



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tree of Life Charter School

CDS Code: 23 65615 6117386

School Year: 2023-24

LEA contact information:

Stacy Strauss

Principal

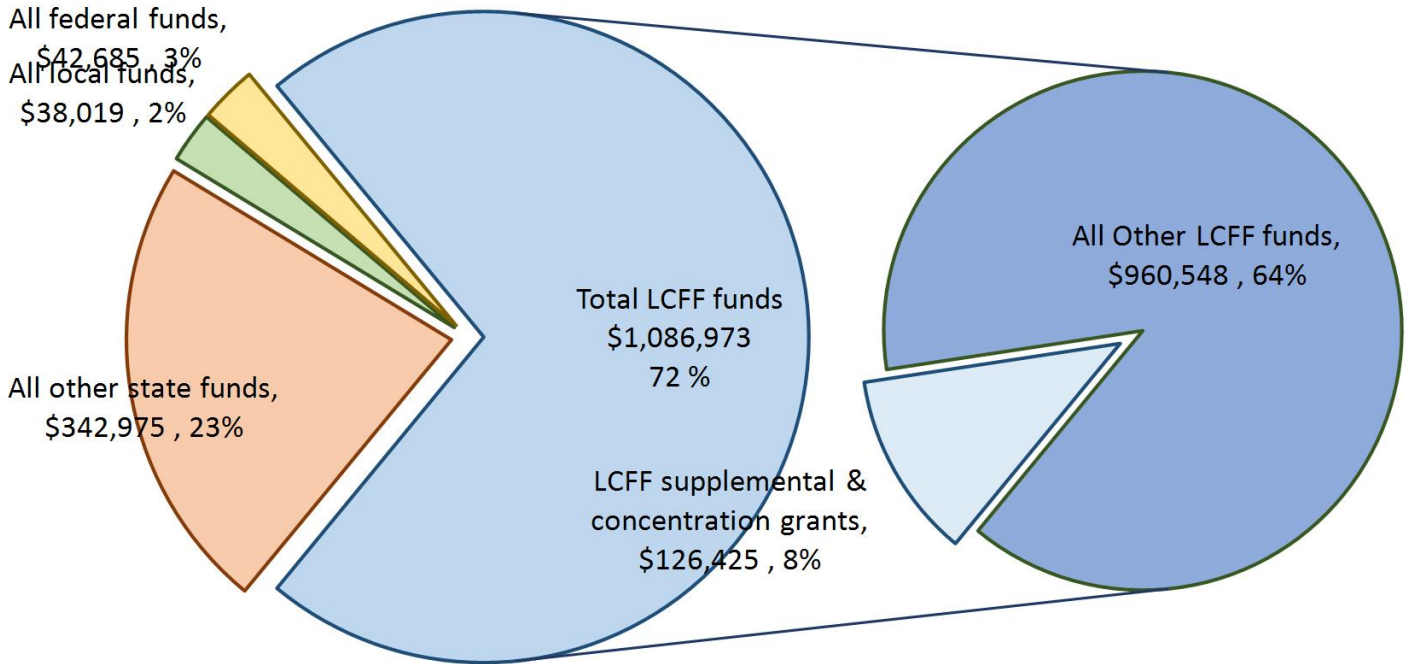
[stacystrauss@treeoflifeschool.net](mailto:stacystrauss@treeoflifeschool.net)

