



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tree of Life International Charter School DRAFT FOR MAY 21, 2024 BOARD MEETING	Deborah Wallace Principal	dwallace@treeoflife.school 530-378-7040

Plan Summary [2024-25]

General Information

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

The Tree of Life International Charter School (TLC) is a TK-8th grade 90/10 Spanish/English Dual Immersion (DI) Charter School that partners with parents to nurture the Heart, Mind, and Spirit of the child as they explore the world and discover their gifts. TLC recognizes the power of Life-giving words to bring hope, establish a positive identity, and equip students to set and achieve goals of excellence for themselves. Students have the opportunity to acquire a 2nd and 3rd language, and explore global cultures through a model DI, and an extensive World Music and performing arts program. Students participate in a hands-on, Inquiry-Based Learning design which incorporates all subject matter through integrated units of study. Instruction is frequently taken out of the classroom, into the natural environment to allow for scientific exploration, observation and experimentation. TLC employs a “Curriculum of Compassion” engaging students in a variety of service learning opportunities, allowing them to understand and help solve real-life problems and experience the satisfaction and joy of knowing they can be World Changers.

TLC has 361 students enrolled for 2023-24 SY; 63.5% Low Income, 52% Hispanic, 0% Foster Youth, and approximately 22% English Learners. Students participate in daily academic instruction in Spanish (90% Grades TK-1st) while gradually adding more English instruction till 6th-8th grade where students have two core content areas taught in Spanish, Science and Spanish Language Arts. Students participate in daily Specials classes including PE, World Music, Garden, Art, Coding, Multicultural Dance to name a few. All students are provided daily interventions through small group instruction during Universal Access time to differentiate instruction and move all students toward their annual growth goals. Students in grades 6-8 participate in a 3rd language electives such as French, ASL or Korean, and have the opportunity to try out and participate in sports, competing in a local league in Soccer, Volleyball, Basketball, Softball and Cross Country (Grades K-8). Vocal and instrumental music are offered both during and before and after school. In 2023-24, Tree of Life provided after-school High Dosage Academic Tutoring taught by credentialed teachers for students who were not yet achieving grade level standards, and provided a high quality after school program with academic support for all those who need after school care until 5:30pm daily. This program is free for low income families, and offered at a very low cost for those who aren't income eligible and includes a snack and the supper program. Transportation is provided by school bus to all those who need it at various stops in Anderson and Redding. All students who choose to participate receive free lunch and breakfast daily.

In addition, TLC received a grant for approximately \$8M for new construction and for rehabilitation of current facilities from the Office of Public School Construction. Our new Middle School wing is currently under construction and should be completed in the fall of 2024 with 8 new classroom and new student restrooms, upgraded infrastructure and new sports fields. During the 2024-25 school year, 4 existing modular classrooms will be upgraded with all new interiors, HVAC and equipment for a Makerspace/Art Room, a STEM Lab, a Band/Dance room and a World Music classroom.

Other notable and new implementations at TLC supporting student emotional health and well being and maintaining a positive, college ad career focused school climate include becoming an AVID (Advancement via Individual Determination) elementary schoolwide program, PBIS (Positive Behavior Intervention Support) and Hope Rising Middle School SEL curriculum implementation.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Academic: In spring testing in 2022 and 2023, Tree of Life outscored the state of CA in both ELA and Math for all students, and for all major subgroups that show on the dashboard which includes Hispanic, Low Income, and White students. Of the 24 different indicators used for a comparison, there were 22 in which Tree of Life exceeded the state average, and 2 in which Tree of Life did not exceed the state average. These areas included: English Learner Progress in 2023 (TLC 42.9%, State 48.7%) and ELA for EL in 2022 (TLC -64.9 below standards, State -61.2 below standard--no dashboard color due to few students) TLC exceeded the state average for achievement in both ELA and Math for All, White, and far exceeded the state average for achievement for Hispanic and Low Income students in both 2022 and 2023.

