# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tierra Pacifica Charter

CDS Code: 44 69765 0100388

School Year: 2023-24

LEA contact information:

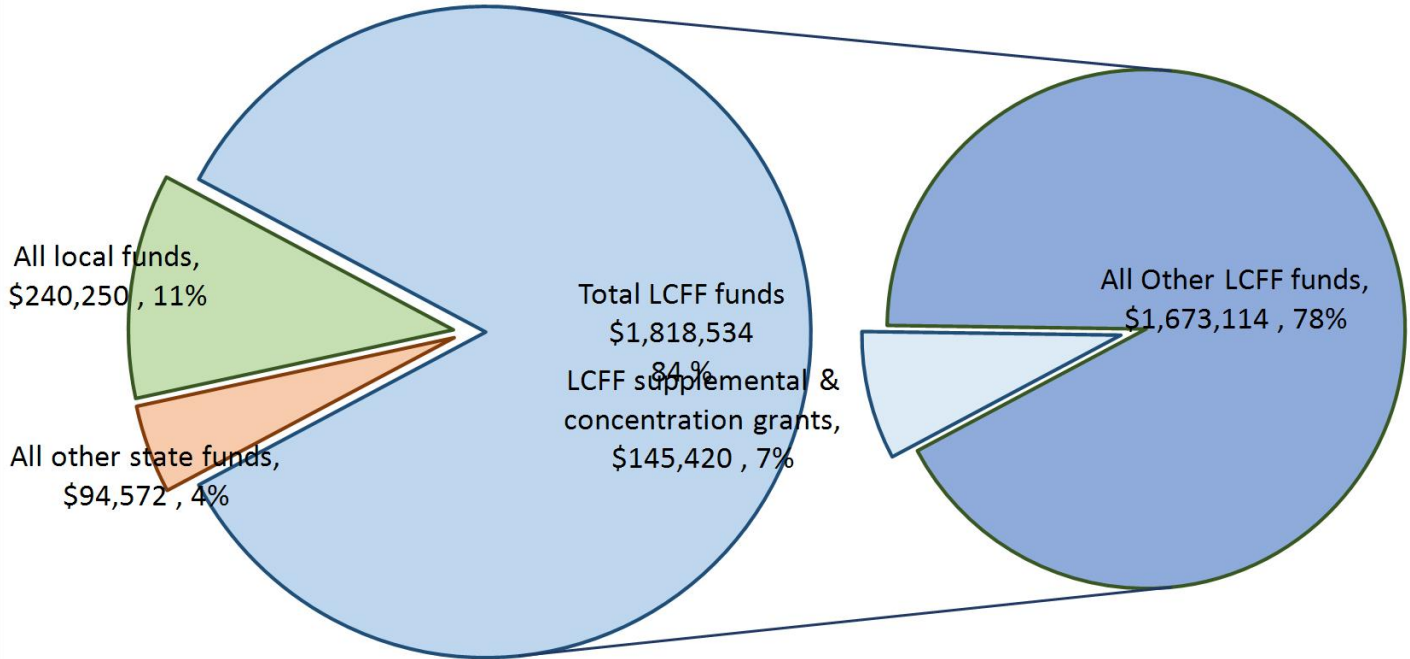Jennifer Proudfoot

Director/Principal

director@tierrapacifica.org

831-462-9404

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

All local funds,
$240,250 , 11%

All other state funds,
$94,572 , 4%

Total LCFF funds
$1,818,534
84 %

LCFF supplemental &
concentration grants,
$145,420 , 7%

All Other LCFF funds,
$1,673,114 , 78%

*This chart shows the total general purpose revenue Tierra Pacifica Charter 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 Tierra Pacifica Charter is $2,153,356., of which $1,818,534. is Local Control Funding Formula (LCFF), $94,572. is other state funds, $240,250. is local funds, and $0 is federal funds.  Of the $1,818,534. in LCFF Funds, $145,420. is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP
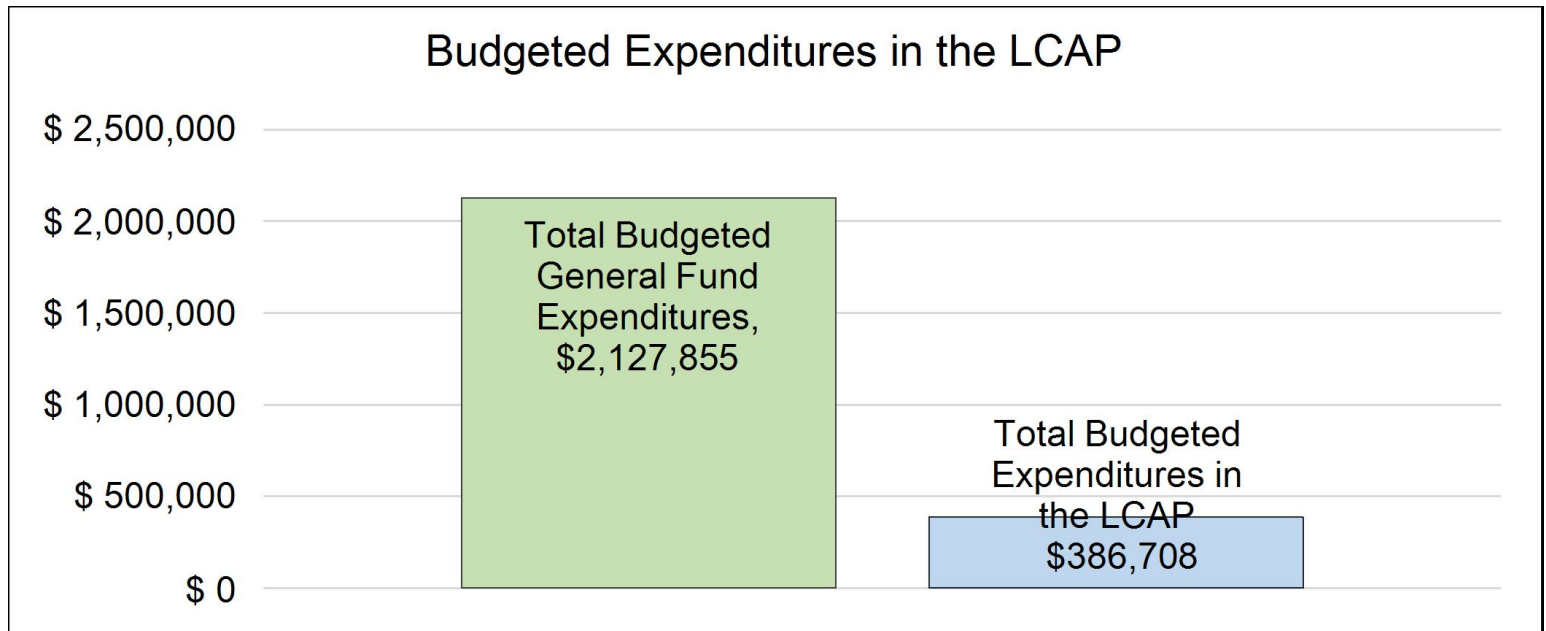


