

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name **Tierra Pacifica Charter School**

Contact Name and Title **Linda Lambdin – school director**

Email and Phone

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Tierra Pacifica is a parent participation school which operates for the most part as a grass roots cooperative in which all stakeholders (parents, staff, community and students) are involved and given many opportunities to give input and make decisions. In addition to the many information and decision making community meetings that happen throughout the school year, we also have numerous teams that are composed of a combination of staff and parents who take special interest in areas of the school. These teams meet on a regular basis and are advertised at our all school meetings and/or through our weekly bulletin and weekly class letters as well as on our website. They are open to anyone interested in attending. Some of our ongoing teams are finance, diversity, fund development, ELL support, grandparents and friends, facilities, building maintenance, science, grounds maintenance and technology. All of these groups contribute to the evaluation of progress and development of school goals.

LCAP HIGHLIGHTS

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

We will be receiving reduced funding this year, and therefore our main goal is to find a way to keep all of our programs running as effectively as possible, in order to ensure that we serve the children as well as we have in the past.

Our goals include support for ELL learners, support for teachers in common core, technology support, and facilities maintenance.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Our EL learners are all making good progress as evidenced through CELDT testing as well as ongoing informal assessments. The students are working closely with their classroom teachers and the EL specialist to support their learning.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

We have no red or orange indicators.

We plan to increase training to our classroom teachers in how to implement ELL standards on a daily basis.

Referring to the Dashboard, identify 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 performance gaps?

PERFORMANCE GAPS

There are no areas on our dashboard that have any student groups that were two or more performance levels below the "all student" performance.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We will be hiring a bilingual office coordinator.

We are increasing training for core staff on ELL standards and implementation methods. This will include at least one weekend training and ongoing meetings to collaborate and learn about how to best serve these students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

Total School Revenues \$1,414,219

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

LCAP Goals \$29,588

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

There is a reduction in funding for 2017-18 and in order to retain highly qualified teachers we have increased both responsibilities and teacher salaries. Some staff positions were reduced or eliminated this includes art instruction, office support, and a change in how ELL is delivered. STRS and PERS costs have increased. The indirect cost rate increased, but with less funding from the state to spend, the indirect cost has been reduced. Utilities have increased but the installation of solar is expected to offset this increase. Maintenance of facilities is also expected to increase slightly.

\$ 1,143,491

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Technology support
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Tech team will consult with teachers and tech liaison frequently to assess and monitor needs and progress.

ACTUAL

Our tech liaison was in weekly contact with the teachers and facilitated support from the tech team on any issues that arose.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

PLANNED

Keep the 55 Chromebooks, 37 student Macbooks, and approximately 20 staff computers and technology that interfaces with them in working order.

ACTUAL

We were successful. We upgraded them and got them ready for testing.

Actions/Services

Expenditures

BUDGETED
\$3,000.00

ESTIMATED ACTUAL
\$ 0.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Tierra Pacifica supported technology this year by upgrading software and getting computers ready for testing. Troubleshooting was done, when necessary, by the tech liaison, who was available when problems arose.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal was achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not need to spend money on technology this year. All issues were resolved using in house resources.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

Goal 2

Maintain all programs and support a healthy school climate

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Parent and student surveys
2. English Language Learners continue to show adequate progress in classrooms on the CELDT and ADEPT testing as well as teacher input and feedback.
3. Continue to support after school sports programs and explore the possibility of expanding to more sports.

ACTUAL

1. Created, completed and compiled data from parent and student surveys in April and May.
2. This was accomplished this year.
3. This year we had track, volleyball, basketball, and flag football.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

PLANNED

1. Continue current programs including outreach to parents, bullying prevention programs (solution

ACTUAL

1. KidPower came for student presentations, Jeff Kaplan did coaching for bullying prevention with staff and parents in October 2016. Community building happens during All

teams) and community building.

- Support English Language Learners by retaining high quality teachers and instructional leaders including ELL specialist who consults with teachers.
- Recruit/retain volunteer (parent) coaches; explore offering stipends for coaches.

School Meetings, Class Meetings and social gatherings. Teachers also continued to conduct Solution Teams with students who need extra social support from bullying.

- ELL teacher works one on one with students and also coordinates best instruction practices and support of classroom teachers.
- Some hourly wages were paid to coach as stipend. We also used some parent volunteers.

BUDGETED	
1.	\$0.00
2.	\$31,796
3.	\$1,000

ESTIMATED ACTUAL	
1.	\$400.00
2.	\$31,796
3.	\$1,000

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Empty Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

We added after school sports, supported all students and especially ELL students through the use of an ELL teacher, and trained parents, students and teachers on bullying prevention and solution teams. These measures helped us in creating a healthy school climate as evidenced by the feedback on parent and student surveys.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to our parent and student surveys this year we have accomplished this goal for most of our students.
99% of parents agree or strongly agree that the school provides high quality instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent some money on trainings to support a healthy school climate that we had not anticipated when we wrote our LCAP last year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have not made any changes to this goal given our data.

Goal 3

School facilities are maintained in good repair and there is adequate space for classroom instruction.