Chronic Absenteeism: Student attendance has rebounded since the pandemic with significant increases in the past 2 years from 26.6% Chronically Absent in 2022, to 12.4% chronically absent in 2023, a decline of 14.2%. With daily absence calls and increased parent information, we have seen our chronic absenteeism make another significant decrease in 2023-24.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Tree of Life has not qualified for Technical Assistance, however we have had SCOE help in analyzing our Data and CAASPP blueprints, claims and targets. We have also participated in the SCOE Coaching grant in Building Thinking Classrooms in Mathematics. Our Instructional Coach and 2 classroom teachers are being trained by a SCOE director of Mathematics, and they in turn are each coaching other teachers in these high leverage instructional practices.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

na

Support for Identified Schools

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

na

Monitoring and Evaluating Effectiveness

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

na

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers:</p>	<p>We received feedback through staff surveys, School Site Council, Vision Team and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results was made to TLC and Cascade Boards. A Data Dive full day session was held at the beginning of the 2023-24 school year during the pre-service days for teachers to deeply analyze the CAASPP data and notice increases and decreases across the grades and goals were set based on this data.</p> <p>A monthly staff meeting with all teachers is held to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively.</p> <p>Feedback is solicited regularly to make continuous improvements in our plan. The draft LCAP was presented in April and teachers gave input on all goals and actions defined. Revisions were made and a summary of any feedback from other educational partners.</p>
<p>Administrators/Leadership Team:</p>	<p>Administrators and Leadership Team (Vision Team) met weekly throughout the year to discuss all 8 state priorities and the</p>

Educational Partner(s)	Process for Engagement
	<p>actions/strategies in the LCAP. School leaders reviewed the stated goals and analyzed progress data regularly.</p> <p>The Vision Team met regularly to determine specific actions for increasing student achievement that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. Grants were received to address the stated needs and new programs are currently being envisioned and developed.</p>
Other school Personnel:	<p>All school staff meets monthly to review student academic and behavior data, review school climate and PBIS goals and actions, review rules and procedures for student safety, discuss challenges and brainstorm ideas to improve student health and well being. All school staff meets annually during the preservice days, and during non-student conference days in November and March to review student data, identify student needs for intervention, review intervention strategies, materials and assessments, and develop an action plan for the next 12 weeks of instruction. Staff provides regular input on success of programs and offers ideas on how to make improvements.</p>
Parents:	<p>Every Friday morning there is a parent meeting on campus that provides multiple opportunities for parent involvement and communication with school administration and teachers. One Friday the Amigos parent club meets to plan activities that support both the academic and social-emotional goals of the school, award and celebrate student success, and provide opportunity for community building and increase parental involvement.</p> <p>One Friday morning is Coffee with the Principal where parents come to be informed about upcoming events, hear updates on or new or ongoing activities, ask questions and give ideas on how to improve the school.</p> <p>One Friday morning is our District English Learner Advisory Council meeting which includes all parents of English learners to discuss</p>

Educational Partner(s)	Process for Engagement
	<p>student success, plan activities, provide ideas on how to foster more parental involvement of parents of English learners and increase success for EL students.</p> <p>One Friday morning is Dads with Donuts--where dads meet to discuss ideas on how to support the school with various projects and programs.</p> <p>Data is gathered from the annual School Climate Survey provided for parents in both English and Spanish.</p>
Students:	<p>Students discuss school programs and concerns and provide feedback during their weekly Restorative Circle time in each classroom. Students choose activities to participate in, choose school service teams to help with, and choose an 8th grade career internship to participate in for 5 weeks. Students share their feedback from the internship in a final project.</p>
Governing Board/Public:	<p>The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results.</p> <p>Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results.</p> <p>Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered.</p>

Educational Partner(s)	Process for Engagement
	<p>Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process.</p> <p>Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 2024.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Each action on the LCAP came as a direct result of one of these data review sessions with the various stakeholders, or from a feedback/information/planning session as outlined above. With the regular discussions taking place in so many different venues, priorities can rise up quickly and collective ideas merge into specific goals as we look to the proper metric to show and analyze growth in each area. Although we still remained higher than the state average (an important metric for charter schools since the passage of AB1505) It was clear to everyone that while our ELA scores maintained and even grew a bit for most grade levels and subgroups, our math scores took a dramatic dip. Therefore school leadership began looking for ways to increase the focus on math which included adopting a new elementary and Middle School Math curriculum, engaging in a variety of Professional Development in Math with the UC Davis Math Project and the Coaching grant for Building Thinking Classrooms in Mathematics. We pointed our resources towards math improvement and focused our high dosage tutoring support primarily on Math, wrote and received a grant for coding and VEX robotics which increased the motivation and student logic and practical math experience for the competitive team which includes special ed and English learner students, and teachers hosted a weekly Mathletes club for 4th-8th grades that also increased motivation and gave students a challenging problem solving and practical math application opportunity. From the feedback given, we also changed our schedule for CAASPP testing, moving Math to the end of the testing window to allow more time for teachers to cover all the Math standards in preparation for the test, an important LCAP metric. Support staff provided additional intervention with math both during school and in the after school program. Celebration assemblies were held each week to highlight and acknowledge student growth in math and other areas.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, regardless of race, ethnicity, diversability, economic status or home language will make growth toward fluency and proficiency in both English and Spanish Language Arts and Math; will participate in a school climate that values respect and honors one another; and will engage in a robust college and career exploration continuum that expands from Tk-8th grade.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

