



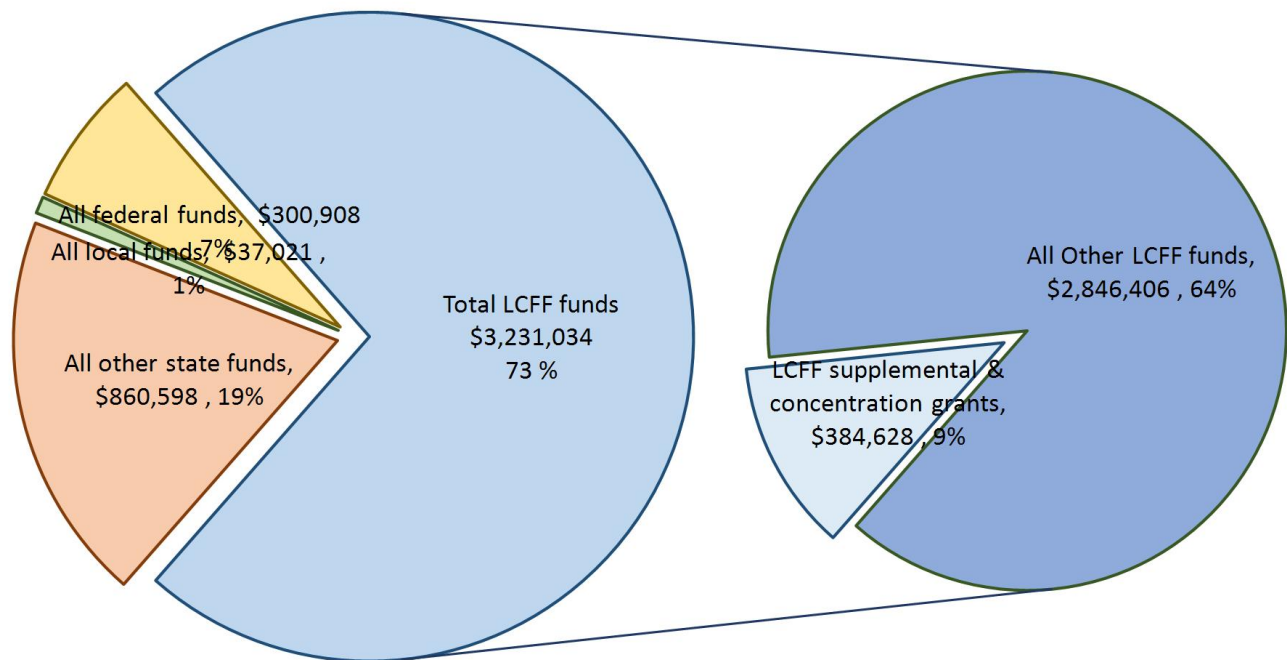
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tree of Life International Charter School
CDS Code: 45699140135624
School Year: 2022-23
LEA contact information:
Deborah Wallace
Principal
dwallace@treeoflife.school
530-378-7040