(707) 462-0913

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 2023-24 School Year

## Projected Revenue by Fund Source

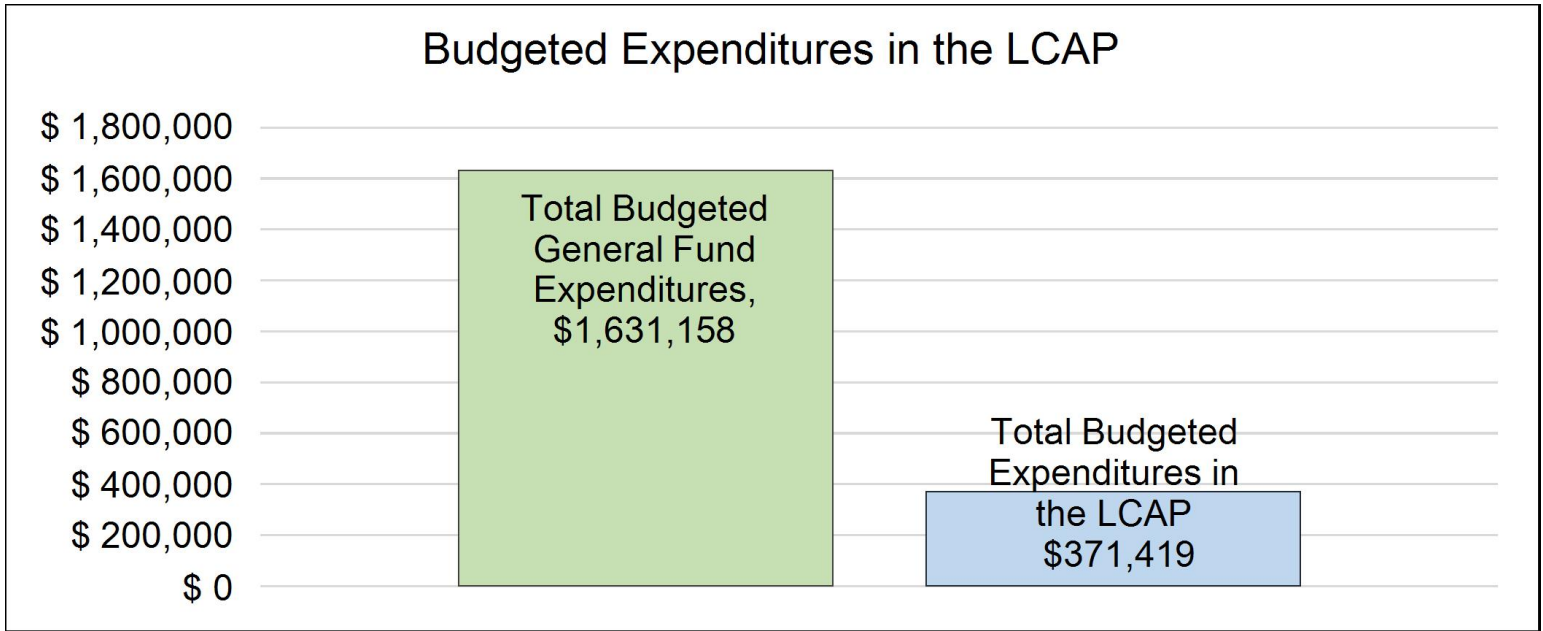


This chart shows the total general purpose revenue Tree of Life Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tree of Life Charter School is \$1,510,652, of which \$1,086,973 is Local Control Funding Formula (LCFF), \$342,975 is other state funds, \$38,019 is local funds, and \$42,685 is federal funds. Of the \$1,086,973 in LCFF Funds, \$126,425 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 Charter School plans to spend for 2023-24. 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 Charter School plans to spend \$1,631,158 for the 2023-24 school year. Of that amount, \$371,419 is tied to actions/services in the LCAP and \$1,259,739 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Tree of Life Charter School plans to spend \$1,631,158 for the 2023-24 school year. Of that amount, \$371,419 is tied to actions/services in the LCAP and \$668,097 is not included in the LCAP. Expenditures not included in Tree of Life Charter School's LCAP is a total of \$1,259,739. Those expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include teacher and administrator wages and benefits, special education coordinator and special education services, provider contractors, oversight fees, lease, utilities, insurance, membership fees, audit and legal fees, advertising, meal program costs, before and after care costs, and six weeks of programming outside of the regular school year.

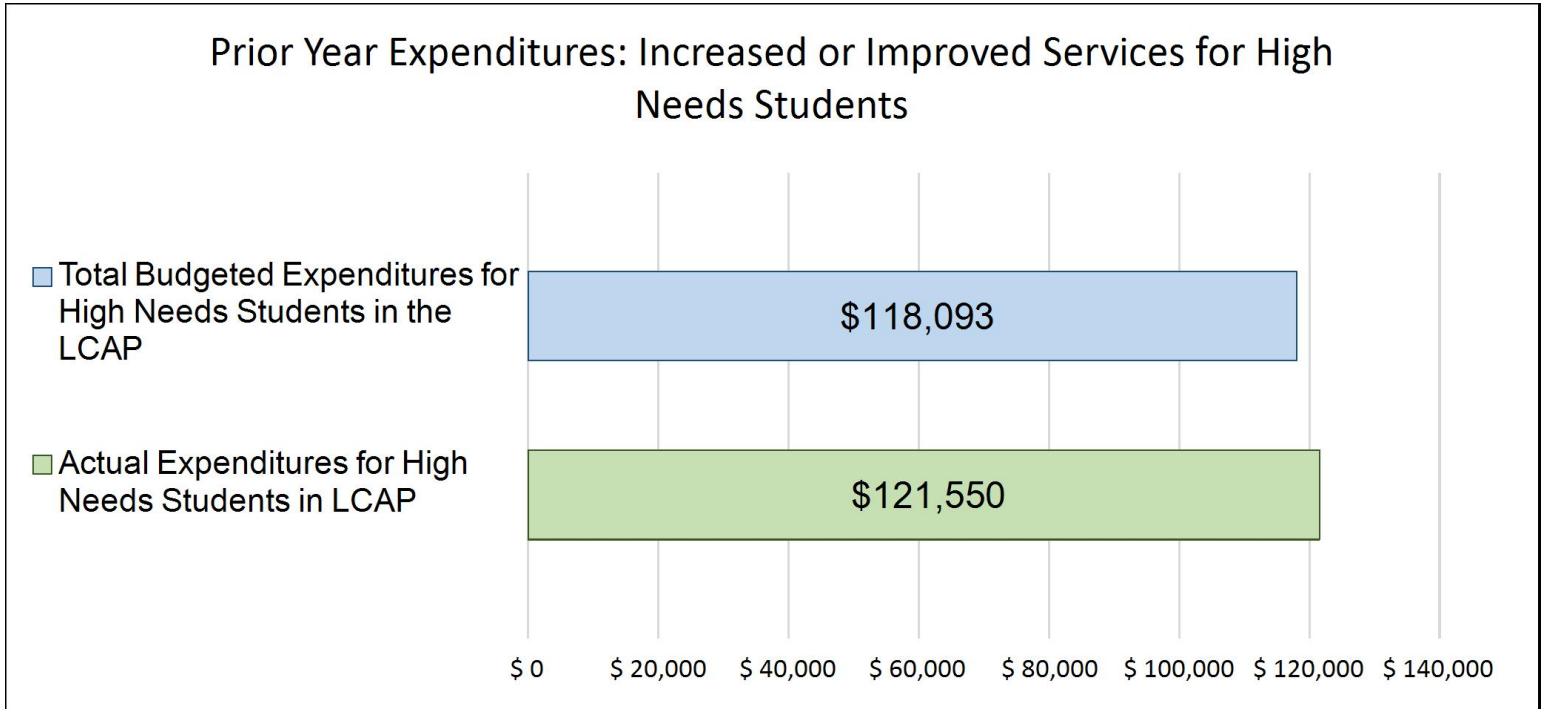
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Tree of Life Charter School is projecting it will receive \$126,425 based on the enrollment of foster youth, English learner, and low-income students. Tree of Life Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tree of Life Charter School plans to spend \$156,934 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 2022-23



This chart compares what Tree of Life 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 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 2022-23, Tree of Life Charter School's LCAP budgeted \$118,093 for planned actions to increase or improve services for high needs students. Tree of Life Charter School actually spent \$121,550 for actions to increase or improve services for high needs students in 2022-23.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tree of Life Charter School	Stacy Strauss Principal	stacystrauss@treeoflifeschool.net (707) 462-0913

## Plan Summary [2023-24]

### General Information

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

Tree of Life Charter School is a free, public Montessori educational environment for children ages 4 1/2-13. The school was founded in 2000 by parents and teachers who wanted the benefits of a Montessori education to be available in the Ukiah area for any family who wanted it. They also wanted a school that was small in size so that each child would be known individually and personally. Currently the school has four classrooms and a capacity of 100 students. A secondary classroom (7th grade) will be added for the 2023-24 school year. The school's authorizer, Ukiah Unified, approved an amended charter adding 7th grade for 2023-24 and 8th grade for 2024-25. Its charter has been renewed four times by its authorizer, Ukiah Unified School District. The school is located in beautiful, rural Mendocino County on the Redwood Empire Fairground. Over 45% of its students come from low-income families.