This chart provides a quick summary of how much Tierra Pacifica Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tierra Pacifica Charter plans to spend $2,127,855. for the 2023-24 school year. Of that amount, $$386,708. is tied to actions/services in the LCAP and $1,741,147. is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the money not included in the LCAP is being spent on salaries. Other expenditures include: insurance, audit fees, janitorial services, counseling services, and other mandatory requirements for the operation of a school.

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

In 2023-24, Tierra Pacifica Charter is projecting it will receive $145,420. based on the enrollment of foster youth, English learner, and low-income students. Tierra Pacifica Charter must describe how it intends to increase or improve services for high needs students in the LCAP.  Tierra Pacifica Charter plans to spend $214355. 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



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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $149,797
- Actual Expenditures for High Needs Students in LCAP: $169,290
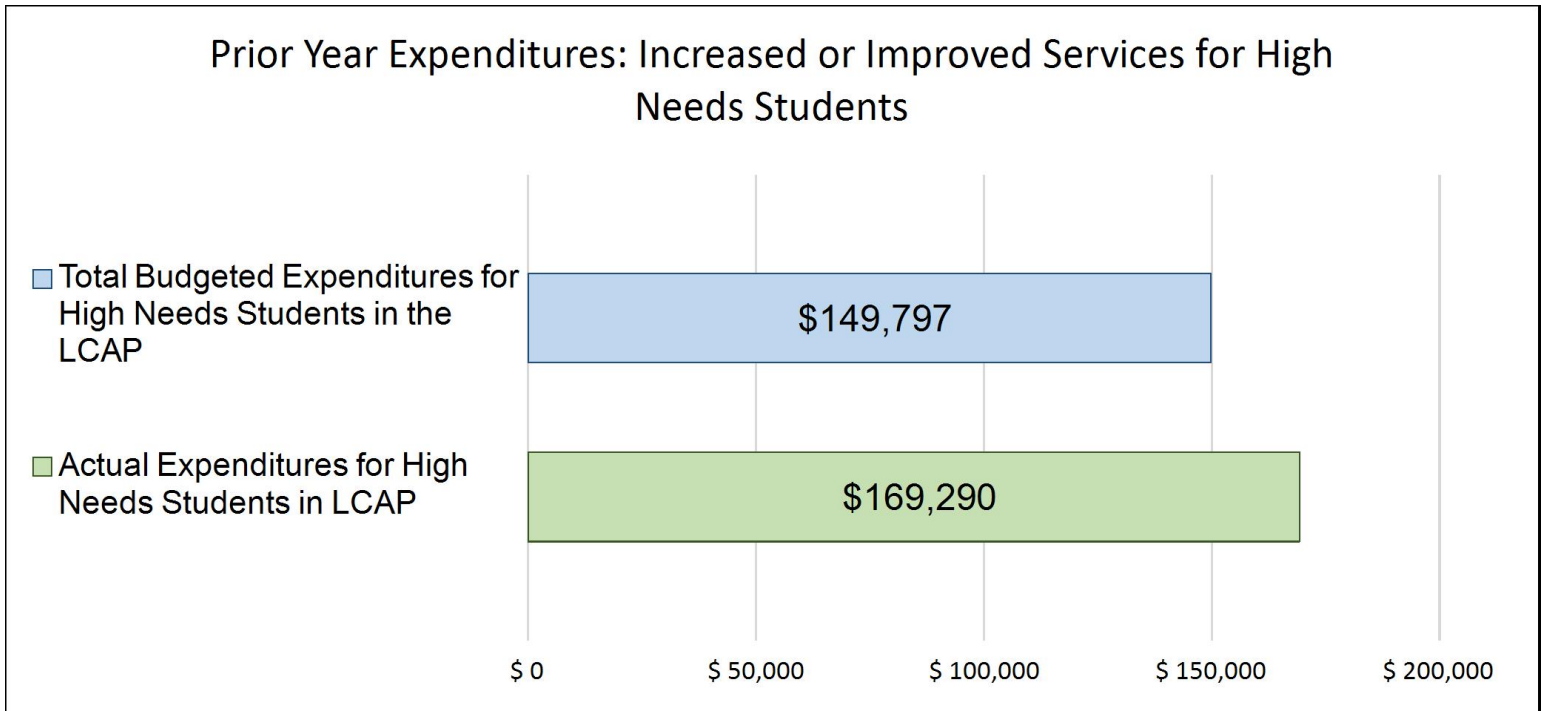
This chart compares what Tierra Pacifica Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tierra Pacifica Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Tierra Pacifica Charter's LCAP budgeted $149,797.04 for planned actions to increase or improve services for high needs students. Tierra Pacifica Charter actually spent $169,290. for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $19,492.96 had the following impact on Tierra Pacifica Charter's ability to increase or improve services for high needs students:

The increased expenditures for unduplicated pupils helped keep services such as after school care free for all interested families and improved access to academic learning in small groups.

# 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 |
|---|---|---|
| Tierra Pacifica Charter | Jennifer Proudfoot<br>Director/Principal | director@tierrapacifica.org<br>831-462-9404 |

# 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.

Tierra Pacifica Charter School is a TK-8 parent participation school which operates, for the most part, as a grass roots cooperative in which all educational partners (parents, staff, community and students) are involved in daily operations and are given many opportunities for input, collaboration and shared decision-making. In addition to frequent community meetings throughout the school year and a robust communication system between staff and families, TPCS also has numerous teams composed of staff and parents who take special interest in specific areas of school functions. These volunteer teams meet on a regular basis and are advertised at our All School Meetings and/or through our weekly bulletins and class letters. They are open to anyone interested in participating. Some of our ongoing teams are Finance, Parent Anti-Racism Team, Fund Development, Enrollment Outreach, Grandparents and Friends, Facilities and Maintenance, Outdoor

Classroom Maintenance and Technology. All of these groups contribute to the evaluation of progress and continual development of school goals.

# Reflections: Successes

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

Tierra Pacifica has successfully navigated a very difficult year filled with student quarantines and a staggering amount of Independent Study paperwork. However, despite these burdens and limitations, Tierra Pacifica still carried out many of our beloved school traditions, such as Fort Building Day, Literature Day, Dia de Los Muertos Celebration, Market Day, the Talent Share, many after school sports, electives, classroom parent meetings and two well-attended All School Meetings. Our new outdoor classrooms have served us well and are still being used regularly.
Our after school programs have once again blossomed, as well. Our partnership with our After Care provider, Sprouts, has flourished, making our ELOP program a success in its first year. Last year's reflection included an identified need for more sports and music programs. This year our after school sports have thrived; basketball, flag football, lacrosse, volleyball, soccer, track and field, cross country and golf have given our older student the opportunity to build their skills and learn good sportsmanship while also building relationships with students from other schools in the "small schools league". And, in addition to all students receiving weekly music instruction throughout the year, after school band is available to all students 4th grade and up.

# 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.

Tierra Pacifica is behind on some deferred facilities maintenance. There will also be curriculum and classroom needs for our new TK classroom.

# LCAP Highlights

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

Our biggest efforts in 23-24 will focus on academic interventions for students, adding a full class of TK students, supporting new teachers, and maintaining strong after school enrichment and tutoring program. Staff professional development will include training for some of the areas we have already been concentrating on: best practices for English Language Development, phonics instruction with LETRS, and if funds are found, creating anti-racist curriculum at every grade level. In addition, one teacher will have mentoring from the New Teacher Project. The final areas are facilities and technology maintenance. These include floor cleaning, painting the Dragonflies' classroom, and replacing student and teacher computers as necessary.

# 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.

School has not been identified for CSI.

## Support for Identified Schools

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

## Monitoring and Evaluating Effectiveness

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

# Engaging Educational Partners

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

These are some of the ways we solicited feedback for the LCAP:
- The Annual Parent Survey in Spring
- The Annual Student Survey in Spring
- Staff surveys about the effectiveness of staff development
- Annual staff survey on Anti-Racist goals
- Posts to the school communication portal inviting the public to come to the May 9th Governing Board meeting to ask questions and give comments about the draft LCAP
- Several "coffee hours" were offered for parents to come ask questions and give feedback, both at drop off and pickup times
- Attendees at the All School Meeting were asked to help brainstorm
- Staff were asked for input during the staff workdays at the end of the year and in the survey
- The Finance Team was asked for feedback
- The final LCAP was approved on May 23rd at a public Governing Board meeting

A summary of the feedback provided by specific educational partners.

Parents have felt the toll that pandemic changes have had on Tierra Pacifica's students and staff. In such a small school, the adjustment to new staff members is felt more acutely.  This, continued extended illnesses by both students and staff, and pandemic-related behavior/mental health challenges have once again put a burden on the school. A focus on mentoring new teachers and directing PD to serve their needs and improve academic quality has been suggested by both parents and staff members. A change to creating a more typical middle school environment by combining the 6-7-8 and having more teaching staff for them is supported by virtually everyone. Teachers also continue to feel that anti-racist teaching curriculum and knowledge of the science of reading are especially valuable at this time, as well as having a PE teacher to ensure they get some prep time. Music classes have been well-received and appreciated by all.

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

- Music classes
- PE Teacher
- After School Sports Teams
- Band
- Creation of Parent Anti-Racism Team and continuation of staff team
- Moving 6th graders into a middle school model with multiple instructors for each student

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | To continue to improve our support for English language learners and increase teacher expertise in this area |

An explanation of why the LEA has developed this goal.

