	Contributing
		materials. IT tech support will be acquired, to ensure devices are updated for educational and testing use and will continue to subscribe to Zoom for virtual meetings.		
5	BROAD COURSE OF STUDY	TLC Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Social Studies, Science and PE) that includes Music, and Art.	\$65,424	N

Goal Analysis for 2021-22

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

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

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions were effective in meeting the goal and staff needs through extensive professional development.

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.

On an annual basis, TLC Charter School develops a one-year LCAP, as allowed per the CDE, therefore actions may change/be modified as a result of findings from multiple forms of state, local, internal data including feedback from our educational partners.

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

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.

Families/caregivers have been an essential partner during remote learning and with the return to in-person instruction focusing on a whole-child approach, there's a need to further cultivate the home-to-school relationship to improve student outcomes; and solicit their input in decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20: 0%	2020-21: 0%			<1%
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%
Facilities in “good” repair as measured by FIT	2020-21: Exemplary	2021-22: Exemplary			Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 70% Sense of safety 70% School connectedness	2021-22: <u>Sense of safety:</u> 100% (grade 4) 64% grade 5 <u>School connectedness:</u> 55% (grade 4) 45% (grade 5) Source: CHKS			>75%
Parent Survey: Sense of safety & school connectedness	2020-21: NR% Sense of safety	2021-22: 82% Sense of safety			>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	96% School connectedness	70% School connectedness Source: CSPS Survey			
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: NR% Sense of safety 80% School connectedness	2021-22: 82% Sense of safety 88% School connectedness Source: CSPS			>75%>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 2 7. 3 8. 3	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 2 6. 2 7. 3 8. 3			Rating of 4
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 4 4. 3	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 5			Rating of 4

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.	\$15,000	N

		<p>TLC Charter School will implement the following to provide all students and staff with a safe, welcoming, and positive learning environment:</p> <ul style="list-style-type: none"> • After-school art-focused enrichment program • Outdoor Learning (field trips) • After school clubs: Robotics, Drama • Student-led conferences and learning empower students and build independence as curious and capable learning. • Mental health ambassadors (Gr 3-6) students will undergo training and implement practices onsite. • Vision and hearing screenings <p>The School Safety Plan will be reviewed and revised to adhere with State and County Health Department guidance.</p> <p>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.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>At TLC Charter School, parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>TLC Charter School will provide all parents including those representing unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to engage as</p>	\$160,624	N

		<p>partners in their child education including Coffee with the Leadership Team.</p> <p>The Bilingual Outreach Coordinator will seek partnerships with local agencies to support family/caregiver needs; assist new families to TLC to learn about the school's program, resources including the Clementine Food Trolley. The Outreach Coordinator will also conduct home visits with the Community Schools Coordinator to re-engage families and as needed.</p> <p>The Attendance Coordinator will track and report attendance to the school's administrator, contact families when absences occur, and address barriers to attendance. Staff will communicate with families using Remind App, and Parent Square.</p> <p>TLC will host parent workshops in the following areas of focus:</p> <ul style="list-style-type: none"> • Mental Health • Understanding i-Ready reports • Literacy • Math • EL: how to support EL with reclassification 		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>TLC Charter School strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local county health department guidelines in the prevention of COVID.. Annually, the Facility Inspection Tool (FIT) report will be completed for each site and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.</p>	\$371,587	N

Goal Analysis for 2021-22

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

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

Action 1: due to the COVID-19 pandemic, field trips did not take place to prevent the spread of COVID-19.

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

As a result of the cancellation of field trips (Action 1) there was a material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Despite surge in COVID-19 infection rates throughout the county, TLC was able to host an after school arts-focused enrichment program, following all state and local county health and safety protocols and procedures.

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.