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

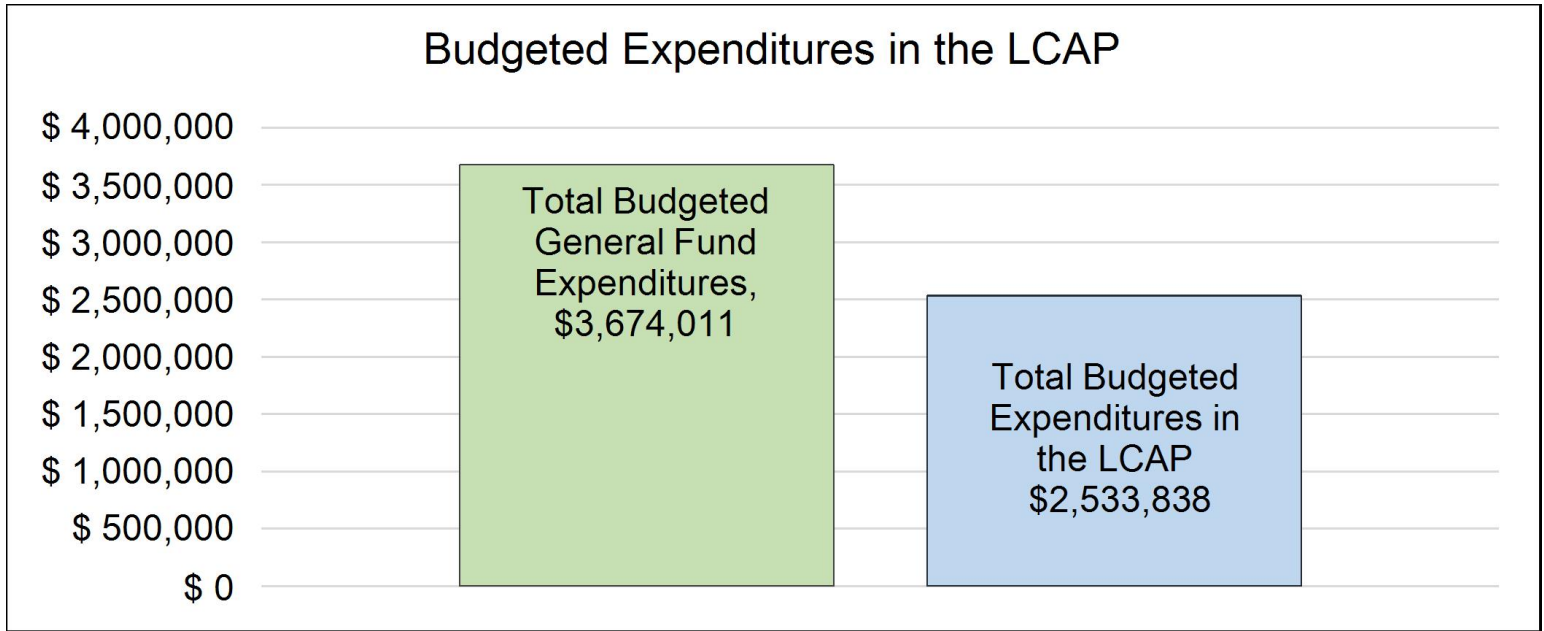


This chart shows the total general purpose revenue Tree of Life International Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tree of Life International Charter School is \$4,429,561, of which \$3,231,034 is Local Control Funding Formula (LCFF), \$860,598 is other state funds, \$37,021 is local funds, and \$300,908 is federal funds. Of the \$3,231,034 in LCFF Funds, \$384,628 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 Tree of Life International 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.

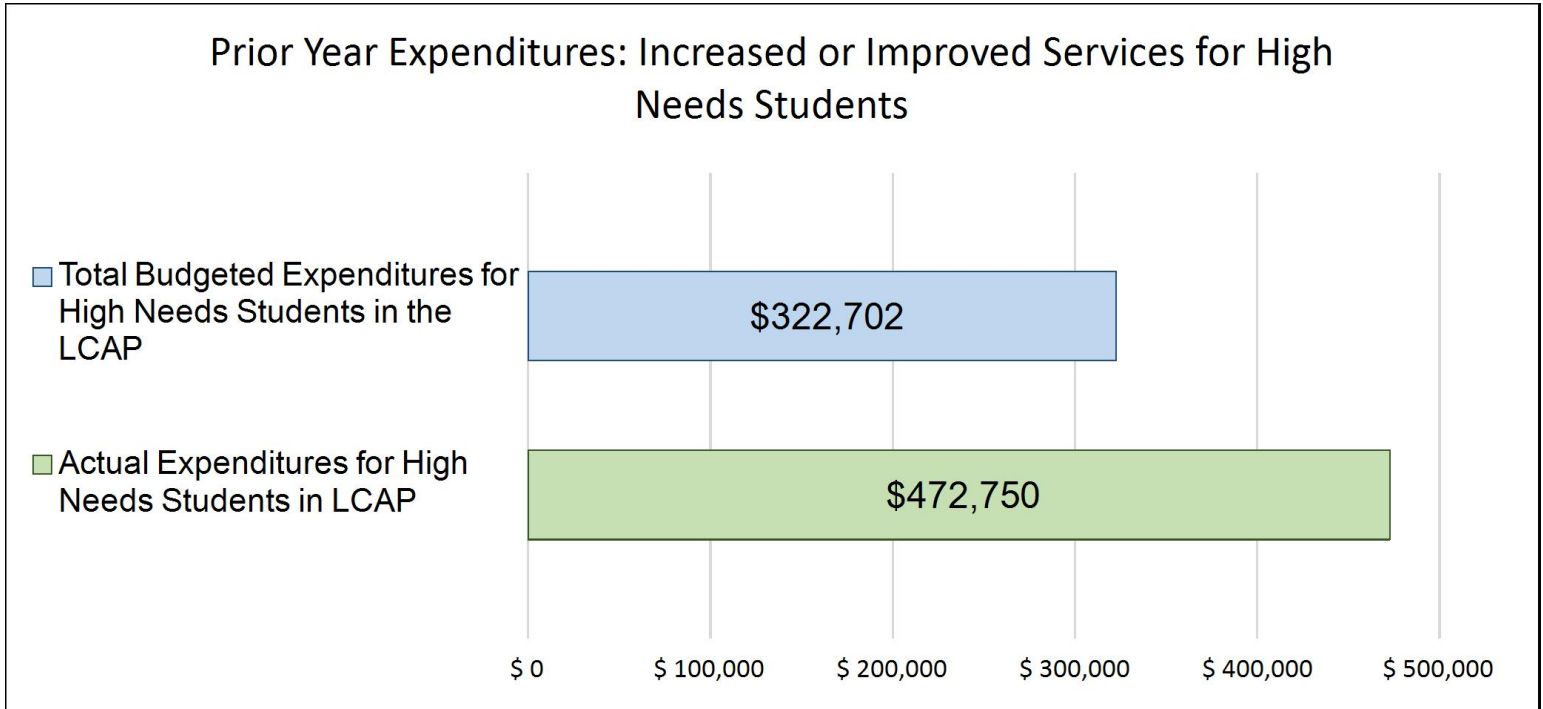
The text description of the above chart is as follows: Tree of Life International Charter School plans to spend \$3,674,011 for the 2022-23 school year. Of that amount, \$2,533,838 is tied to actions/services in the LCAP and \$1,140,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Tree of Life International Charter School is projecting it will receive \$384,628 based on the enrollment of foster youth, English learner, and low-income students. Tree of Life International Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tree of Life International Charter School plans to spend \$579,955 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 Tree of Life International 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 Tree of Life International 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, Tree of Life International Charter School's LCAP budgeted \$322,702 for planned actions to increase or improve services for high needs students. Tree of Life International Charter School actually spent \$472,750 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
Tree of Life International Charter School	Deborah Wallace	dwallace@treeoflife.school 5303787040

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

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

In order to solicit feedback to identify actions/services for the funds included in the Budget Act of 2021, we engaged our educational partners using the following strategies: student, staff and family surveys, in-person and virtual meetings, staff meetings, Coffee with the Principal and Amigos Parent Club Meetings, and held Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities (ELO) Grant Plan, and ESSER III feedback meetings and Public hearings at Board Meetings. We believe that our community engagement provided us with significant insight in supporting our students and staff in-order to keep them thriving and learning.