To continue increasing our capacity to support English Language Learners to attain English proficiency

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Increase overall grade level ELPAC scores | 18/19 summative ELPAC scores | The vast majority of students who had 18/19 scores improved on the 20/21 ELPAC. Subgroup is too small to give more detail without identifying individual students. | The vast majority of students who had 20/21 scores improved on the 21/22 ELPAC. Subgroup is too small to give more detail without identifying individual students. | | Improved individual ELPAC scores |
| Parents are attending the EL Village Success Meetings (VSM) | 90% of families attend ES VSMs | 100% of EL families attended the EL VSM. Feedback surveys showed that all families felt the meeting was useful to their understanding of how their child is performing and | VSMs took place at the very end of the year. | | 90% of EL families attend EL VSMs |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | planning for future success. | | | |
| The number of students reclassified as RFEP maintains or increases | 33.3 % in (academic year 18/19) | 22% (2 out of 9) EL students were designated as RFEP this year | Again, 22% of EL students were designated as RFEP this year. | | Match or exceed the district rate of reclassification |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development | Professional development will aid in our support of ELLs. We will continue to have regular peer meetings to ensure the progress of these students. | $1,000.00 | Yes |
| **1.2** | Village Success Meeting | School will hold an annual Village Success Meeting (VSM) for each EL student to provide an update to the student's family on progress of language development and to get feedback from the student's family to inform future interventions. | $3,877.00 | Yes |
| **1.3** | English Language Development (ELD) Services | Continue providing ELD services via the small group reading specialist, ELPAC Coordinator and dedicated EL teacher time | $27,999.00 | Yes |
| **1.4** | EL Parent Meetings | Institute 2 meetings per school year for parents of EL students to meet and talk with an administrator | | 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.

EL students were served both in their classrooms by teachers using best practices for English Learners, and in small groups or one-on-one depending on their individual needs. Just as in the previous year, EL students had pull-out sessions with either the reading teacher or the EL teacher, or both in most cases. We did not have as many EL students as anticipated this year, but intervention teachers' time was spent working with other unduplicated students. While we did not provide professional development specifically for EL strategies, all TK-6 teachers have been taking a Science of Reading course which takes approximately 140 hours to complete and certainly benefits our EL students. Regular staff meeting time has been dedicated to these studies, as well as weekly release time for the teachers of our youngest students. This expense is already in goal #2. The day of EL VSMs happened much later than planned this year.

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

$1000 was not spent on a specific EL training. ELD services were planned at $49,690. Actual expenses were $38, 234 because we had fewer EL students than anticipated. This includes 15% of the EL teacher's total salary; 15% of Reading Specialist's salary, 40 hours for the EL Assessment Coordinator,  and 10% of our Head of Student Services.

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

Both indirect and direct instruction for our EL students has resulted in increased language skills and  ELPAC scores across the board. Our goal is to increase the 22% re-designation rate next year.

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.

EL VSMs and parent meetings will be put on the calendar at the beginning of the year to ensure that they happen. A roving sub will be provided for the VSM day.

**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 | Support teachers and administrative staff to provide high quality instruction and maintain student academic achievement. |

An explanation of why the LEA has developed this goal.

Student academic achievement is founded on quality instruction and materials provided by trained and engaged teachers

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student scores on schoolwide assessments | School-wide assessment scores for students receiving intervention | 92% of students who received intervention in the 2022-23 school year made progress on all local assessments. 8% showed a decline on one of multiple assessments. | 93% of students who received intervention in the 2023-24 school year made adequate progress on all local assessments. | | Students identified for interventions increase their schoolwide assessment scores |
| Teacher feedback on annual survey | 75% of teachers feel they have the curriculum materials and classroom support they need | Results from the annual evaluation of the school director show that an overwhelming majority of teachers feel they have what they need to foster student success. | Teacher surveys show that teaching staff felt the PD provided this year had a positive effect on their teaching practice. | | Annual teacher survey results: 90% of teachers express that they have the support and materials to provide high quality instruction |
| Parent feedback on annual survey | 88% of respondents to the annual parent survey agree that | 2% of respondents disagree with the statement "TP has a | 17.5% of 57 parent respondents did not agree that TP has a | | 90% of parent respondents agree that TPCS has a |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | TPCS has a strong academic program in place | strong academic program in place." | strong academic program in place. | | strong academic program in place |
| State assessments | Academic year 18/19 CAASPP scores | No score indicators are available for 2021 CAASPP. | Tierra Pacifica is the proud recipient of the 2023 California Distinguished School Award!! | | Top two scoring indicators (green or blue) in math and English |
| Student feedback on annual survey | 85% of middle school student respondents indicated that they were being well prepared for academic challenges | 16.7% of student respondents do not feel they are being prepared for future academic challenges. | 78% of junior high students and 90% of upper elementary students reported feeling that they are being well prepared for future academic challenges. | | 85% of student respondents express that they have the support and materials to provide high quality instruction |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Professional Development for Teachers/Administrative Staff | Continue to pursue professional development opportunities (LETRS Training for K-5 teachers, New Teacher Project and additional mentorship for first and second year teachers, professional workshops, conferences and memberships for new administrative staff, etc.) | $15,300.00 | No |
| 2.2 | Purchase Phonics-Based Early Readers (Grades K-3) | ACTION COMPLETED Purchase Flyleaf Program readers for grades K-3 | | Yes |
| 2.3 | Purchase New Curriculum for 7/8 | Purchase updated history and language arts curriculum for Middle School students | $3,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 2.5 | Provide Extra Support for Unduplicated Pupils | Provide support for unduplicated pupils through push-in services, pull-out services and small class size for ELA and Math. | $182,479.00 | Yes |
| 2.6 | Art or Music Teacher | Music Teacher plus after school band for entire school year. | $36,767.00 | 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 intended professional development did take place this year: LETRS training in the Science of Reading, New Teacher Project for one new teacher, professional workshops, conferences and memberships. Copies of Howard Zinn's A People's History of the US were purchased for all junior high students to supplement the textbook. A .75 FTE reading specialist provided daily small group and one-on-one reading support. A music teacher was retained all year to provide weekly instruction to every student, and in addition, offers after school band at no cost to students. Lastly, TP was also able to increase the number of TAs in classrooms this year to facilitate more small group instruction.