Tree of Life Charter provides free before and after care programming for all students for a total of a 10-hour day. The program focuses on outdoor, physical exercise, indoor games, and arts and crafts. Tree of Life is a National Green School, so it uses only environmentally safe cleaning products and pest deterrents. It has an active reduce, reuse, recycle program, as well as schoolwide vegetable gardens. The school's peace curriculum includes peacemaking, restorative justice, as well as behavioral and social-emotional learning and skills practice using Non-violent Communication and Move This World.

It's the parents/guardians and staff, working together and investing their time, energy, and attention to the children, to the school community, and to facility remodeling and maintenance, who have made this school a treasure. When one visits or works in a classroom and hears the children's exclamations about their discoveries, sees them collaborating on projects, or listens to their ideas and questions about the universe, the effectiveness of this educational method that honors the uniqueness of each individual is evident.

Our Vision: Like parents everywhere, we care about our children, want what's best for them, and know that their experience in school can have a great impact on the quality of their life. We want them to have an education that is worthy of their beauty and potential. We want them in a place where they are known, not as part of a pack or faces in a crowd, but individually and personally. We want them in a school where they receive direct, high-quality attention, where their actual needs are met, where their potential is being realized. We want them in a classroom where they are engaged, interested, and happy -- a place where they have a say about what they learn and how they learn it, where their education means something to them and to us, and where they have a vote and voice in class decisions. We want them in an environment where they are respected and where they are expected to respect each other and held accountable for it. We believe these simple but far-reaching desires can be the basis of an education that helps them grow into creative, truthful, compassionate adults who contribute meaningfully to the society that made their education possible. The school we have created to meet our goals is based in part on proven principles that have born fruit in situations as different as the slums of Rome and the suburbs of Silicon Valley. It is also based on an element we think is relatively new – a desire to co-develop with our children, to become better, more effective, more fully human people by learning with and from them, both inside and outside their formal school setting.

Our Mission: Utilizing the Montessori philosophy, we will work and learn with our children, with our school staff, with each other, and with the community to develop confident, creative, fruitful citizens of a world made better by their having the opportunity to fully develop.

## Reflections: Successes

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

The 2022 CA School Dashboard revealed that all students were on average 9.3 points above standard in English Language Arts, which is an increase from the previous 2019 dashboard when the average of all students was AT standard. In Mathematics, the 2022 CA School Dashboard revealed that the average of all students was 14.6 points below standard which was a significant increase compared to the 2019 Dashboard when the average of all students was 32.2 below standard. Strategies that were implemented during the 2022-23 school year to address academic performance were after school tutoring for targeted students and families who opted in, students received targeted support from the school's Special Education teacher daily, and an additional instructional assistant was hired to reduce the student to teacher



ratio. The suspension rate was reduced to 0% (down from 3.3% in 2019) with an emphasis on the restorative justice process and an emphasis on social emotional development through universal supports and targeted instruction.

## 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.

Socioeconomically disadvantaged students scored significantly lower in both English Language Arts and Mathematics than the average of all students. During the 2022-23 school year, there was an increase in the students who scored in the "need" category on the DESSA (the Devereux Student Strength Assessment) from Fall to Winter. Our chronic absenteeism rate was very high for the 2022-23 school year. Several action items were added to improve it.

## LCAP Highlights

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

As a result of feedback and input from our parents in Parent Council meetings and surveys, our community Board members, our staff in Staff Council meetings, and our students in Student Council meetings and a student survey, the school has chosen to focus on the following priorities and goals with the listed actions:

1. Conditions of Learning: Continue school facilities improvements to outdoor education spaces; professional development for teachers needing to obtain Montessori certificate or clear teaching credential; professional development for paraprofessionals and teachers on social/racial equity; replacement of any learning materials that are missing, damaged, or racially biased.
2. Pupil Outcomes: Highly qualified paraprofessionals to assist in each classroom with pupils needing extra support and training on ways to provide that support; after school programming that is free of charge and geared to providing SEL support through art, cooperative games, and physical exercise; purchase 2 more iLS systems and paraprofessionals to consistently implement Integrated Listening Systems sound and sensory-motor therapy for students with ADD/ADHD, ASD, auditory processing deficit, sensory motor deficit, lack of impulse control; Move This World social-emotional learning platform schoolwide; Non-violent Communication practice and training; whole person development with Montessori education that is experiential, multi-modality, and correlated with state standards through use of Montessori Compass recordkeeping;
3. Engagement: Reduce chronic absenteeism and tardies by continuing an attendance acknowledgement incentive program, a parent information program, phone calls from the office and teachers, and encouraging work on independent study packets during absences; improve school climate by continuing Move This World social-emotional learning and continuing Non-violent Communication practices and training; continue to seek input from parents, students, and staff with surveys, parent response form, and meetings that are accessible in person and remotely on Zoom; Montessori Family Alliance membership for all families and access training webinars for parent meetings; continue to solicit family and community volunteers for school governance, site beautification projects, and field trips; school site counseling for students referred by staff and parents; provide training for parents on signing up and using our parent communication platforms



# 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.

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

Feedback was received from stakeholders through electronic surveys sent out on Parent Square (which can be translated into any language), Parent Council meetings both in person and remote, weekly staff meetings, student council meetings, and a student survey.

A summary of the feedback provided by specific educational partners.