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$247,998	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.19%	0%	\$0	13.19%

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

Required Descriptions

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

Consistent with the requirements of 5 CCR Section 15496(b), increased services that are contributing for Unduplicated Pupils; and are principally directed towards and effective in meeting the academic needs of Unduplicated Pupils and are provided on a schoolwide basis which include the Paraprofessionals (Goal 1, Action 4) that will provide tiered reading and math academic support for Unduplicated pupils and struggling learners. As evidenced by the Fall 2021 to Spring 2022 i-Ready assessment results, there's an identified need to provide UP and struggling learners with evidence-based tiered intervention that includes push-in academic support. Supplemental intervention programs (Seesaw, Words Their way, NewsELA) (Goal 1, Action 4) will be provided to improve reading comprehension and academic vocabulary through immersive and interactive learning experiences. The Instructional Coach (Assistant Principal) will provide instructional coaching for teachers especially in the area of designated/integrated ELD and the use of effective instructional strategies for ELs (Goal 2, Action 3).

Additionally, consultations with our educational partners stressed their desire to increase access to academic interventions to address learning gaps, accelerate learning and narrow achievement gaps. In 2020-21 only 1 English learner were reclassified. With these increased services, we anticipate an increase in EL reclassification rates and improve academic outcomes (as measured by i-Ready and CAASPP ELA & Math) among Unduplicated Pupils to further reduce achievement gaps.

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, the following action will be provided on a limited basis to English learners:

- Goal 2, Action 3 An area of concern is the achievement gap among English Learners (EL) and EO's (English Only). A Bilingual Paraprofessional Goal 2, Action 2) will provide supplemental academic interventions for EL through small group, and push-in instruction to support with language acquisition and oracy. BrainPop ELL supplemental program will be provided for ELs to improve reading, listening, speaking, and writing skills. The COVID pandemic brought to light significant learning challenges for families of EL that resulted in academic and achievement gaps. Families were limited in their capacity to support online/remote learning. The online learning environment was a challenge for our ELs, who were accustomed to interacting face-to-face with their teachers and peers, and remote learning was a dramatic change. ELs require academic curriculum tailored to their specific language needs and the transition to remote learning did not adequately meet their needs. We anticipate that the face-to-face interaction with the Bilingual Paraprofessional will provide ELs the additional support needed to improve English language proficiency and narrow the achievement gap.

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

TLC Charter School is not eligible to receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,425,877.47	\$ 2,253,892.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 114,010	\$ 114,836
1	1	STAFF TO SUPPORT SCHOOL'S PROGRAM	No	\$ 946,908	\$ 849,509
1	2	SERVICES TO SUPPORT SWD	No	\$ 450,359	\$ 352,072
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 16,403	\$ 16,403
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 47,396	\$ 24,761
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 16,000	\$ 49,148
2	1	PROFESSIONAL DEVELOPMENT	No	\$ 103,496	\$ 104,147
2	2	CORE CURRICULAR PROGRAM NEEDS	No	\$ 18,684	\$ 31,743
2	3	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 31,156	\$ 2,000
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 39,390	\$ 17,500
2	5	BROAD COURSE OF STUDY	Yes	\$ 122,198	\$ 80,446
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 210,849	\$ 329,004
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 32,418	\$ 14,000

[illegible]

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 172,921	\$ 244,562	\$ 245,309	\$ (747)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 114,010	\$ 114,836.48	0.00%	0.00%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 6,403	\$ 7,578.00	0.00%	0.00%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 2,800	\$ 2,800.00	0.00%	0.00%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 16,000	\$ 49,148.00	0.00%	0.00%
2	3	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 2,000	\$ 2,000.00	0.00%	0.00%
2	5	BROAD COURSE OF STUDY	Yes	\$ 49,323	\$ 14,715.43	0.00%	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 54,027	\$ 54,231.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,295,291	\$ 172,921	0.00%	13.35%	\$ 245,309	0.00%	18.94%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,075,630	\$ 816,208	\$ -	\$ 68,577	2,960,415	\$ 2,294,289	\$ 666,127

[illegible]

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,880,478	\$ 247,998	13.19%	0.00%	13.19%	\$ 276,174	0.00%	14.69%	Total:	\$ 276,174
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 276,174

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	ADDRESSING ACADEMIC NEEDS TO AC	Yes	Schoolwide	Low Income, English Learners, Foster Youth	All	\$ 117,108	0.00%
2	3	STRENGTHENING EL PROGRAM & SERV	Yes	Schoolwide	English Learners	All	\$ 159,067	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).