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.

80% of the reading teacher's time was spent teaching unduplicated pupils, 13% EL and 67% other UPP. This is a much higher amount than anticipated. It was predicted as $37,606, but ended up being $62,756.

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

Teacher survey results show that LETRS training has translated to improvement of their practice. Professional conferences have been instrumental in ensuring administration has up-to-date information about legal and financial compliance. The provision of a reading specialist continues to be critical for our struggling readers to be able to get the intervention they need in a timely fashion. Most of all, TP has earned the 2023 California Distinguished Schools award, proving that our academic program is strong, which as pointed out by State Superintendent Tony Thurmond, is especially commendable in the wake of the pandemic. Tierra Pacifica has made student mental health and academic achievement the highest priorities and this has translated to the highest honor the school can receive.

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

We will continue to have music all next year. We have purchased Step Up to Writing writing curriculum for all grades next year, some Science kits for younger grades, and there will be some additional curriculum needed for middle school and TK.

**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 | School Facilities are Maintained in Good Repair |

An explanation of why the LEA has developed this goal.

Students need a safe and clean environment conducive to learning.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Parent feedback on annual survey | 90% of parent respondents indicated that campus is clean, safe and well-maintained. | 91% of parent respondents agreed that the campus is clean, safe and well-maintained. | 97% of parent respondents agreed that the campus is clean, safe and well-maintained. | | 90% of parent respondents indicated that campus is clean, safe and well-maintained |
| Student feedback on annual survey | 88% of student respondents indicated that campus is clean, safe and well-maintained. | Of all student respondents, only 2% disagreed with the statement that the campus is clean, safe and well-maintained. | 90% of students agreed that the campus is clean, safe and well-maintained. | | 88% of student respondents indicated that campus is clean, safe and well-maintained |
| Safety Hazards | Monthly facility inspections are conducted.  Identified safety hazards are addressed immediately. | No notable safety hazards were identified. | No notable safety hazards were identified. | | Monthly facility inspections prevent serious safety hazards. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Improve and Expand Outdoor Learning Space | Add to the capacity and functionality of outdoor learning space for TK and K classes. | $1,500.00 | No |
| 3.2 | Re-evaluate Use of Office Space/Layout | Storage shed for office files. | $5,000.00 | No |
| 3.3 | Paint the Dragonflies Classroom | Classroom is in need of new interior paint | $3,000.00 | No |
| 3.4 | Furniture for new TK Classroom | Some new furniture will need to be purchased for the new TK classroom. | $3,000.00 | No |
| 3.5 | Repair of water leak. | TP is aware of a water leak somewhere on campus that has yet to be diagnosed and alleviated. | $5,000.00 | 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.

This year our facility enjoyed a huge upgrade in safety and functionality by the addition of a new paging system, which provides both outdoor speakers as well as two-way communication indoors. The Dragonflies classroom has not been painted yet. We did make changes to the office work stations, but with no cost associated. TP has been addressing a water leak this year.

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

| An explanation of how effective the specific actions were in making progress toward the goal. |
|---|
| The new PA system was long overdue. The older system was not able to be heard outside, nor was it loud enough in our junior high building. This action, while unplanned, was essential to safety. After a leak was discovered in the Gathering Room, local pipe and system valve maintenance was done to alleviate it. |

| A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. |
|---|
| We will focus mostly on getting our TK classroom outfitted and the area outside the TK/K rooms adapted to their planned use as an early elementary play area. |

**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 | Support Schoolwide Technology Needs with Maintenance, Networking Support and Upgrades As-Needed |

An explanation of why the LEA has developed this goal.

Our school requires the necessary technology and network capability to deliver curriculum (in-person and virtually) to all students

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| No bandwidth/connectivity issues | Bottleneck at district switch does not allow adequate throughput about 30% of the time. | A network switch was purchased which has significantly reduced bandwidth issues. | Bandwidth is adequate! | | Remove the bottleneck to allow 100% throughput and take advantage of our full bandwidth and speed. |
| Computer Devices | Currently each student grades 4-8 has access to a device while at school. However, we are still evaluating how many need to be replaced or repaired after the year of distance learning. Current teachers and staff have adequate technology to complete their job functions, but two more will be needed | All 4th-8th graders and teachers have a school device assigned to them; however, two student computers were recently damaged and are awaiting replacement. A storage cart was acquired at no cost. | Spot Class MacBookPro laptops were discovered to have major battery damage at the beginning of the year. Rather than replacing with new MacBooks, the school decided to purchase Chromebooks to replace these. The few that were salvageable got new batteries and are | | Maintain sufficient number of functional computer devices for staff and students |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | for next year's staff. The third grade class only has a few Chrome books. | | being used by 3rd graders, primarily for state testing. Two desktop computers in the office were replaced with new MacMinis. | | |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4.1 | Replace Network Switch | THIS ACTION IS COMPLETE Purchase new network switch to better handle increased network traffic | | No |
| 4.2 | New Computers | Purchase replacement laptops for two teachers. | $5,792.00 | No |
| 4.3 | Purchase Replacement Chrome books and computer carts, plus related supplies | Chrome books must be replaced when damaged. Allowing for replacement of 5. | $2,575.00 | 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.