Parents communicated through the survey and in Parent Council meetings that they or their child participated and/or benefited from Summer Program (50%); parent council meetings (65%), the free after school program focused on the arts and physical activities (90%), the free Before care program (50%), the breakfast program (56%), the lunch program (75%), social and emotional programming (78%). 90.7% of parent stakeholders felt that their child's academic growth in math and reading was good or excellent and 96% felt their child was challenged. 84% felt that Tree of Life's campus was well maintained and clean. In parent meetings, feedback was that parents were grateful for aftercare and summer programming. There were staff that volunteered to work for Summer Program and were enthusiastic about developing the program. They agreed that social and emotional development and enrichment through the arts, nature, and physical arts were very important to prepare students for academic learning in the classroom. 73.8% of students reported that they usually or always felt safe at school. 81.9% of students reported that most of the staff treated them respectfully usually or always. 69% of students reported that most of the students treated them respectfully usually or always.

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

Tree of Life is responding to stakeholder input by emphasizing social emotional growth for students by increasing arts education, providing a robust SEL program with weekly class lessons from a school psychologist and continuing Move This World with more fidelity. All teaching staff will attend a three-day Montessori conference (using the Educators' Effective Grant) after teachers noticed that they needed a "refresher." The school would like to see a higher percentage of students reporting that they felt safe at school and felt respected by other students and staff. The school is also developing the outdoor environment to make it more desirable for outside learning in nature. All educational partners are enthusiastic about the meal program and will become even more accessible after the installation of the outdoor cafeteria shelter using KIT funding. Tree of Life is also providing more services for all students, but will prioritize socioeconomically disadvantaged, students with learning disabilities, English Language Learners, youth in transition, and foster youth student population.

# Goals and Actions

## Goal

Goal #	Description
1	Increase the amount of support provided to students with learning disabilities, students from economically disadvantaged families, English Language Learners, foster youth, and youth in transition by highly qualified teachers, a school psychologist, paraprofessionals, and learning opportunities.

An explanation of why the LEA has developed this goal.

Tree of Life has developed this goal because according to our 2019 California Dashboard, socioeconomically disadvantaged students at Tree of Life are not performing as well on the CAASPP assessment compared to the overall average of the school's performance. In general, since the COVID-19 pandemic has prevented on campus learning from happening for much of 2020 and some of 2021, Tree of Life parents expressed that they wanted more school services that focus on physical exercise and the arts. Distance Learning has caused a need for students to have more social and academic opportunities, to develop their social and emotional skills, and physical exercise.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: increase average scores by 10% each year	CAASPP scores 52 points below standard average for socioeconomically disadvantaged students(all student average was .8 point below standard) for ELA	CA Dashboard has not published test scores at this time.	CAASPP scores 21.8 below standard for socioeconomically disadvantaged students (all student average was 9.3 above standard) for ELA. This is an increase of 30.2 points.		CAASPP average scores for socioeconomically disadvantaged students will increase by 10% each year; by 2024, scores will average 38 points below standard average for ELA
CA Dashboard: suspension rate will decrease by .2% each year	3.8% suspended at least once (orange) for socioeconomically disadvantaged students	CA Dashboard has not published suspension rates at this time. There were 0 suspensions in all	0% suspension rate for all students in the 2022 Dashboard.		Suspension rate will be 3.2% for socioeconomically disadvantaged students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		student categories for 2021-22.			
CA Dashboard: increase average scores by 10% each year	CAASPP scores 75.4 points below standard average for socioeconomically disadvantaged students ( all student average was 32.2 points below standard) for mathematics	2022 CAASPP scores are not published at this time.	CAASPP scores 33.5 points below for socioeconomically disadvantaged students (all student average was 14.6 below) for mathematics. This is an increase of 41.9 points.		CAASPP average scores for socioeconomically disadvantaged students will increase by 10% each year for mathematics; by 2024, scores will average 55 points below standard average

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Full time, highly trained paraprofessionals in each classroom	Highly qualified paraprofessionals in each classroom to work with students individually and in small groups; focus on specifically helping unduplicated students academically and socially.	\$144,834.00	Yes
1.2	After school program focusing on the arts and physical activities	Paraprofessionals, teachers, and volunteers to provide a free after school arts and physical education program for 2 hours.	\$18,000.00	No
1.3	Support from part time special education teacher	Part time special education coordinator/teacher to provide intensified academic and behavioral support and intervention to designated students and to consult with instructional staff	\$9,838.00	Yes
1.4	Individualized afterschool tutoring	Individualized tutoring 4 hours per week for students who are low performing on CAASPP/MAPGrowth assessments to help them become proficient in ELA and mathematics	\$6,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for students who are low performing.			
1.5	Academic and behavioral assessments and screenings	Universal and special academic and behavioral assessments and screenings to facilitate early and specific interventions and support services for students	\$4,900.00	No
1.6	School psychologist counseling sessions	School psychologist/counselor will work with unduplicated students who demonstrate the need for SEL growth	\$5,200.00	Yes

## Goal Analysis [2022-23]

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.

The school continued to employ 4 full-time teaching assistants, so there was one in each classroom. With the additional Learning Recovery Emergency Block Grant, the school was able to retain each instructional aid in a 7 hour per day capacity. Also, an additional part time (5 hours per day) instructional assistant was hired for the senior elementary classroom to reduce the student to teacher ratio as it had more students than usual. This was due to the larger number of students in the 4th grade and 6th grade. There was a slight decrease from the previous year in the number of afterschool tutoring hours that were offered. Not all of the certificated teachers were able to provide extra afterschool tutoring hours.

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.

Action 1.1: There was an increase in the cost of the instructional aides because one more part time aid was hired using the Learning Recovery Emergency Block Grant. It is also possible that there was an error in the calculation of the projected estimated cost of the instructional aides. Action 1.4: The cost for afterschool tutoring was approximately \$900 less than anticipated due to fewer teachers being able to offer it.

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

The increase in CAASPP scores exceeded the school's Year 2 Outcome target. The percentage of increase in ELA was 58% over two years for socioeconomically disadvantaged students. In mathematics, the increase was 55% over two years for socioeconomically disadvantaged students.

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

The school will continue all five action items as written adding action 1.6 "School Psychologist Counseling Session." The school did action 1.6 during the 2022-23 school year, but it wasn't written in the LCAP. The challenge is to find highly, qualified, trained instructional aides. Training is often difficult to find time for during the school year.