TLC is founded on a number of core values including maintaining a Culture of Honor and Respect that encompasses the belief that all students are loved and valued. Conflicts are resolved through restorative practices while keeping an uncompromising commitment to connection. All students are encouraged and supported through specific actions and metrics to set high goals for themselves, develop action plans and put the steps in place to achieve their goals. In keeping with our core value of Growth Mindset, we believe all students will grow academically in all areas when the following factors are in place: excellent instruction from highly qualified teachers; individualized and differentiated intervention support at their instructional level; goal setting, monitoring and celebration of goals met; strong, ongoing parent and family communication, and college and career engagement activities including career exploration, student career internships, Middle school college visits, Middle school access to CTE courses taught on campus with fully equipped classroom facilities, supplies and materials in established CTE pathways, annual schoolwide College Week and Career Fair.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Proficiency Indicator	2022-23 ELPI 42.9% making progress			At least 55% of EL students make	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Decreased 34.2 points from 77.1% in 2021-22.			growth each year toward proficiency as indicated by the ELPI	
1.2	CAASPP MATH	2022-2023 34% students met or exceeded standard for math The CA School Dashboard: Orange progress indicator 32.4 points below standard Declined 29.2 Points			50% students met or exceeded standard for math The CA School Dashboard: Blue progress indicator	
1.3	CAST Science	2022-2023 37.84% students met or exceeded standard for science			50% of students met or exceeded standard for science	
1.4	CAASPP ELA	2022-2023 47.13% students met or exceeded standard for English language arts The CA School Dashboard: Yellow progress indicator 4.3 points below standard Maintained 2.3 Points			65% students met or exceeded standard for English language arts The CA School Dashboard: Blue progress indicator	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Redesignation Rate	2022-23 Redesignation Rate				
1.6	Spanish Language Arts on Renaissance test	2022-23 Spanish Reading on			80% of students meet or exceed grade level reading and comprehension on Spanish STAR assessment annually in grades 3-8	
1.7	Core Spanish Assessment and Directed Reading Assessment (DRA)	2022-23			95% of student will score proficient on Spanish Core by Grade 3 80% of students will score at grade level on DRA annually Grades K-3	
1.8	Chronic Absenteeism Rate	2022-2023 The CA School Dashboard: Orange performance indicator 12.4% for 2022-2023 with a decline of 14.2%			Chronic Absenteeism Rate will return to pre-pandemic rate of 5%.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	EL students to receive daily designated and integrated ELD instruction in all classes with qualified teachers; 5th-8th Grade Techno English for newcomer and Long Term EL students; All teachers trained in Project GLAD (Guided Lang Acquisition Design)	Increase % of students who are making progress on English Language proficiency--- 1) All students have daily integrated ELD instruction during their ELA portion of the day taught by a credentialed CLAD or BCLAD teacher 2) 5th-8th grade EL students have daily Techno English ELD class for 45 minutes of designated ELD 3) All 4th-8th grade newcomer students receive an additional 30 minutes 3 times a week with a credentialed EL specialist using the XXX curriculum; and an additional 30 minutes 4 times a week on the Imagine Learning English Language and Literacy software that is tailored to the student's level and provides specific instruction in English reading, literacy and vocabulary development.	\$89,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Bilingual Instructional Assistants	Specially trained Bilingual Instructional Assistants are assigned to every classroom to support EL, Low Income, and Spanish learner students to achieve high academic standards and reduce student to adult ratio during instructional time. All daily classroom schedules include a universal access time where students are provided differentiated instruction and targeted intervention based on assessment data.	\$470,675.00	Yes
1.3	Certificated teachers provide Dual Immersion instrution	All certificated staff provide daily dual immersion instruction (following the 90/10 model) incorporating standards based, research based strategies and actions to promote proficiency in two languages for all students.	\$1,007,000.00	No
1.4	Professional Development	Professional Development takes place during annual preservice days and early release Weds throughout the school year. The main focus for PD is closely aligned to our main goals of increased student achievement in ELA, Math, Science and growth toward proficiency in English for EL students, as well as positive school climate and Social-Emotional Learning. These include: AVID, Project GLAD, EL Literacy, Renaissance Learning Assessments, IReady, Building Thinking Classrooms in Mathematics, StemScopes and TWIG Science, VEX Robotics, and Restorative Practices and PBIS training (Includes Heartsmart, Hope Rising, Fred Jones and others) A bilingual instructional coach supports all teachers with classroom management, research based instructional strategies, assessment, testing coordinator, analyzing data and setting SMART goals with teachers for student growth.	\$61,000.00	No
1.5	Standards Based Curriculum, Materials and Technology	All students have access to standards based curriculum and assessment materials in both Spanish and English. School library and classroom libraries provide robust selection of bilingual books for student use in class and at home. All students are provided one to one devices and classrooms equipped with appropriate state of the art technology for in person and distance learning.	\$97,900.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Assessment and Learning Programs include Renaissance Learning STAR Assessment portfolio iReady (English, Math, Spanish) Imagine Learning Español English Language and Literacy Mystery Science Moby Max</p>		
1.6	Safe and Appropriate Facilities	<p>Facilities are maintained and improved annually to meet the needs of all students in a variety of learning environments, both indoor and outdoor. Multiple playgrounds and sports fields in place to allow for extended day recreation and competitive sports. In 23-24 3 refurbished modular classrooms were added for 4th grades and Special Ed Resource Center. A matching grant was received for new construction of Middle school wing and new bathroom, and rehabilitation of current wing Rms 15-18 for STEM, Makerspace, Art, Robotics, Music, Dance, Band and Strings. Sports fields and playgrounds will be moved and redone. New fire pump system will be installed and new parking will be installed and drop-off/pick-up areas will be improved.</p>	\$8,687,604.00	No
1.7	Transportation	<p>Access to transportation is provided free of charge to English Learners and low income students in order to increase daily attendance for at risk students. A grant for two new Lion Electric buses and their chargers was received and put into service.</p>	\$80,000.00	Yes
1.8	Extended Day, Extended Year Programs	<p>A Before and After School Program will be held daily from 2:30-5:30pm. Students receive academic support and high dosage tutoring, electives such as digital arts, Garage Band, 4H and garden and animal care, and competitive sports. Free for low income students. 4-week Summer program available free for all students. Additional 10 days per year offered during intercession (ie. Thanksgiving, Winter, Spring</p>	\$426,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		breaks) which includes academic support, fine arts, sports and PE, science and world languages.		
1.9	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	Bilingual Health Clerk and Bilingual Attendance Clerk provide additional support for health and well-being of low income, foster youth and English Learners and ongoing parent communication and support. A bilingual resource aide and bilingual intervention specialist help staff the Resource center to provide more support to qualified students, as well as increase intervention support to those on an SST who are working on specific academic or behavior goals.	\$60,000.00	Yes
1.10	Broad Course of Study	Daily Specials for grades TK-4th include such offerings as: Art, World Music, Dance, Technology, Nutrition, Korean, and Garden Elective Classes in 5th-8th grade include such offerings as: Band, Strings, MS Choir, Korean, French, ASL, Art, Dance, Film, Drama, Techno English, Robotics, Woodshop and Construction Trades and Personal Finance		No
1.11	School Counselor Strengthen Schoolwide Tier 1 Interventions	The school counselor will oversee the schoolwide Tier 1 PBIS model and lead the team which consists of Athletic Director, playground supervisors, upper and lower grade teachers and admin. The PBIS team will establish playground, hallway, cafeteria and classroom norms and provide ongoing training for support staff in student supervision. PBIS team will meet monthly to review and analyze behavior data and student referrals to determine schoolwide interventions, identify and solve problems and set goals.	\$131,000.00	Yes
1.12	Increase Parent Engagement and Participation	A part-time Volunteer Coordinator helps increase parent engagement by recruiting and scheduling parent and community volunteers to support teachers and students with classroom, library, garden and playground support. Coordinator provides support and school connection with Amigos Parent Club, DELAC committee, and other engagement groups such as	\$19,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Dads and Donuts to encourage involvement and recruit more volunteers for special activities for Fun-raising and Fund-raising activities.		
1.13	All students TK-8 will participate in College Week and Career Fair Activities, 8th grade internships and college visits	TK-8 students participate in College Week and Career Fair annually. Students in Grades 6-8 will participate in additional college and career unit of student during their AVID time to identify careers they are interested in exploring and the college requirements and preferred colleges for each career path of study. Eighth grade students participate in a 5-week career internships shadowing and learning from a mentor about a career of their choice. All 8th graders will have visited a minimum of 4 colleges before graduation.	\$5,000.00	No
1.14	Increase % of students Grades 5th-8th who participate in CTE classes during in school and after school program	A property was purchased next door in order to increase appropriate space to build CTE Classrooms on the new campus property, and to provide CTE exploration classes for Middle School students. A matching funds CTEIG Grant was received to begin offering a CTE elective class in the area of Woodworking and Construction Trades. Certificated CTE teachers will be hired to teach future CTE pathways classes in Agriculture and Animal Health Science, Performing Arts and Entertainment and others.	\$197,600.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$679,261	\$39,872