The suggestions provided us with various COVID 19 prevention and mitigation strategies that impacted teaching, learning and day-to-day school experiences/operations. This report is a mid-year update on the actions/services and goals that were a result of our various educational partners and the mid-year data for the LCAP metrics.

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.

We increased our bilingual instructional aide time and in the classrooms and increased counseling hours with the additional concentration grant add-on funds to better meet the needs of our low income, English learners and at risk students.

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.

At Back to school night a presentation was made to parents regarding the use of the one-time federal funds intended to support recovery from the COVID 19 pandemic and its impact of distance learning on Pupils. This presentation was posted on the school website in Spanish and English, and shared on Parent Square.

Monthly Parent Square parent information is sent out to inform parents and ask for input on the use of the funds and programs in place to support student achievement. Monthly Coffee with the Principal meetings allow the opportunity for parents to hear about programs in place, and offer ideas and ask questions. The Monthly Governance Board meetings are open to the general public to come and listen or bring comments as information re: the use of the funds is shared and discussed. Multiple surveys and in-person/virtual meetings were held, in the spring and fall, with our educational partners to solicit feedback for the use of one-time federal funds received to support recovery from the COVID19 pandemic.

Community input was vital to the development of the plan as it provided us with different perspectives and identified the needs of our students and staff to safely and effectively return to in-person instruction. We also drew from our experience from the 2020-2021 school year as we provided in-person instruction for the entire school year. This allowed us the opportunity to figure out what worked and what did not work for cohort teaching, parent communication, technology, attendance flexibility, staff and student accommodations, grading policies, interventions, Special Education supports, social emotional supports, social distancing and masking protocols, safety policy and procedures, staff assignments/flexibility, health and wellness checks, learning models, meal flexibility, cleaning protocols, furniture/facilities needs, and allowed us to look closely at our different school systems in place. Finally, we were able to identify areas of staffing needed to accelerate learning.

The following actions/services were influenced by community input:

- * Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
- * Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning and enrichment, tutoring, flexible groupings, interventions, After School program, engagement strategies, one-on-one support, professional development for support staff and teachers)

- * Staff needs-extra support staff
- * Social emotional supports-(e.g. SEL class daily in Middle School, counseling, recess, SEL screeners, extra-curricular activities and engagement activities)
- * After school extra-curricular activities such as competitive sports, band, strings

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.

We have added A Part-time Dean of Students who leads the Positive Behavior Implementation Team and helps reinforce safe and respectful learning environment

A part-time school nurse was hired to increase student mental, social/emotional, and physical health and decrease chronic absenteeism

A part-time parent volunteer coordinator is in place to increase parent engagement, strengthen the home school connection, and provide training for parents to support their children at home and school

We have purchased one to one devices to support student access to high quality, standards based instructional materials in the classroom and when on distance learning and independent study

An outdoor shade cover and additional playground access to keep students safe and socially distanced during recess and lunch time, and provide an outdoor learning space has not yet been purchased.

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.

We have used the fiscal resources to address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

As evidence of our actions/services in the plan, we have used the funds to implement:

- 1.) Strategies for continuous and safe in-person learning and professional development for staff,
- 2.) Actions/services to mitigate lost instructional time such as: using evidence-based interventions, summer enrichment, extended day, mentoring, before and after school tutoring, and addressing individual student needs,
- 3.) Additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps. Hiring counselor, behavior intervention IA, roving substitute teachers, intervention support teachers and bilingual instructional assistants to support our most at-risk students.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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 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
Tree of Life International Charter School	Deborah Wallace Principal	dwallace@treeoflife.school 530-378-7040

Plan Summary [2022-23]

General Information

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

The Tree of Life International Charter School (TLC) is a TK-8th grade 90/10 Spanish/English Dual Immersion Charter School that partners with parents to nurture the Heart, Mind, and Spirit of the child as they explore the world and discover their gifts. TLC recognizes the power of Life-giving words to bring hope, establish a positive identity, and equip students to set and achieve goals of excellence for themselves. Students have the opportunity to acquire a 2nd and 3rd language, and explore global cultures through World Music and the Dual Immersion program. Students participate in a hands-on, Inquiry-Based Learning design which incorporates all subject matter through integrated units of study. Instruction is frequently taken out of the classroom, into the natural environment to allow for scientific exploration, observation and

experimentation. TLC employs a “Curriculum of Compassion” engaging students in a variety of service learning opportunities, allowing them to understand and help solve real-life problems and experience the satisfaction and joy of knowing they can be World Changers.