**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	Each student will develop social/emotional skills, such as perseverance and self control, that will enable them to achieve their goals even during times of crisis. They will develop healthy coping mechanisms. Students will also learn to work together to achieve their goals.

An explanation of why the LEA has developed this goal.

In the past, Tree of Life Charter School used the DESSA (Devereux Student Strengths Assessment) three times per year to assess student mental health needs. For the 2020-21 school year, Tree of Life was only able to complete one assessment (in the spring) because of Distance Learning. The assessment is not valid when making the teacher observations in the home setting, not a classroom setting. The spring 2021 scores (which were done a few weeks after returning to in person learning) showed a 33% increase in scores that were in the lower "typical" and "need" category compared to the winter 2020 DESSA scores, which were done shortly before the closure of site-based learning in March 2020. Tree of Life puts a high priority on social and emotional learning during typical times. After a monumental event, like a global pandemic causing the students to learn from home for 11 months and be isolated from their peers, the school is putting even more emphasis on SEL. 82% of parents who filled out the survey wanted more social and emotional learning for their children. The need for this goal continues for the 2023-24 school year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Each year, the school will reduce the percentage of students who fall in the lower "typical" and "need" category (24 and below percentile) on the DESSA by 3%.	20% students in the lower "typical" and "need" category	In the fall 2021, 21% of all students fell in the lower "typical" or "need" category on the DESSA. In the spring of 2022, 8% of all students fell in the lower "typical" or "need" category.	In the fall of 2022, 11% of all students were in the "need" category according to the DESSA. In the spring of 2023, the "need" category stayed the same, but there was an increase of 12% of student moving from "typical" to "strength."		11% of students will fall in the lower "typical" and "need" category on the DESSA



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The number of incidents will be reduced by 10% each year.		N/A Data was not taken because this metric was added in 2023.	During the 2022-23 school year, there were 96 incidents reported that involved a teacher needing to hold a peace talk between students, do the restorative justice process, and/or remove a student from the classroom.		Reduction of incidents where a teacher needed to intervene by 5%.
The percentage of students who feel emotionally and physically safe at school will increase.		During the 2021-22 school year, 91.9% of parents reported that their child felt safe at school. 93% of students said they felt emotionally safe at school. 90% felt physically safe at school.	During the 2022-23 school year, 93.8% of parents said that their child felt safe at school. That is a 1.9% increase. 91.8% of students said that they felt emotionally safe at school, a slight decrease. 93.4% of students felt physically safe at school, a slight increase.		An increase of 3% each year of parents reporting that their child feels safe at school.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Move this World SEL program	Move This World social-emotional learning curriculum and online platform program twice per day schoolwide.	\$2,060.00	No
2.2	Integrated Learning System (iLS)	Implementation of use of 4 ILS systems and training for instructional assistants on Integrated Learning Systems sound therapy and	\$6,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sensory-motor program for students needing support with focus and attention, integrating information, and impulse control. Two hours per day of Instructional Aide will be used to implement iLS for students who demonstrate the need on the DESSA.		
2.3	Small group or 1 on 1 mental health counseling	Mental health counseling for students with behavior, social, or emotional challenges: two hours per week.	\$5,200.00	No Yes
2.4	30 minutes biweekly SEL with school psychologist for each of 5 classes	School psychologist will give 30-minute biweekly lessons to each classroom.	\$2,975.00	No
2.5	Quest Academy program	Senior Elementary teacher will get trained and implement the Quest program with 4th-6th grade classroom. Quest program is a problem solving and critical thinking group challenge.		No
2.6	Staff SEL training	Wednesday staff training/Evening Parent Council on Non-Violent Communication training	\$2,975.00	No

## Goal Analysis [2022-23]

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.

Move this World and lessons from the school psychologist were carried out with fidelity. The iLS program was not implemented due to staff not finding time and the one full day of staff SEL training was replaced with the MTSS online training which took up the instructional staff time. The students loved having weekly lessons from the school psychologist and many were using the tools that they learned. Weekly yoga lessons were done for the 2021-22 school year only. This goal was updated for 2023-24.

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.

The expenditure for the instructional aides to implement ILS was shifted to supporting those same students, but with academic and social/emotional support instead. The only expenditure that did not happen was for the NVC training. This action and expenditure was moved to action 4.7 for the 2023-24 school year and was increased to allow for multiple training workshops for students, staff, and parents.

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

The DESSA teacher survey data shows that there was a slight improvement in student social emotional growth. Two new metrics were added for 2023-24. Teachers reported that they felt that there was a lot of growth SEL growth among students because there seemed to be fewer incidents.

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.

Two new metrics were added. The Quest activity will continue if new curriculum is available for the 2023-24 school year. That is not known at this time, but many students reported that it was their favorite activity. The school psychologist is going to meet with classes biweekly, not weekly, because one-time funds are being depleted. Counseling with Tier 2 students will stay the same. ILS will be implemented with fidelity for 2023-24 because there will be a specific instructional aid assigned to this activity.

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

# Goals and Actions

## Goal

Goal #	Description
3	The school will support an equity based, fully implemented Montessori curriculum, which includes English Language Arts, mathematics, geometry, geography, history, sciences, practical life, sensory elements, physical education, and a nature garden program. The school will utilize and enhance the outdoor environment, creating comfortable, shaded spaces for students to observe and study nature and grow healthy vegetables. The staff will participate in training on social and racial justice in the classroom. Materials that are socially or racially biased will be replaced.

An explanation of why the LEA has developed this goal.