New Chromebooks for the Spot class became necessary when most of them began to bulge from battery dysfunction. This cost was $18,372.71. We spent $2092 for replacement batteries for the MacBook pros to allow the 3rd graders to do state testing. Two desktops were replaced in the office for $1,916.

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.

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

These purchases were necessary and moved us toward our goal of ensuring all TP staff and students have adequate tech to meet their needs.

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 teacher laptops may need to be replaced next year. There are always a few student Chromebooks that need to be replaced due to breakage.

**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 |
| --- | --- |
| 5 | Building a healing-centered school culture that centers transformative justice with an intersectional lens |

An explanation of why the LEA has developed this goal.

We are acknowledging that racial inequity exists in our country and specifically in our schools; we need to do work to address that inequity

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
| --- | --- | --- | --- | --- | --- |
| Annual Parent Survey | 44% of parent survey respondents recognize that systemwide effort is being made with continued regularity | 35% of parent respondents recognize the systemwide effort, and 11% believe it is part of the larger fabric of the school (a higher ranking). This is an upward trend. | 16% of parent respondents said some regular efforts are being made and supported, 26% report that they recognize the systemwide effort, and 23% believe it is part of the larger fabric of the school (a higher ranking). This is an upward trend. | | The desire is for an upward trend over the intervening three years |
| Annual Staff Self-assessment by white staff | Results on rubric assessment of school progress toward the goal by white staff. Scores reflect 6 categories of staff members' perceptions of school priorities. (1 is lowest, 6 is highest) | All scores increased signigicantly. 2022 Average Scores We will build safe and brave space. 5.27 We do this work through a transformative justice lens. 4.73 | 2023 Average scores decreased by a little this year. 2023 Average Scores We will build safe and brave space. 4.38 We do this work through a | | The desire is for an upward trend over the intervening three years |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 2021 Average Scores<br>We will build safe and brave space. 3.6<br>We do this work through a transformative justice lens. 3.63<br>We prioritize antiracist work amongst staff. 3.88<br>We center the needs of students and families of color. 4.43 | We prioritize antiracist work amongst staff. 5.45<br>We center the needs of students and families of color. 4.73 | transformative justice lens. 4.17<br>We prioritize antiracist work amongst staff. 4.69<br>We center the needs of students and families of color. 3.92 | | |
| Annual Staff Self-assessment by BIPOC staff | Results on rubric assessment of school progress toward the goal by BIPOC staff. Scores reflect 6 categories of staff members' perceptions of school priorities. (1 is lowest, 6 is highest)<br><br>2021 Average Scores<br>We will build safe and brave space. 3.36<br>We do this work through a transformative justice lens. 3.53 | All scores increased, but not by as much as scores of white identifying staff.<br><br>2022 Average Scores<br>We will build safe and brave space. 4.0<br>We do this work through a transformative justice lens. 4.5<br>We prioritize antiracist work amongst staff. 5.0<br>We center the needs of students and families of color. 4.0 | 2023 Average scores decreased a little.<br><br>2023 Average Scores<br>We will build safe and brave space. 3.5<br>We do this work through a transformative justice lens. 4.0<br>We prioritize antiracist work amongst staff. 4.0<br>We center the needs of students and families of color. 4.0 | | The desire is for an upward trend over the intervening three years |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | We prioritize antiracist work amongst staff. 3.58<br>We center the needs of students and families of color. 3.37 | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Teacher Coaching by Quetzal Consulting | Tierra Pacifica staff would like to build on the year's learning by engaging Quetzal for more training and coaching. The school will look at fundraising and grant writing to fund this. At this time we do not have funding to cover this action. | | No |
| **5.2** | Affinity Groups Facilitation | THIS ACTION WILL NOT CONTINUE FOR 2022-23 Continue to contract with facilitators for white and BIPOC affinity groups. | | No |
| **5.3** | Transformative Justice Training/Coaching | Reserve for working with consultants to provide support and transformative justice practices to families of color when racial harm occurs on campus. This $8,000 reserve is not considered an expense, so is not listed as such. | | No |
| **5.4** | Using an Equity Lens Approach | Bring an equity lens to all of our meetings, classrooms, materials and decision-making. This has led to the decision to provide after care for TK-6th graders. | $50,000.00 | Yes |
| **5.5** | SPARC, PARC and Book Club will meet | Weekly SPARC and monthly PARC meetings will take place to further work on this goal. | $31,919.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|  | regularly to further this goal |  |  |  |

## 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.

No AR or TJ consultation was done this year, however, a fund was established to pay for costs to provide families with support and transformational justice practices in the event that racial harm has occurred at school. Teachers have taken on the BARWE professional development curriculum (at no cost) to work on their AR practices together during AR-dedicated staff meetings. The school pays hourly employees who want to attend ARC meetings, and two salaried staff provide the leadership for the AR-dedicated staff meetings. Before and after care, and some school-holiday care, for students has been a big benefit to our community. We did not anticipate needing before-school care, but it was essential to enrolling TK students.

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.

Getting the ELOP program going was trickier than expected because the certification as a child care space was delayed by administrative backlogs on the state's behalf. While waiting for this certification, TP paid Sprouts staff to provide the after care to our pupils. The cost was approximately $15,000 before Sprouts was certified and able to take over administering the program. TP paid $44,500 in tuition for unduplicated students in the Sprouts After Care program, an additional $8,800 was provided for morning TK care. The entire cost for the year of before and after care was $68,300. This is $5,800 more than expected.