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
16.052%	0.000%	\$0.00	16.052%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Bilingual Instructional Assistants</p> <p>Need:</p> <p>Scope: LEA-wide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Transportation</p> <p>Need: Parents don't drive, location of school does not allow for walking or biking</p> <p>Scope: LEA-wide</p>	Low Income students have priority for transportation and others can use as space is available	Student Attendance
1.8	<p>Action: Extended Day, Extended Year Programs</p> <p>Need:</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism</p> <p>Need: Unduplicated pupils need additional support from bilingual personnel for attendance calls, support for health and wellness, home visits, referrals for medical or mental health, parent engagement and support. Additional support is needed for academic interventions for low income, EL and Foster Youth to close academic gaps and increase % of proficiency on the CAASPP for ELA and Math.</p>	The bilingual support personnel are available to serve all students and families as needs arise but their regular assignments are designated to supporting the needs of unduplicated students.	decrease in chronic absenteeism, increase in CAASPP ELA and Math scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	Action: School Counselor Strengthen Schoolwide Tier 1 Interventions Need: Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	Action: EL students to receive daily designated and integrated ELD instruction in all classes with qualified teachers; 5th-8th Grade Techno English for newcomer and Long Term EL students; All teachers trained in Project GLAD (Guided Lang Acquisition Design) Need:	Students receive daily ELD instruction at their level through daily integrated (GLAD) ELD and designated ELD (Techno English); ELA reading, listening, speaking and writing progress assessments inform instruction; Trained EL teachers and paraprofessionals provide daily intervention for EL students; English Learning and Literacy and Iready provided daily for newcomer students in grades 4-8.	ELPI--English Learner Proficiency Indicator Reclassification data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>To increase the % of EL students making annual growth toward proficiency in English. The % of EL students continues to grow annually. We now have a required DELAC due to the high number of EL students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