There are numerous articles from science journals that connect children's development, both emotionally and academically, with having connections with nature. In a world where our children are constantly viewing screens and have spent the previous year learning through a screen, connections with nature, the outdoors, and gardening are more important than ever. Recent events happening around the nation have demonstrated that our society still has evidence of systemic racism. Tree of Life would like to be a part of the solution for this problem through teacher and student training and replacement of materials and books that are racially biased.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey: The percentage of students that feel staff and students usually or always treat them respectfully will increase by 2% each year.	90% of students feel most of the staff usually or always treat them respectfully 70% of students feel most of the students usually or always treat them with respect	87% of students feel most of the staff usually or always treat them respectfully. 66% of students feel most of the students usually or always treat them with respect.	87.4 % of students feel most of the staff usually or always treat them respectfully, an increase of .4%. 70.5 % of students feel most of the students usually or always treat them with respect, an increase of 4.5%.		96% of students will report that the staff usually or always treat them respectfully. 76% of students will report that other students usually or always treat them with respect.
Student survey: The percentage of students that usually or always feel	70% of students usually or always feel emotionally safe at school.	74% of students usually or always feel emotionally safe at school.	82.8% of students usually or always feel emotionally safe at school.		76% of students will report feeling safe usually or always at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
emotionally safe at school will increase by 2% each year.			school. That is an increase of 6.8%.		
Student survey: The percentage of students that use the outdoor environment on a daily basis will increase by 10% each year.	An average of 50% of students were reported using the outdoor environment at least once per day.	Data from students was not gathered, but 70.3% of parents reported that their child has benefited from outdoor learning.	Data from students was not gathered, but 71.9% of parents reported that their child has benefited from outdoor learning and gardening. That is an increase of 1.6%.		70% of students will use the outdoor environment at least once per day.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Montessori Compass	Montessori and Common Core Standard aligned planning, record keeping, and communication system	\$1,512.00	No
3.2	Replacement or maintenance of materials and books	Preparation and maintenance of beautiful, complete Montessori learning environments. Materials that are bias will be replaced.	\$30,370.00	No
3.3	Training in Montessori, gardening, or any subject for the classroom	Professional development for teachers and paraprofessionals to assist students with learning disabilities, English learner, and other special needs.		
3.4	Purchase and Installation of two sliding glass doors	Two of the classrooms will have a slider door and porch/stairs installed to allow access to the outdoor garden and space to learn outside. These doors will allow for students to flow in and out as needed.		No

Action #	Title	Description	Total Funds	Contributing
3.5	Garden development, expansion, and tree planting	The school will develop and expand its garden and plant trees for shade. This will allow for students to spend time in nature, work in the garden, and make observations. Completed in 2022-23.		No
3.6	Green Bronx Machine Classroom Curriculum for 4th-6th	The 4th-6th grade class will participate in the Green Bronx Classroom Curriculum		No
3.7	Gardening teacher 2 hours per week	The school contract a gardening teacher- 2 hours per week- who will work with students to plant and maintain a vegetable garden. The vegetables will be used in school lunch program.		No
3.8	All Staff MTSS Equity training	50 hours of Multi-tiered Systems of support training for all instructional staff: The entire instructional staff will participate in MTSS training which will help staff give support to all Tier 2 and Tier 3 students.	\$50,000.00	Yes
3.9	3-day Montessori Conference for Instructional Staff	The instructional staff will attend a Montessori conference (The Montessori Foundation) in Phoenix November 2-5, 2023. The conference will focus on nurturing the whole child through Montessori methods.	\$24,610.00	No

## Goal Analysis [2022-23]

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.

Montessori Compass continued to be used to connect Montessori lessons with Common Core Standards and provide progress reports for students. Spending for the replacement of bias materials and books increased from \$7000 to \$30,370 because the school received Arts, Music, and Instructional Materials Block Grant that was used to replace books in each classroom. The teachers were involved in choosing materials specific to each classrooms' needs. Two of the classrooms received new wooden puzzle maps to replace outdated maps. The entire instructional staff participated in MTSS equity training that is anticipated to be completed in September of 2023. One teacher participated in professional development workshop. The staff have been so busy with the MTSS equity training that not all the professional

development funds were used. The garden expansion and tree planting project cost a total of \$32,916 which is \$11,916 more than budgeted in the original LCAP. The excess was paid for from the school's local funds. The Green Bronx curriculum has been purchased, but not implemented yet. For the 2022-23 school year, the classroom teacher received a grant for a different curriculum using soil from the Moon to grow plants. The school still plans on using the Green Bronx curriculum in the near future.

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

As explained above, the school spent much more than anticipated on replacing bias materials because it received an unanticipated grant: the Arts, Music, and Instructional Materials Block Grant. In the 2023-24 school year, the school will spend the remainder of the original \$7000 budget to complete replacing outdated or worn-out Montessori materials. The remaining left over is \$4554. The garden expansion and tree planting project went over budget. The school used local funds to cover the excess of \$11,916.

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

Each of the metrics increased slightly, some by more than 2%. This indicates that progress is being made towards the goal. Students are seen enjoying the shade from the trees and eating from the garden. The staff is looking forward to the 3-day Montessori conference to be inspired again through Montessori philosophy and training.

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.

No changes were made to the actions for this goal. The actions need to be completed.

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



# Goals and Actions

## Goal

Goal #	Description
4	Parents/Guardians will feel emotionally supported by the school and staff and therefore, be able to emotionally support their children. The school will facilitate building a community to support families and networking to encourage one another. The school will provide training and resources in Montessori philosophy and positive parenting techniques. Parents will feel a connection between home and school.

An explanation of why the LEA has developed this goal.

In a parent survey, 82% of parents prioritized social and emotional development training and 64.7% prioritized behavior management training. 41.2% wanted Montessori philosophy training. Many parents have commented that they would like to continue the remote parent council meetings even after returning to 100% in person learning. Average attendance at the remote meetings was 14.5 during the 2020-21 school year. Previously, average attendance at in person parent meetings was 7. This goal is also a very important part of our charter: "Our charter school is the expression of a growing alliance of families intent on working together to help their children realize their potential and become creatively fruitful members of society." Beginning for the 2023-24 school year, the school applied for and received the California Community Schools Planning grant, so the school will begin planning even more actions to support this goal. Actions 4.5, 4.6, 4.7, and 4.8 were added for the 2023 LCAP.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance at parent meetings: Average attendance at parent meetings increase by 1 each year from previous year's average.	Average attendance at remote parent meetings for the 2020-21 school year was 14.5. Previously, the average attendance was 7.	Average attendance at remote parent meetings for the 2021-22 school year was 7.5.	Average attendance at the in person/remote parent meetings for the 2022-23 school year was 8.5.		Average attendance at parent meetings will be at least 17.5.
Parent Survey: Quality of communication of school to home will increase to excellent	According to the parent survey, 40% of parents feel it is excellent and 44% feel it is good.	According to the 2021-22 parent survey, 59.5% of parents feel the quality of	According to the 2022-23 parent survey, 62.5% of parents feel the quality of		93% of parents will feel the quality of communication of school to home is excellent or good.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or good by 3% each year.		communication from school to home was excellent. 27% felt it was good.	communication from school to home was excellent, an increase of 3%. 37.5% of parents felt the quality of communication was good, an increase of 10.5%.		
Chronic Absenteeism rate will be reduced by 3% each year. This metric was added in the 2023 LCAP.			According to the 2022 California School Dashboard, Tree of Life's chronic absenteeism rate is 33.7%.		