TLC has approximately 300 students enrolled for 2021-22, 60% Low Income, 52% Hispanic, 0% Foster Youth, and approximately 18% English Learners. Students participate in daily academic instruction in Spanish (90% Grades TK-3) while gradually adding more English instruction till 6th-8th grade where students have two core content areas taught in Spanish. Students participate in daily Specials classes including PE, World Music, Garden, Art, Multicultural Dance to name a few. All students are provided daily small group instruction during Universal Access time to differentiate instruction and move all students toward their annual growth goals. Students in grades 5-8 participate in a 3rd language elective such as French or ASL, and sports, competing in a local league in Soccer, Volleyball and Track and Field. Vocal and instrumental music are offered both during and after school. In 2021-22, Tree of Life provided an inexpensive after school program with academic tutoring for families who need after school care until 5:30pm daily. This program will become free for low income families in 2022-23. Transportation is provided by school bus to all those who need it at various stops in Anderson and Redding. All students who choose to participate receive free lunch and breakfast daily.

Reflections: Successes

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

2020-21 Successes: While we closely followed all COVID 19 health and safety guidelines, we experienced no schoolwide shut downs during the 2020-21 school year.

During our year of addressing COVID, we have been able to offer in-person instruction as well as a zoom in option for students unable to attend in person. Over the year the number of students zooming in daily has decreased from 26 in September to 3 in May. Even with the challenges placed on us by the California Department of Health guidelines (cohorting students, social distancing, close contact tracing, quarantining students, staff and classes when necessary, and the inconsistency of student attendance due to illness) we have been able to address the needs of students through regular interventions, providing opportunities for school connectedness, and maintaining consistent instructional practices.

Since the beginning of the school year, we have seen students make exponential growth back toward grade level standards as we began in-person learning since August 31, 2020. Our evaluations of student i-Ready scores show students have far exceeded annual growth targets toward meeting ELA and math standards. The schoolwide PBIS model and the part-time school counselor support a growth mindset, and help students to reflect on their behavior, make good choices and resolve conflicts in a positive manner. We have been able to maintain our broad course of study including students' participation in music, PE, garden and fine arts classes. Teacher use of technology to enhance instruction has expanded dramatically as has their personal skill integrating the use of this technology, one to one devices for all students, use of Google classroom, SeeSaw, multiple online apps and programs, and various technology equipment used to support student learning whether at home or in class.

2021-22 Successes: While we continued to have significant COVID 19 mitigation requirements (masking, distancing, cleaning, quarantining, contact tracing) for the first 2 Trimesters, we were able to keep school open every day and have very little disruption to the instructional day.

Students were again able to participate in Field Trips and parents were able to come on campus for volunteering and planning schoolwide events.

Student Achievement: All 3rd-7th grade students took the CAASPP English and Math standardized test in the spring of 2021 even though it was made optional by the state due to COVID disruptions in many districts. Our scores increased dramatically over 2019-20 with students scoring higher than the state average in all areas overall. When looking at the subgroups of Low Income and Hispanic students, the scores were even more dramatic and were 10-20% higher than the state average in both ELA and Math.

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.

2020-21 Identified Need: The TLC subgroups on the dashboard include ALL, White, Hispanic, Low Income and Special Ed. There are no Foster Youth enrolled at TLC at this time. In our analysis of the Calif Dashboard indicators, we see that in 2019 All students and all subgroups scored higher than the state average in ELA and Math with the exception of one: ALL students in ELA, which declined from 2018-2019 and was slightly below the state average. ELA is a focus area for 2021-22 for TLC.

While we were out on Distance Learning in the spring of 2020, it was difficult to maintain the Dual immersion model and students suffered a learning loss due to the lack of in person learning and daily language interaction with peers. This year we will have California Spanish Assessment data on students to use as baseline moving forward with Spanish instruction.

While we scored green in Chronic Absenteeism in 2019, we declined 1.9% from 2018 in this area. As our school grows, and with the challenges that COVID 19 has brought, we will need to keep our focus on strong daily attendance in order to meet our academic and social emotional goals. This will be particularly challenging as we have been having daily health checks and excluding students from school who have any mild symptoms at all.

With only 2 suspensions, TLC found themselves in the orange in 2019 as it was an increase from 0% in 2018. We continue to have very low suspension rates, and expect this to continue as we focus our attention on strengthening our Tier 1 schoolwide PBIS model during the 2021-22 school year.

2021-22 Identified Need:

1. Attendance: Attendance has been challenging this year due to requirements for close contact tracing and quarantining if exposed to COVID. As the omicron variant became more common, this led to many staff and students being required to miss school due to quarantining or due to illness. We collected hundreds of ISC Contracts throughout the year, but it was difficult for teachers to provide keep on top of the quick turn around time of when we found out a student would be out for a week and making work available. Next year in 202-23 our focus will be on increasing daily attendance rates.

2. Math: Another focus area for 2022-23 will be on increasing Math scores overall. Grade 3 had the highest % of students scoring proficient or advanced with 60% which was higher than the Proficient and Advanced for ELA for 3rd grade which was 58%. Overall Tree of Life had 54%

of student proficient in ELA and just 38% proficient in Math. We do not yet have access to the CAASPP scores for 2021-22, so we don't know if those percentages have come up yet.

3. Social/Emotional Support: This year we have seen more students struggling with behaviors that are directly connected to adverse childhood experiences or trauma they have experienced. Some of this had to do with disruption in the family, moving, parents splitting up, parent illness or job loss, significant disabilities in the home, and sexual or physical abuse. We have a need to increase our focus on SEL and provide more mental health supports for students.

4. Increase Broad Course of Study options: As the school grows in the Middle School grades, more staff and offerings are required for participation in Sports, Visual and Performing Arts and Technology/computer science.

5. Facilities: Again, as the school grows, more facilities are required to house students and provide both core academic and elective and enrichment offerings for students, after school program, sports fields and outdoor play, eating and learning areas.