State and/or Local Priorities Addressed by this goal:

STATE X 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Facilities inspections

ACTUAL

Facilities were inspected and needs were communicated then tasks were completed, delayed or cancelled.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

1. Put protective coating in school roof
2. Install school wide solar

ACTUAL

1. Accomplished
2. Delayed

BUDGETED	ESTIMATED ACTUAL
1. \$30,000	1. \$15,422
2. \$50,000 – Energy grant	2. \$0
3. \$30,000 – Energy grant	3. \$37,954
4. Unknown	4. \$0
5. Unknown	5. \$0
6. Unknown	6. \$0
7. \$7,800	7. completed in fiscal year 2015-16

3. Install LED lighting
4. Asphalt path to track
5. Explore building final classroom
6. Explore installing sun tunnels in classrooms
7. Complete painting of school

3. Accomplished
4. Cancelled
5. Delayed (tabled)
6. Cancelled
7. Accomplished

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to do many of the projects that we outlined.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school is in good condition moving forward and we were able to house all of the different classrooms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The roof covering came in under budget and the solar was delayed. The LED was more expensive than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to a very wet year we needed to work on some condensation issues in classrooms. So some projects were delayed.

Goal 3

To support teachers in implementing common core standards and maintain or improve our academic achievement on CA assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 X 2 3 X 4 5 6 X 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Tierra Pacifica has always scored in the top 20% of California schools on state tests. Our goal is to continue to achieve that level of academic performance in the CA State Smarter Balance Tests.

ACTUAL

We were able to show good progress with a blue performance level in math and a yellow performance level in language arts.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

1. Individual trainings in writing process (Lucy Calkins).
2. Foss science training for designated staff
3. Connected math training for 6/7/8

ACTUAL

1. Completed (paid in previous year budget)
2. Completed
3. Completed

teacher	
BUDGETED	ESTIMATED ACTUAL
1. \$5,000	1. \$0 (paid in previous year)
2. \$1,100	2. \$700.00
3. \$2,000	3. \$500.00

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The trainings were helpful for staff and scores on standardized tests still need improvement as shown on our language arts dashboard for low income, and Hispanic students. Note that the subgroups are small so they are not statistically significant.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These trainings helped to create consistency across the grades in writing, science and math instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We ended up spending less on these trainings than we budgeted for them. We were therefore able to add additional trainings in violence prevention and charter school governance.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Using the dashboard we can see that there is a need to continue training and support for language arts especially for low income, and Hispanic students. Moving forward staff will receive continued training and peer support in best practices to support all students.

Stakeholder Engagement

LCAP Year 2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

We held three All School Meetings where we gained input from all parents and staff. We also had numerous team meetings. These include finance, fund development, site maintenance, diversity, technology, science and grandparents and friends. Staff gave extensive input at their staff meetings. We also worked with members of the Live Oak School Board. This year we created an additional diversity task force to support growth in the area of diversity. Parent teams, staff and students have been a part of reflecting on our work from last year and prioritizing our needs for the future. We used surveys to collect data about the effectiveness of school practices and needs for the future.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

It was very important to have input from all stakeholders this year because due to reduced funding we need to have creative solutions to be able to retain programs that are important to the school. We held many meetings and explored many options until we came to agreement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

Goal 1

Modify our method for supporting ELL students and increase teacher expertise in this area.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4 5 X 6 X 7 X 8

COE 9 10

LOCAL _____

To support ELL students in making progress academically and socially.

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT testing/ELPAC	Average student growth of +43 points.			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Teachers will engage in trainings and peer meetings to ensure the progress of ELL students.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$28,088		
Source	Supplemental		
Budget	Certificated salaries		

Reference



Reference



Reference



New Modified Unchanged

Goal 2

To support teachers in implementing common core standards and maintain or improve our academic achievement on CA assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Reduced funding created a need to reorganize and reprioritized funding in our office and classroom structures.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Surveys	99% agree or strongly agree that the school provides high quality instruction to my child.			
Teacher Surveys	Teachers are in support of changes in the structures.			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s) _____

Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Services: LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Hiring of bilingual office coordinator, increase of K teacher position to support ELL students in all grades as well as adding a part time aide for additional support.

D. Webster
Director of Services

2017-18	2018-19	2019-20
BUDGETED EXPENDITURES Amount: <input type="text" value="\$28,088 as mentioned in goal 1"/> Source: Supplemental as mentioned	Amount: <input type="text"/> Source: <input type="text"/>	Amount: <input type="text"/> Source: <input type="text"/>

in goal 1

Certificated salaries as mentioned in goal 1

Budget Reference

Budget Reference

Budget Reference

Goal 3

New

Modified

Unchanged

School facilities are maintained in good repair and there is adequate space for classroom instruction.

State and/or Local Priorities Addressed by this goal:

STATE X 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Track the progress of delayed projects. These include solar installation and adding a final building. We will also conduct facilities inspections to survey our ongoing needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff Input	They feel there is adequate space available.			
Parent Survey	99% Say the school has clean and well-maintained facilities and properties.			
Student Survey	Better bathroom facilities requested in survey, 91% feel physically safe at school.			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s) _____
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Facilities inspections will continue. Reports will go to the board for review.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$124,962		
Source	Energy Grant		
Budget Reference	Capital Improvement		

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

- New
 Modified
 Unchanged

Goal 4

Technology support

State and/or Local Priorities Addressed by this goal:

- STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Ability to serve all students with up to date technology.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Tech team report	Technology is up to date			
Tech liaison report	Technology is up to date			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Tech team will consult with teachers and tech liaison frequently to assess and monitor needs and progress.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget

Budget

Budget

Reference



Reference



Reference



Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 28,088.00

Percentage to Increase or Improve Services:

2.52 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As a small school we recognize that our unduplicated pupil count fluctuates and therefore we are structuring our services to better suite this climate.

We are increasing classroom support to better serve the needs of unduplicated students. There will be a one on one aide to support an unduplicated student with high needs. Our current ELL position will be replaced with a reduced ELL position of 20% plus classroom support, plus TA support.