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Friday Updates	Friday Updates from administration that are informative about school events and include community information	\$2,500.00	No
4.2	Make parent council meetings accessible and convenient	Provide child care and food during Parent Council meetings so that more parents/guardians will be able to attend, take a survey at a beginning of the year to choose the best time to have the meetings, make them available remotely and in person.	\$250.00	No
4.3	Black Board Announcements	The school will keep the announcement board updated with announcements and positive messages.		No

Action #	Title	Description	Total Funds	Contributing
4.4	Montessori Family Alliance School Group Membership	The school will get a membership with the Montessori Family Alliance that will provide memberships and monthly subscriptions for each family and access to trainings and parent webinars.	\$1,350.00	No
4.5	Attendance Postcards	Office staff will send out postcards to families of students who are chronically absent bimonthly. The postcards will have positive messages with reminders of how many days their child has been absent.	\$500.00	No
4.6	Homemade, delicious breakfast/lunch each day	The school received grant funding to buy more local fresh ingredients and allow for more time to prepare homemade breakfast to increase the variety of breakfast/lunch menus. This will increase attendance and reduce chronic absenteeism.	\$25,000.00	No
4.7	Staff/Student/Parent Non-Violent Communication training	The school will host training in nonviolent communication for staff, students, and parents.	\$8,000.00	No
4.8	Restorative Justice Practices	The school will hold trainings during weekly staff meetings and at Parent Council meetings to educate parents on our discipline practices. The school will serve food at the Parent Council meetings to encourage attendance.	\$400.00	No
4.9	Attendance secretary/Independent Study Coordinator	The attendance secretary will coordinate all independent study contracts between families and teachers. The attendance secretary will communicate with families to offer independent study and send out reminders to turn it in before the due date.	\$17,645.00	No

## Goal Analysis [2022-23]

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 of these actions were implemented as planned. The 2022-23 Parent Survey revealed that 40.6% of parents said that the meetings were at an inconvenient time.

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.

There was a slight increase in the cost of Montessori Family Alliance membership of \$300.

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

Both metrics' goals were met. There was an increase in average parent attendance at Parent Council meetings and an increase in the quality of school to home communication according to the parent survey.

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.

Action items 4.5, 4.6, 4.7, and 4.8 were added to address the school's high chronic absenteeism rate. Friendly attendance postcard/notices, increasing the variety of free, homemade menu items (breakfast with the option of having breakfast in the classroom), and restorative justice practices are all research-based ways to reduce chronic absenteeism from the Attendance Playbook by Phyllis Jordan published in May of 2023. They are school wide Tier 1 strategies. A new metric has been added to monitor the chronic absenteeism. Non-violent communication training has been done in the past at Tree of Life and is included in its charter, so it has been added as Action 4.8. Staff has requested to have refresher trainings. For Action 4.2, the school will do a survey to find out when the most convenient time for Parent Council meetings is for most people. The total estimated cost for the new action items is \$33,900. The majority of which will be paid for by a new School Food Best Practices grant.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
126,425	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.26%	0.00%	\$0.00	19.26%

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.

Based on our approximately 57.68% unduplicated pupil percentage, Tree of Life will be receiving an additional \$126,425 in supplemental and concentration grant funds. Tree of Life has designated these funds to the following activities: 1) having a highly qualified instructional paraprofessional for each classroom who will provide additional support to unduplicated students; 2) the purchase of assessment tools for universal and special assessments and screenings to facilitate early academic and behavioral interventions and supports for students; 3) mental health counseling for students who may or may not have IEPs, but need extra support with a school psychologist; 4) the implementation of the iLS program to use with students who demonstrate a need, 5) academic support from the special education teacher during class and afterschool for tutoring support. All of these services will prioritize foster youth, English learners, and low-income students first. Full time instructional aides are paid for, in addition to supplemental and concentration grants, with other grants and funds: Title 1,

ESSER III, Title IV, and the Learning Recovery Emergency Block Grant to fully fund it. 54% of our paraprofessionals' salaries are funded with supplemental and concentration grant funds in order to have paraprofessionals full time.

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.

Tree of Life Charter School does not have >55% of foster youth, English learners, and low-income students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1:19.75	
Staff-to-student ratio of certificated staff providing direct services to students	1:19.75	