LCAP Highlights

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

We are excited about this roadmap to the future of our incredible school, Tree of Life Int'l Charter! Our two goals are High Academic Achievement in Two Languages, and a Safe School Climate that promotes individual achievement through a culture of honor and respect. Our LCAP priority focuses on PEOPLE --the Adults on campus who make the learning happen and teach and model the Culture of Tree of Life for our students daily. New Additions include: Part-time Dean of Students; Increase Counselor time; Part time Nurse; Additional Bilingual Instructional Assistants; Parent Volunteer Coordinator; School Accountant; additional enrichment teachers for Sports, Music and the Arts. Professional Development helps us build capacity and strengthen the impact of these amazing PEOPLE who are charged with helping students meet these goals.

A third focus is an increase in Facilities including classrooms, playgrounds and outdoor learning areas to support students as enrollment continues to grow over the next 5 years.

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.

na

Support for Identified Schools

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

na

Monitoring and Evaluating Effectiveness

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

na

Engaging Educational Partners

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

There were several Stakeholder engagement opportunities to gather input from all stakeholder groups. Teachers gave input at their regular weekly collaboration and professional development meetings. Instructional assistants and support staff give input at various staff development non-student day meetings held throughout the year. This year, Amigos Parent Club and monthly Coffee with the Principal meetings took place regularly at scheduled times throughout the year and provided the opportunity for a great deal of parent input.

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Insuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Insuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them grow and teach effectively. Providing supplemental materials in the Spanish/English language arts, math, Science and Social Studies programs.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Open House, Student-led parent/teacher conferences, classroom volunteers, and family event nights. Home to school communication includes but is not limited to bilingual school newsletter, Weekly classroom Parent Square newsletters, school website, FB page, Instagram and Twitter. Parents are encouraged to be part of the decision making process through participation in the School Site Council, ELAC, Amigos Parent Club meetings, LCAP surveys and Parent/Board workshop.

State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and inform instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps students learn and use effective habits in managing themselves and the way they work with others. Assisting students in developing leadership skills that apply to themselves, school, and the greater community. Helping students develop the skills needed to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; global activism, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II, Tier III supports.

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through Student Council, athletics, schoolwide enrichment activities including full instrumental music and 3rd language elective offerings.

Providing transportation for supplemental and extracurricular activities (field trips, sports, etc.) that help students develop talents and make meaningful connections with real-life applications.

Year-round: Weekly discussions with faculty during Wed early release Collaboration Meetings on TLC goals and actions based on state and local data.

Year-round: Weekly meetings with Vision Team and principal to identify areas of concern for students and needs of staff and parents. Goal setting aligns with TLC LCAP goals.

Fall: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results.

Spring: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and schoolwide progress toward LCAP goals.

Year-round: Monthly meeting with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan.

Spring: Discussion with Board and stakeholders during collaborative workshop - input, revision, summary, Budget Overview for Parents and the LCAP annual analysis.

Fall and Spring: Communications to the Governing Board at the regular meeting on staff professional development that supports both goals in the LCAP.

Spring: Presentation to the School Site Council on draft and final LCAP - input, revision, and summary.

Spring: Leadership Team and Staff Stakeholder Meeting for feedback on LCAP

Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.

June 21, 2022: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, LCAP, and budget at a regularly scheduled board meeting

June 22, 2022: LCAP Annual Update, Budget Overview for Parents, LCAP, and budget adopted at a special board meeting

Annual Update: Throughout the 2021-22 school year, the Charter School communicated with stakeholders regarding the implementation of LCAP strategies and the progress towards goals. In order to evaluate the effectiveness of the LCAP, the District presented student achievement data to all stakeholders, including schoolwide performance tasks and local assessment results in math and literacy. All stakeholder groups were presented data on CAASPP assessments as well as California School Dashboard data. The District presented data on all required state metrics and local achievement data. The Cascade Unified School District Administrative team made its annual Site Visit on Friday, May 20, 2022 to review student data and visit and observe in classrooms.

All stakeholder groups provided input regarding goals, metrics, actions and the district prioritized the suggestions based on identified area of need.

A summary of the feedback provided by specific educational partners.

Board Input: 1)Retain highly qualified, experienced dual immersion teachers and staff; 2)Provide adequate facilities for the growth of the school; 3)Provide opportunities for enrichment and extra curricular activities in music, arts and competitive sports; 4)Maintain a safe and orderly environment and support the leadership in maintaining the positive school culture by adding a Dean of Students; 5)Provide for students Social, Emotional and Physical health by increasing the school counselor and nurse; 6)Build capacity for independence by hiring an accountant to provide business services on site.

Teachers and Staff Input: 1)In person learning is key to student success; 2)Differentiated instruction supports all students to achieve and exceed grade level goals, so qualified bilingual instructional assistants and intervention specialists are crucial to provide daily targeted interventions; 3) Facilities must be improved to provide for student needs; 4)Curriculum and instructional materials and technologies must be in place in order to be effective in teaching; 5)Ongoing professional development in place to support staff in addressing student academic and behavioral needs

Parent Input: 1)In person learning is top priority; 2)All students have access to technology as a resource, but safeguards should be in place and use should be closely monitored; 3)Provide physical activity and enrichment in music and the arts, as well as opportunity for competitive sports; 4)Facilities should be safe and well maintained and should grow with the school; 5)Excellent teachers and staff are necessary for student success; 6)Transportation and food service are very important for low income students; 7)increase counselor time and use SEL programs regularly such as Heartsmart and other programs to provide for student Social/Emotional and relationship needs.