The addition concentration grant is used to add additional aide support for English learners, low income and foster youth

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	na	1:17.5
Staff-to-student ratio of certificated staff providing direct services to students	na	1:18.4

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,231,592	679,261	16.052%	0.000%	16.052%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,062,352.00	\$5,002,302.00	\$4,171,302.00	\$95,823.00	\$11,331,779.00	\$2,273,775.00	\$9,058,004.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	EL students to receive daily designated and integrated ELD instruction in all classes with qualified teachers; 5th-8th Grade Techno English for newcomer and Long Term EL students; All teachers trained in Project GLAD (Guided Lang Acquisition Design)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$89,000.00	\$0.00	\$64,000.00			\$25,000.00	\$89,000.00
1	1.2	Bilingual Instructional Assistants	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$470,675.00	\$0.00	\$415,752.00			\$54,923.00	\$470,675.00
1	1.3	Certificated teachers provide Dual Immersion instruction	All	No				2024-2027	\$1,007,000.00	\$0.00	\$1,007,000.00				\$1,007,000.00
1	1.4	Professional Development	All	No				2024-2027	\$14,000.00	\$47,000.00	\$22,000.00	\$39,000.00			\$61,000.00
1	1.5	Standards Based Curriculum, Materials and Technology	All	No				2024-2027	\$0.00	\$97,900.00	\$50,000.00	\$32,000.00		\$15,900.00	\$97,900.00
1	1.6	Safe and Appropriate Facilities	All	No				2024-2027	\$0.00	\$8,687,604.00	\$200,000.00	\$4,343,802.00	\$4,143,802.00		\$8,687,604.00
1	1.7	Transportation	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00
1	1.8	Extended Day, Extended Year Programs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$324,000.00	\$102,000.00	\$45,000.00	\$357,000.00	\$24,000.00		\$426,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00
1	1.10	Broad Course of Study	All	No				2024-2027							
1	1.11	School Counselor Strengthen Schoolwide Tier 1 Interventions	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$131,000.00	\$0.00	\$50,000.00	\$81,000.00			\$131,000.00
1	1.12	Increase Parent Engagement and Participation	All	No				2024-2027	\$19,000.00	\$0.00	\$19,000.00				\$19,000.00
1	1.13	All students TK-8 will participate in College Week and Career Fair Activities, 8th grade internships and college visits	All	No				2024-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
1	1.14	Increase % of students Grades 5th-8th who participate in CTE classes during in school and after school program	All	No				2024-2027	\$159,100.00	\$38,500.00	\$44,600.00	\$149,500.00	\$3,500.00		\$197,600.00