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$198,100.00	\$162,653.00		\$10,666.00	\$371,419.00	\$213,992.00	\$157,427.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Full time, highly trained paraprofessionals in each classroom	English Learners Foster Youth Low Income	\$144,834.00				\$144,834.00
1	1.2	After school program focusing on the arts and physical activities	All Students with Disabilities		\$18,000.00			\$18,000.00
1	1.3	Support from part time special education teacher	English Learners Foster Youth Low Income		\$9,838.00			\$9,838.00
1	1.4	Individualized afterschool tutoring for students who are low performing.	English Learners Foster Youth Low Income		\$6,400.00			\$6,400.00
1	1.5	Academic and behavioral assessments and screenings	All Students with Disabilities	\$4,900.00				\$4,900.00
1	1.6	School psychologist counseling sessions	English Learners Foster Youth Low Income				\$5,200.00	\$5,200.00
2	2.1	Move this World SEL program	All Students with Disabilities		\$2,060.00			\$2,060.00
2	2.2	Integrated Learning System (iLS)	English Learners Foster Youth Low Income	\$6,900.00				\$6,900.00
2	2.3	Small group or 1 on 1 mental health counseling	Low Income, Foster Youth, Homeless English	\$5,200.00				\$5,200.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Learners Foster Youth Low Income					
2	2.4	30 minutes biweekly SEL with school psychologist for each of 5 classes	All Students with Disabilities		\$2,975.00			\$2,975.00
2	2.5	Quest Academy program	4th-6th grade All Students with Disabilities					
2	2.6	Staff SEL training	All Students with Disabilities	\$2,975.00				\$2,975.00
3	3.1	Montessori Compass	All Students with Disabilities	\$1,512.00				\$1,512.00
3	3.2	Replacement or maintenance of materials and books	All Students with Disabilities	\$7,000.00	\$23,370.00			\$30,370.00
3	3.3	Training in Montessori, gardening, or any subject for the classroom	English Learners Foster Youth Low Income					
3	3.4	Purchase and Installation of two sliding glass doors	All					
3	3.5	Garden development, expansion, and tree planting	All Students with Disabilities					
3	3.6	Green Bronx Machine Classroom Curriculum for 4th-6th	All Students with Disabilities					
3	3.7	Gardening teacher 2 hours per week	All Students with Disabilities					
3	3.8	All Staff MTSS Equity training	English Learners Foster Youth Low Income		\$50,000.00			\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.9	3-day Montessori Conference for Instructional Staff	All Students with Disabilities		\$24,610.00			\$24,610.00
4	4.1	Friday Updates	All Students with Disabilities	\$2,500.00				\$2,500.00
4	4.2	Make parent council meetings accessible and convenient	All Students with Disabilities	\$250.00				\$250.00
4	4.3	Black Board Announcements	All Students with Disabilities					
4	4.4	Montessori Family Alliance School Group Membership	All Students with Disabilities	\$1,350.00				\$1,350.00
4	4.5	Attendance Postcards	Chronic Absent students All Students with Disabilities	\$500.00				\$500.00
4	4.6	Homemade, delicious breakfast/lunch each day	All Students with Disabilities		\$25,000.00			\$25,000.00
4	4.7	Staff/Student/Parent Non-Violent Communication training	All Students with Disabilities	\$2,534.00			\$5,466.00	\$8,000.00
4	4.8	Restorative Justice Practices	All Students with Disabilities		\$400.00			\$400.00
4	4.9	Attendance secretary/Independent Study Coordinator	All Students with Disabilities	\$17,645.00				\$17,645.00

## 2023-24 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
656,471	126,425	19.26%	0.00%	19.26%	\$156,934.00	0.00%	23.91 %	<b>Total:</b>	\$156,934.00
								<b>LEA-wide Total:</b>	\$150,034.00
								<b>Limited Total:</b>	\$6,900.00
								<b>Schoolwide Total:</b>	\$150,034.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Full time, highly trained paraprofessionals in each classroom	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$144,834.00	
1	1.3	Support from part time special education teacher	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Individualized afterschool tutoring for students who are low performing.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.6	School psychologist counseling sessions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Integrated Learning System (iLS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$6,900.00	
2	2.3	Small group or 1 on 1 mental health counseling	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$5,200.00	

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 (%)
3	3.3	Training in Montessori, gardening, or any subject for the classroom			English Learners Foster Youth Low Income			
3	3.8	All Staff MTSS Equity training	Yes	LEA-wide	English Learners Foster Youth Low Income			

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$326,249.00	\$301,811.00

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	Full time, highly trained paraprofessionals in each classroom	Yes	\$178,189.00	174,609
1	1.2	After school program focusing on the arts and physical activities	Yes	\$21,000.00	24,802
1	1.3	Support from part time special education teacher	Yes	\$9,838.00	9,838
1	1.4	Individualized tutoring for students who are low performing	Yes	\$6,400.00	4,952
1	1.5	Academic and behavioral assessments and screenings	Yes	\$2,000.00	4,900
2	2.1	Move this World SEL program	No	\$2,060.00	2,060
2	2.2	Integrated Learning System (iLS)	Yes		
2	2.3	Small group or 1 on 1 mental health counseling	No Yes	\$7,800.00	4,317
2	2.4	30 minutes weekly SEL with school psychologist for each of 4 classes	No	\$5,200.00	\$5,200

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	2.5	Quest Academy program	No		
2	2.6	One day staff SEL training	No	\$2,975.00	\$2,975
2	2.7	Weekly yoga lessons with certified yoga instructor	No	\$4,000.00	0
3	3.1	Montessori Compass	No	\$1,512.00	1,584
3	3.2	Replacement or maintenance of materials	No	\$7,000.00	3,900
3	3.3	Training in Montessori, gardening, or any subject for the classroom	No	\$4,000.00	758
3	3.4	Purchase and Installation of two sliding glass doors	No		
3	3.5	Garden development, expansion, and tree planting	No	\$21,000.00	32,916
3	3.6	Green Bronx Machine Classroom Curriculum for 4th-6th	No	\$1,975.00	0
3	3.7	Gardening teacher 2 hours per week	No		
3	3.8	All Staff Equity training	No	\$50,000.00	27,500
4	4.1	Friday Updates	No		

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)
4	4.2	Make parent council meetings accessible and convenient	No	\$250.00	150
4	4.3	Black Board Announcements	No		
4	4.4	Montessori Family Alliance School Group Membership	No	\$1,050.00	1,350



**2022-23 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)
85,297	\$118,093.00	\$121,550.00	(\$3,457.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Full time, highly trained paraprofessionals in each classroom	Yes	\$113,493.00	114,050		
1	1.2	After school program focusing on the arts and physical activities	Yes				
1	1.3	Support from part time special education teacher	Yes				
1	1.4	Individualized tutoring for students who are low performing	Yes				
1	1.5	Academic and behavioral assessments and screenings	Yes	\$2,000.00	4,900		
2	2.2	Integrated Learning System (iLS)	Yes				
2	2.3	Small group or 1 on 1 mental health counseling	Yes	\$2,600.00	2,600		

**2022-23 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)
598,499	85,297	0	14.25%	\$121,550.00	0.00%	20.31%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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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