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

Purchase of facilities
Increase in salaries
Hiring of additional personnel
Purchase of new curriculum and technology
Training in Safe schools and PBIS
Participation in Sports Leagues

Goals and Actions

Goal

Goal #	Description
1	Academic Success: All students, regardless of race, ethnicity, diversability, economic status or home language will make growth toward fluency and proficiency in both English and Spanish Language Arts (Listening, Speaking, Reading and Writing) and Math

An explanation of why the LEA has developed this goal.

In keeping with our core value of maintaining a culture of Growth Mindset, we believe all students will grow academically in all areas when the following factors are in place: excellent instruction from highly qualified teachers; individualized and differentiated intervention support at their instructional level; goal setting, monitoring and celebration of goals met; strong, ongoing parent and family communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator--Core Spanish Assessment and Directed Reading Assessment (DRA)	2018-19 EOY Spanish Core: 91% Prof DRA: 77.25% Proficient	2021-22 EOY Spanish Core: 90% Prof/Adv DRA Spanish Reading			80% or more students will score at grade level or above on the Spanish Core Assessment and DRA
Local Indicator--iReady Diagnostic for ELA and Math	Overall 106% of students are meeting or exceeding iReady annual Growth targets in ELA	2020-21 ELA: 56% Met or Exceeded Grade lvl, 30% approaching (86%) Math: 58% Met or Exceeded Grade Lvl, 31% approaching (89%)			80% or more student will meet their annual growth target in both ELA and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator-- CAASPP ELA	2018-19 scores indicate TLC exceeded the state and Cascade School District scores in all areas and for all subgroups with the exception of All ELA, which is slightly lower than the state average. 43.75% Proficient in ELA 37.5% Low SES Proficient in ELA 35.72% Hispanic Prof in ELA	2020-21 CAASPP ELA ALL Prof and Adv: 54% CA:49% Hispanic: 55%. CA 38%; Low Socio; 52%. CA 37% 2020-21 scores indicate TLC exceeded the state and Cascade School District scores in all areas and for all subgroups in ELA			TLC students will score at or above the State average in all areas and for all subgroups in ELA
State Indicator-- CAASPP Mathematics	2018-19 scores indicate TLC exceeded the state and Cascade School District scores in all areas and for all subgroups in Mathematics. 38.77% Proficient in Math 37.51% Low SES Prof in Math 37.93% Hispanic Prof in Math	2020-21: CAASPP MATH ALL Prof and Adv: 38%. CA: 34% Hispanic: 35%. CA: 20%; Low Socio: 32%. CA: 20% 2020-21 scores indicate TLC exceeded the state and Cascade School District scores in all areas and for all subgroups in Mathematics			TLC students will score at or above the State average in all areas and for all subgroups in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator-- California Spanish Assessment	No baseline has been established due to COVID. Scores from 2020-21 will provide the baseline moving forward	While all TLC 3rd-8th graders participated in the CSA, no baseline has been established as the test results do not provide a combined %, only individual metrics. This should change in 2022-23 as scores will be reported differently			TLC students will score at or above the State average in all areas and for all subgroups in Spanish Language Arts
Highly qualified teachers	All teachers are appropriately credentialed and fully qualified for their assignment.	All teachers are appropriately credentialed and fully qualified for their assignment.			All teachers will continue to be appropriately credentialed and fully qualified for their assignment.
Decrease rate of Chronic Absenteeism	2018-19: 4.9% Chronically absent	2020-21 Numbers are unclear due to COVID mitigation protocols, close contact tracing, quarantining, etc. Dataquest reports a 19.6% chronic absenteeism rate for TLC, but unable to verify			Rate of chronic absenteeism will decrease from the 2018-19 baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development:	All teaching staff participate in annual Professional Development in Project GLAD (Guided Language Acquisition Design), Eureka and	\$32,870.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>CPM Math, ELD, Being a Writer³ and Dual immersion Methodology during Preservice, professional development and end of year designated non-student days.</p> <p>22-23: PD will consist of....Math TK-8th: UC Davis Trainers--2 days plus 3 follow up coaching days; Everyday Math new curriculum launch with training;</p> <p>GLAD: Full 6 day program for new teachers, 3 days of follow up coaching for all teachers</p> <p>EQ Schools PD for Teacher Wellness and SEL</p>		
1.2	Bilingual Instructional Assistants and Intervention Specialists provide daily, targeted intervention support for unduplicated students	Specially trained Bilingual Instructional Assistants are assigned to every class to support EL and Low Income students to achieve high academic standards. All daily classroom schedules include a universal access time where students are provided differentiated instruction and targeted intervention based on assessment data.	\$460,695.00	Yes
1.3	Teachers and Bilingual Instructional Assistants provide daily high quality Dual Immersion instruction	All certificated and classified staff provide daily dual immersion instruction incorporating standards based, high leverage strategies and actions to promote proficiency in two languages for all students.	\$1,308,574.00	No
1.4	Standards Based Instructional Materials including Technology	All students have access to standards based curriculum materials in both Spanish and English. School library and classroom libraries provide robust selection of bilingual books for student use in class and at home. All students are provided one to one devices and classrooms equipped with appropriate state of the art technology for in person and distance learning.	\$181,445.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Safe and Appropriate Facilities	Facilities are maintained and improved annually to meet the needs of all students in a variety of learning environments, both indoor and outdoor. Increased facilities to provide for safe social distancing including additional classrooms to maintain small class size, Middle School Classrooms to accommodate growth including remodel Rm. 14 for 8th grade class, multiple playgrounds and sports fields in place to allow for extended day recreation and competitive sports, a new shade structure to provide for social distancing and outdoor seating or lunch and providing additional space for outdoor instruction.	\$133,089.00	No
1.6	Transportation	Access to transportation is provided free of charge to English Learners and low income students in order to increase daily attendance for at risk students.	\$75,543.00	Yes
1.7	SST Process identifies and sets goals for students who are at risk	The Student Success Team Process includes regular meetings held with parent, teacher, principal, sped, health and counseling staff in order to identify specific barriers to student success and provide targeted intervention and supports including academic interventions, 504 plan, counseling support, or evaluations for special education eligibility.	\$18,639.00	No
1.8	Extended Day, Extended Year offerings	All Low Income, Foster Youth and English Learners participate in a broad course of study provided during extended day and extended year summer school programs. These include academic interventions, vocal and instrumental music, 3rd Language Electives, participation in sports, garden, technology, library, art and multicultural dance. School offers 9 hours a day of programming. This goal will include additional E-LOP funds for extended day, extended year offerings.	\$87,063.00	Yes