2024-25 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
4,231,592	679,261	16.052%	0.000%	16.052%	\$714,752.00	210.000%	226.891 %	Total:	\$714,752.00
								LEA-wide Total:	\$650,752.00
								Limited Total:	\$64,000.00
								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	EL students to receive daily designated and integrated ELD instruction in all classes with qualified teachers; 5th-8th Grade Techno English for newcomer and Long Term EL students; All teachers trained in Project GLAD (Guided Lang Acquisition Design)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$64,000.00	16.052%
1	1.2	Bilingual Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$415,752.00	16.052%
1	1.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	16.052%
1	1.8	Extended Day, Extended Year Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$45,000.00	16,052\$

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	1.9	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	16.052%
1	1.11	School Counselor Strengthen Schoolwide Tier 1 Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income		\$50,000.00	16.052%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,820,587.00	\$438,187.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development:	No	\$43,851.00	\$42,004
1	1.2	Bilingual Instructional Assistants and Intervention Specialists provide daily, targeted intervention support for unduplicated students	Yes	\$518,627.00	\$443,690
1	1.3	Teachers and Bilingual Instructional Assistants provide daily high quality Dual Immersion instruction	No	\$1,308,574.00	\$1,340,562
1	1.4	Standards Based Instructional Materials including Technology	No	\$75,086.00	\$95,841
1	1.5	Safe and Appropriate Facilities	No	\$28,633.00	\$21,801
1	1.6	Transportation	Yes	\$86,741.00	\$72,628
1	1.7	SST Process identifies and sets goals for students who are at risk	No	\$39,100.00	\$34,606
1	1.8	Extended Day, Extended Year offerings	Yes	\$407,041.00	\$474,556
2	2.1	Increase Parent engagement and Participation	No	\$7,968.00	\$8,294
2	2.2	Professional Development for Safe and Positive School Culture	No	\$4,933.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Strengthen Schoolwide Tier 1 Intervention	No	\$197,243.00	\$201,052
2	2.4	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	Yes	\$102,790.00	\$113,980
3	3.1	Annual College Week and Career Fair	No		
3	3.2	CTE Pathways Classes offered for Middle School students	No		
3	3.3	8th Grade College Visits	No		
3	3.4	CTE Director oversees career pathways and courses, leads Schoolwide 4H club	No		
3	3.5	CTE Career counseling and outreach, 8th grade internships	No		

2023-24 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)
\$580,181	\$735,230.00	\$699,322.00	\$35,908.00	54.840%	54.840%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Bilingual Instructional Assistants and Intervention Specialists provide daily, targeted intervention support for unduplicated students	Yes	\$476,907.00	\$438,187	13.71%	13.71%
1	1.6	Transportation	Yes	\$86,741.00	\$73,869	13.71%	13.71%
1	1.8	Extended Day, Extended Year offerings	Yes	\$68,792.00	\$113,149	13.71%	13.71%
2	2.4	Additional Personnel to support student Social, Emotional and Physical Health and decrease chronic absenteeism	Yes	\$102,790.00	\$74,117	13.71%	13.71%

2023-24 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)
\$3,676,579	\$580,181	0	15.780%	\$699,322.00	54.840%	73.861%	\$0.00	0.000%