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

Providing before and after school child care has been a real game changer at school. This has allowed us to serve families who may not otherwise attend TP because of child care issues. The school has managed to cover child care expenses for all unduplicated students using the program so far. Staff members have continued to attend ARC meetings weekly to support one another in bringing an equity lens to everything we do. In addition, one staff meeting per month has been set aside for Anti-Racism curriculum provided by BARWE. This curriculum is facilitated by staff members. The Parent Anti-Racism group is meeting approximately monthly to support parents in doing the same personal development work that the staff has been doing for the last several years. Staff members would like to see new staff get some of the same training on anti-racist teaching that existing teachers have had in the past few years.

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.

TP has established an $8,000 emergency reserve to cover any expenses to provide Transformational Justice consultancy to families after a racist incident occurs at school. This reserve is intended to be renewed each year going forward. In addition, AR goals for next year include using the Social Justice Standards to begin developing school curriculum.

**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) |
|---|---|
| $145,420. | 0.00 |

**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 |
|---|---|---|---|
| 8.95% | 0.00% | $0.00 | 8.95% |

**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.

Goal 2
Action 1: Professional development helps teachers support their unduplicated students by showing best practices and teaching differentiation. Differentiation and strong teaching strategies help all students access their education at the level they are at, allowing for mastery and advancement of skill levels.

Goal 2

Action 3: EL students and students of color need to see themselves, their ancestors and their history represented in their text books. While we have history curriculum for our 7/8, we feel it is imperative to find something less Euro-centric and more in line with our goals in representing true history.

Goal 2

Action 6: Art and music are both less accessible to low income students outside of school than they are inside of school. By providing this, we are closing that gap and ensuring that all students have these opportunities regardless of their income or language status.

Goal 3

Action 1: Improving or expanding the outdoor learning spaces is good for all students. Ensuring that all students stay healthy and well ensures that students who are more likely to need more attention, or small group and 1:1 time, do not lose academic ground because they have to be quarantined to wait for test results or isolated at home with Covid.

Goal 3

Action 3: Painting the Dragonflies classroom will benefit all of the students. This action is needed to decrease distraction from the dirty walls, and increase concentration/safety by providing our students with a calm and clean learning environment. Unduplicated students need an environment optimized to provide safety, belonging, purpose and accessibility.

Goal 4

Action 2: The purchasing of a new computer for the EL teacher specifically benefits our EL students. Their teacher will have greater access to more functionality resulting in quicker and better lesson planning.

Goal 5

Action 1: Working with Quetzal Educational Consulting directly improves the lives of ELs and other BIPOC students, as well as all students, By helping teachers identify and correct institutionalized racial practices and internal biases. This action is enough to change the lives of many students who may not inhabit other racially supportive spaces. Again, being seen and knowing you are important leads to more safety and therefore better learning outcomes.

Goal 5

Action 4: "Brining an Equity lens" to all aspects of school has led to creating an after care program for any student in the 22-23 school year. Many times we hear that families of color, and families with two working parents, do not apply to our school because we have not provided after care. Now this will no longer be a barrier.

Goal 5

Action 5: Ongoing work on dismantling the white supremacy culture is critical to creating safe spaces for our students and families of color, which includes most of our EL students and some of our low income students as well. By creating this safe environment they have an increased ability to take advantage of interventions and supports offered, and hopefully thrive at school.

Goal 3

Action 4: Furnishing the new TK Classroom is obviously necessary for all students. Unduplicated students will benefit from a classroom that meets their cultural, physical, social and academic needs. This includes a diverse library where students can see themselves represented.

Goal 3

Action 5: The water leak is a basic issue that must be addressed. All students, unduplicated and others, benefit from a school that operates safely and efficiently.

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

Tierra Pacifica is increasing support for English Learners through effective professional development for teachers, Village Success Meetings for EL families, and one-to-one and small group English Language Development services throughout the 23 -24 school year.

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.

NA

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:28 | |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:15 | |