Goal Analysis [2021-22]

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

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

No new facilities were added in 2021-22. We did apply for both a Facilities Rehabilitation and New Construction grants for charter schools. We will find out the outcome in fall of 2022.

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.

Some of the facility items previously mentioned were put on hold until we know if we qualify for the grant mentioned above.

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

Student achievement increased and all academic goals were met or exceeded

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.

We decided to increase the offerings for extended day program, including enrichment and academic interventions in order to better meet the needs of low income, English learners and foster youth. In addition, we are bringing additional enrichment offerings into the regular school day to allow all students, even bus riders, to participate.

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

Goals and Actions

Goal

Goal #	Description
2	School Climate: All students, regardless of race, ethnicity, diversability, economic status or home language will participate in a culture of honor and respect that believes the best in each other and resolves conflicts with an uncompromising commitment to connection.

An explanation of why the LEA has developed this goal.

As the first Core Value of Tree of Life, this Goal encompasses the belief that all students are loved and valued and made perfectly just the way they are. All students are encouraged and supported through specific actions and metrics to set high goals for themselves, develop action plans and put the steps in place to achieve their goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Volunteer Coordinator hired Increase # of parent volunteer activities	Very little parent volunteer activity allowed during COVID--no on campus volunteers	During 2021-22 The Amigos Parent Club was revitalized with the help of the Parent Volunteer Coordinator. The group elected officers and designated leads for each			100% of parents participate in at least 10 hours of volunteer activity during the school year.
PD scheduled Staff Attendance at SEL PD	PD to be held at preservice days Aug. 2021	In 2021-22 we provided 7 days of preservice PD for all certificated staff which included 2 days for classified and certificated staff together. Training			All staff fully trained in SEL curriculum appropriate to grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		was held in GLAD, Estrellitas,			
PBIS team established and meeting regularly	Dean hired, PBIS team identified including certificated, classified, counseling, parent members, meeting attendance and reporting to staff	PBIS team was formed and met regularly throughout the year. Team participated in 3 days of training at SCOE, set schoolwide goals, and reported monthly to staff. Data collection protocols put in place and annual progress survey helped show strengths and gaps.			PBIS team meets monthly, updates matrix annually, and reports on schoolwide behavior data regularly
Improve attendance for low income and English learners as services increase	Nurse, counselor and health clerk in place to offer services to families and improve student attendance	Due to increased COVID mitigation protocol requirements, the school was required to increase the amount of close contact tracing and quarantining during 2021-22. Parents were told to keep their children home if they had any symptoms. It is difficult to			Rate of chronic absenteeism will decrease from the 2018-19 baseline

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase Parent engagement and Participation	A part-time Volunteer Coordinator helps increase parent engagement by recruiting and scheduling parent and community volunteers to support teachers and students with classroom, library, garden and playground support.Coordinator support Amigos Parent Club to engage volunteers for special activities for Fun-raising and Fund-raising activities.	\$7,157.00	No
2.2	Professional Development for Safe and Positive School Culture	All staff participates in ongoing professional development in SEL including Heartsmart, Restorative Practices, PBIS, Safe School Training, CPR Training, Keenan Safety Trainings, Vector Trainings	\$4,800.00	No
2.3	Strengthen Schoolwide Tier 1 Intervention	A .1.0 The school counselor will oversee the schoolwide Tier 1 PBIS model, train and oversee playground set up, norms and supervision and provide ongoing training for support staff in student supervision. PBIS team will meet monthly to review and analyze behavior data and student referrals to determine schoolwide interventions, identify and solve problems and set goals. A 1.0FTE TOSA serves as behavior intervention coach supporting teachers with additional high leverage classroom management resources and coaching	\$94,244.00	No
2.4	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	1.0 FTE Counselor, .Health Clerk, Attendance and Data Clerk provide additional support for health and well-being of low income, foster youth and English Learners and ongoing parent communication and support	\$129,719.00	Yes

Goal Analysis [2021-22]

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

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

all actions specified were carried out.

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 changes

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

The Parent Volunteer Coordinator greatly supported the goal of increased parent participation in school events, volunteering in the classroom, participation on leadership team and attendance at events. The goal is to continue to build on the foundation that was set this year and increase parent leadership opportunities for 2022-23.

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.

We are going to hire a Bilingual Attendance and Data Clerk to support parent communication with attendance and reduce chronic absenteeism.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 384,628	\$ 13,825

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
\$ 3,231,034	0.00%	\$0.00	

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.

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

Low Income, English Learners and Foster Youth receive additional daily targeted interventions determined by student data at all grade levels. This year a focused class for EL students in grades 5-8 who had not yet been redesignated as RFEP was offered 4 times a week to focus on specific English Language, Vocabulary, Grammar and Literacy skills. Of the 16 students in this group of EL students, 10 of them scored 4 on the ELPAC and met all the other criteria to be redesignated as RFEP at the end of the year. This is a 62.5% redesignation rate for this targeted group! Overall Tree of life saw an unprecedented 22% redesignation rate in 2021-22.

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.

2 Additional Bilingual instructional assistants who are trained to provide targeted interventions in all academic areas will be added to the staff in 2022-23 to increase the time offered for interventions during the school day and during extended day.

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		1:20.4
Staff-to-student ratio of certificated staff providing direct services to students		1:18.8

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,123,523.00	\$167,130.00	\$2,490.00	\$240,695.00	\$2,533,838.00	\$2,114,214.00	\$419,624.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development:	All Students with Disabilities	\$9,500.00	\$23,370.00			\$32,870.00
1	1.2	Bilingual Instructional Assistants and Intervention Specialists provide daily, targeted intervention support for unduplicated students	English Learners Foster Youth Low Income	\$410,045.00			\$50,650.00	\$460,695.00
1	1.3	Teachers and Bilingual Instructional Assistants provide daily high quality Dual Immersion instruction	All Students with Disabilities	\$1,308,574.00				\$1,308,574.00
1	1.4	Standards Based Instructional Materials including Technology	All Students with Disabilities	\$130,750.00	\$48,205.00	\$2,490.00		\$181,445.00
1	1.5	Safe and Appropriate Facilities	All Students with Disabilities		\$4,250.00		\$128,839.00	\$133,089.00
1	1.6	Transportation	English Learners Foster Youth Low Income	\$75,543.00				\$75,543.00
1	1.7	SST Process identifies and sets goals for students who are at risk	at risk students All Students with Disabilities		\$18,639.00			\$18,639.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Extended Day, Extended Year offerings	English Learners Foster Youth Low Income	\$25,854.00	\$61,209.00			\$87,063.00
2	2.1	Increase Parent engagement and Participation	All Students with Disabilities		\$7,157.00			\$7,157.00
2	2.2	Professional Development for Safe and Positive School Culture	All Students with Disabilities	\$500.00	\$4,300.00			\$4,800.00
2	2.3	Strengthen Schoolwide Tier 1 Intervention	All Students with Disabilities	\$94,244.00				\$94,244.00
2	2.4	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	English Learners Foster Youth Low Income	\$68,513.00			\$61,206.00	\$129,719.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,231,034	\$ 384,628	\$ 3,231,034	0.00%		\$579,955.00	54.84%	54.84 %	Total:	\$579,955.00
								LEA-wide Total:	\$579,955.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$579,955.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Bilingual Instructional Assistants and Intervention Specialists provide daily, targeted intervention support for unduplicated students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$410,045.00	13.71%
1	1.6	Transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$75,543.00	13.71%
1	1.8	Extended Day, Extended Year offerings	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,854.00	13.71%
2	2.4	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$68,513.00	13.71%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,342,647.00	\$1,720,587.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development:	No	\$13,500.00	\$18,350.00
1	1.2	Bilingual Instructional Assistants and Intervention Specialists provide daily, targeted intervention support for unduplicated students	Yes	\$300,742.00	\$271,247
1	1.3	Teachers and Bilingual Instructional Assistants provide daily high quality Dual Immersion instruction	No	\$1,051,826.00	\$1,051,030
1	1.4	Standards Based Instructional Materials including Technology	No	\$103,719.00	\$143,719
1	1.5	Safe and Appropriate Facilities	No	\$642,373.00	\$36,560
1	1.6	Transportation	Yes	\$58,267.00	\$54,957
1	1.7	SST Process identifies and sets goals for students who are at risk	No	\$19,896.00	\$31,068
1	1.8	Extended Day, Extended Year offerings	Yes	\$53,061.00	\$12,695
2	2.1	Increase Parent engagement and Participation	No	\$6,412.00	\$ 6,474

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Professional Development for Safe and Positive School Culture	No	\$8,601.00	\$ 18,350
2	2.3	Strengthen Schoolwide Tier 1 Intervention	No	\$23,570.00	\$33,777
2	2.4	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	Yes	\$60,680.00	\$67,184

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$339,568.00	\$322,702.00	\$315,841.00	\$6,861.00	58.96%	60.00%	1.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Bilingual Instructional Assistants and Intervention Specialists provide daily, targeted intervention support for unduplicated students	Yes	\$207,154.00	\$219,916.00	14.74%	15%
1	1.6	Transportation	Yes	\$58,267.00	\$54,957.00	14.74%	15%
1	1.8	Extended Day, Extended Year offerings	Yes	\$4,378.00	\$11,657.00	14.74%	15%
2	2.4	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	Yes	\$52,903.00	\$29,311.00	14.74%	15%

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)
\$2,303,720.00	\$339,568.00	0.0%	14.74%	\$315,841.00	60.00%	73.71%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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