## 2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $261,574.00 | $53,500.00 | $63,634.00 | | $378,708.00 | $283,041.00 | $95,667.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development | English Learners | | | $1,000.00 | | $1,000.00 |
| 1 | 1.2 | Village Success Meeting | English Learners | $3,877.00 | | | | $3,877.00 |
| 1 | 1.3 | English Language Development (ELD) Services | English Learners | $27,999.00 | | | | $27,999.00 |
| 1 | 1.4 | EL Parent Meetings | English Learners | | | | | |
| 2 | 2.1 | Professional Development for Teachers/Administrative Staff | All | $15,300.00 | | | | $15,300.00 |
| 2 | 2.2 | Purchase Phonics-Based Early Readers (Grades K-3) | English Learners Low Income | | | | | |
| 2 | 2.3 | Purchase New Curriculum for 7/8 | 7th and 8th  All | | $3,500.00 | | | $3,500.00 |
| 2 | 2.5 | Provide Extra Support for Unduplicated Pupils | English Learners Foster Youth Low Income | $182,479.00 | $0.00 | | | $182,479.00 |
| 2 | 2.6 | Art or Music Teacher | All | | | $36,767.00 | | $36,767.00 |
| 3 | 3.1 | Improve and Expand Outdoor Learning Space | All | | | $1,500.00 | | $1,500.00 |
| 3 | 3.2 | Re-evaluate Use of Office Space/Layout | All | | | $5,000.00 | | $5,000.00 |
| 3 | 3.3 | Paint the Dragonflies Classroom | All | | | $3,000.00 | | $3,000.00 |
| 3 | 3.4 | Furniture for new TK Classroom | All | | | $3,000.00 | | $3,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.5 | Repair of water leak. | All | | | $5,000.00 | | $5,000.00 |
| 4 | 4.1 | Replace Network Switch | All | | | | | |
| 4 | 4.2 | New Computers | All | | | $5,792.00 | | $5,792.00 |
| 4 | 4.3 | Purchase Replacement Chrome books and computer carts, plus related supplies | All | | | $2,575.00 | | $2,575.00 |
| 5 | 5.1 | Teacher Coaching by Quetzal Consulting | All | | | | | |
| 5 | 5.2 | Affinity Groups Facilitation | All | | | | | |
| 5 | 5.3 | Transformative Justice Training/Coaching | All | | | | | |
| 5 | 5.4 | Using an Equity Lens Approach | English Learners Foster Youth Low Income | | $50,000.00 | | | $50,000.00 |
| 5 | 5.5 | SPARC, PARC and Book Club will meet regularly to further this goal | All | $31,919.00 | | | | $31,919.00 |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| $1,624,447. | $145,420. | 8.95% | 0.00% | 8.95% | $214,355.00 | 0.00% | 13.20 % | **Total:** | $214,355.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $214,355.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| 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 | Professional Development | Yes | LEA-wide | English Learners | All Schools | | |
| 1 | 1.2 | Village Success Meeting | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $3,877.00 | |
| 1 | 1.3 | English Language Development (ELD) Services | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $27,999.00 | |
| 1 | 1.4 | EL Parent Meetings | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | |
| 2 | 2.2 | Purchase Phonics-Based Early Readers (Grades K-3) | Yes | LEA-wide | English Learners Low Income | All Schools | | |
| 2 | 2.5 | Provide Extra Support for Unduplicated Pupils | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | $182,479.00 | |
| 5 | 5.4 | Using an Equity Lens Approach | Yes | LEA-wide | English Learners Foster Youth | All Schools Specific Schools: | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| | | | | | Low Income | Tierra Pacifica Tk-6 | | |

## 2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $204,274.04 | $272,535.22 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development | Yes | $1,000.00 | 0.00 |
| 1 | 1.2 | Village Success Meeting | Yes | | |
| 1 | 1.3 | English Language Development (ELD) Services | Yes | $49,690.80 | $38,234.00 |
| 1 | 1.4 | EL Parent Meetings | Yes | | |
| 2 | 2.1 | Professional Development for Teachers/Administrative Staff | No | $17,600.00 | $11,544.00 |
| 2 | 2.2 | Purchase Phonics-Based Early Readers (Grades K-3) | Yes | | |
| 2 | 2.3 | Purchase New Curriculum for 7/8 | No | $3,500.00 | 270.00 |
| 2 | 2.5 | Provide Extra Support for Unduplicated Pupils | Yes | $37,606.24 | $46,622.00 |
| 2 | 2.6 | Art or Music Teacher | No | $7,000.00 | 32,043.00 |
| 3 | 3.1 | Improve and Expand Outdoor Learning Space | No | $5,000.00 | 15,779.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.2 | Re-evaluate Use of Office Space/Layout | | | |
| 3 | 3.3 | Paint the Dragonflies Classroom | No | $3,000.00 | 0.00 |
| 4 | 4.1 | Replace Network Switch | No | | |
| 4 | 4.2 | New Computers | No | $2,682.00 | 1,916.22 |
| 4 | 4.3 | Purchase Replacement Chrome books and computer carts, plus related supplies | No | | 20,465.00 |
| 5 | 5.1 | Teacher Coaching by Quetzal Consulting | No | | |
| 5 | 5.2 | Affinity Groups Facilitation | No | | |
| 5 | 5.3 | Transformative Justice Training/Coaching | No | | |
| 5 | 5.4 | Using an Equity Lens Approach | Yes | $62,500.00 | $68,300.00 |
| 5 | 5.5 | SPARC, PARC and Book Club will meet regularly to further this goal | No | $13,895.00 | $37,362.00 |

## 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) |
|---|---|---|---|---|---|---|
| $78,038 | $149,797.04 | $153,156.00 | ($3,358.96) | 20.00% | 20.00% | 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 | Professional Development | Yes | | | | |
| 1 | 1.2 | Village Success Meeting | Yes | | | | |
| 1 | 1.3 | English Language Development (ELD) Services | Yes | $49,690.80 | 38,234 | | |
| 1 | 1.4 | EL Parent Meetings | Yes | | | 20% | 20% |
| 2 | 2.2 | Purchase Phonics-Based Early Readers (Grades K-3) | Yes | | | | |
| 2 | 2.5 | Provide Extra Support for Unduplicated Pupils | Yes | $37,606.24 | $46,622 | | |
| 5 | 5.4 | Using an Equity Lens Approach | Yes | 62,500 | 68,300 | | |

**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) |
|---|---|---|---|---|---|---|---|---|
| $1,345,062 | $78,038 | 0.00% | 5.80% | $153,156.00 | 20.00% | 31.39% | $0.00 | 0.00% |

# Instructions

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

# Requirements and Instructions

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

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

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

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

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

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

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

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

# Engaging Educational Partners

# Purpose

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

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

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

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

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

# Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

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

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

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

***Required Descriptions:***

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

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

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

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

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

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

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

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

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

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

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

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

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

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

# Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

  o **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.

  o **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.

  o **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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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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