



THE COTTONWOOD SCHOOL

REIMAGINING COMMUNITY. RESHAPING EDUCATION.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Cottonwood School

CDS Code: 09618380139006

School Year: 2022-23

LEA contact information:

Cindy Garcia

Executive Director

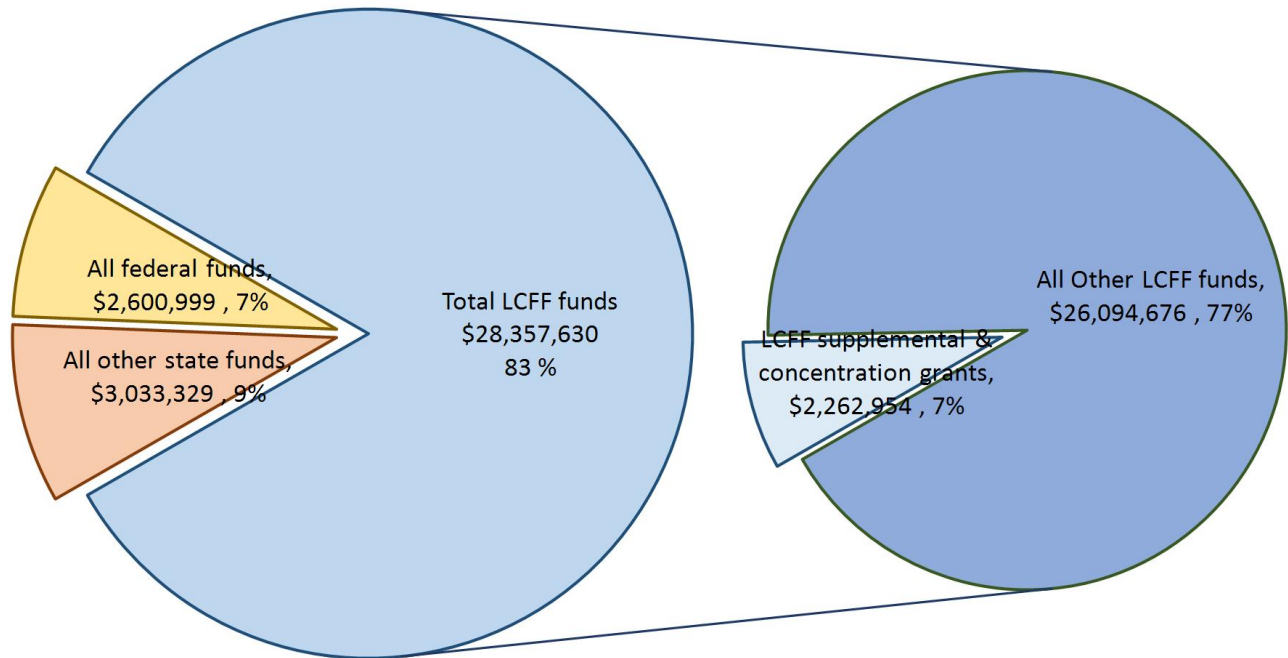
cindy.garcia@cottonwoodk12.org

(916) 936-6519

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

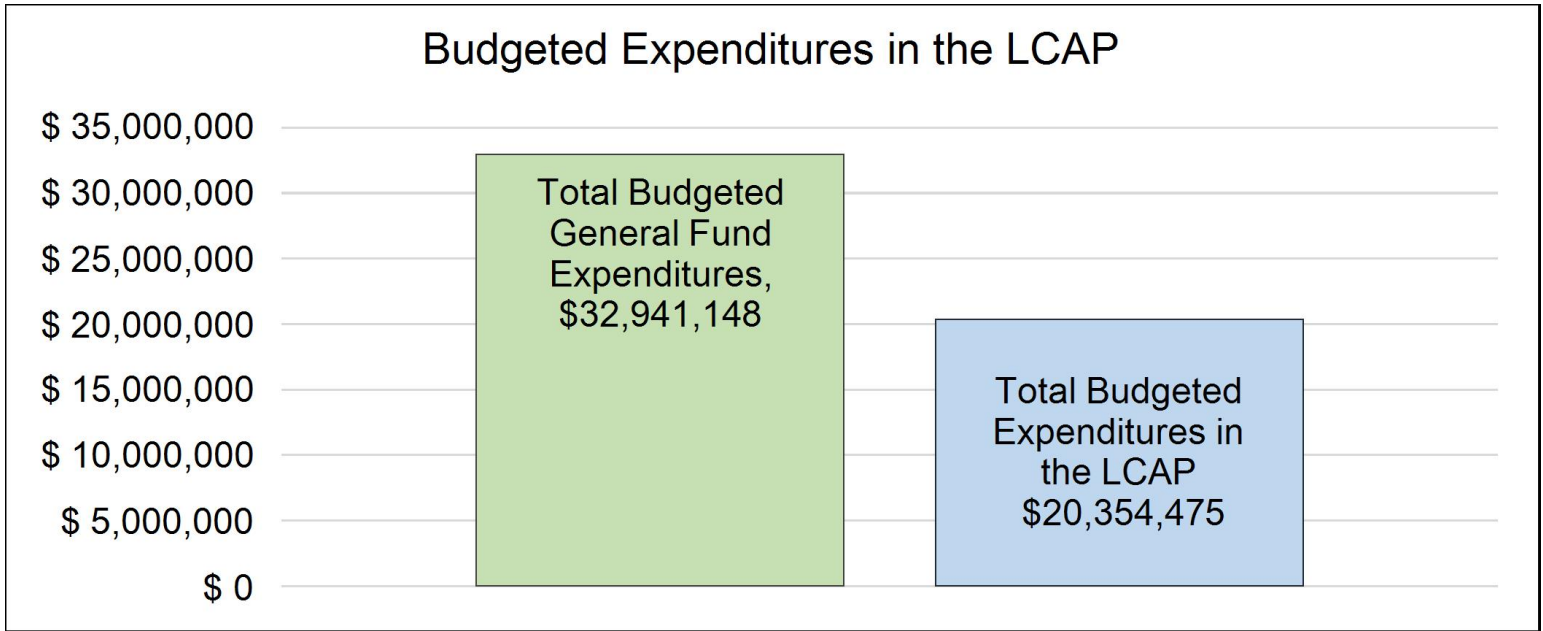


This chart shows the total general purpose revenue The Cottonwood School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Cottonwood School is \$33,991,958, of which \$28,357,630 is Local Control Funding Formula (LCFF), \$3,033,329 is other state funds, \$0 is local funds, and \$2,600,999 is federal funds. Of the \$28,357,630 in LCFF Funds, \$2,262,954 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much The Cottonwood School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: The Cottonwood School plans to spend \$32,941,148 for the 2022-23 school year. Of that amount, \$20,354,475 is tied to actions/services in the LCAP and \$12,586,673 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

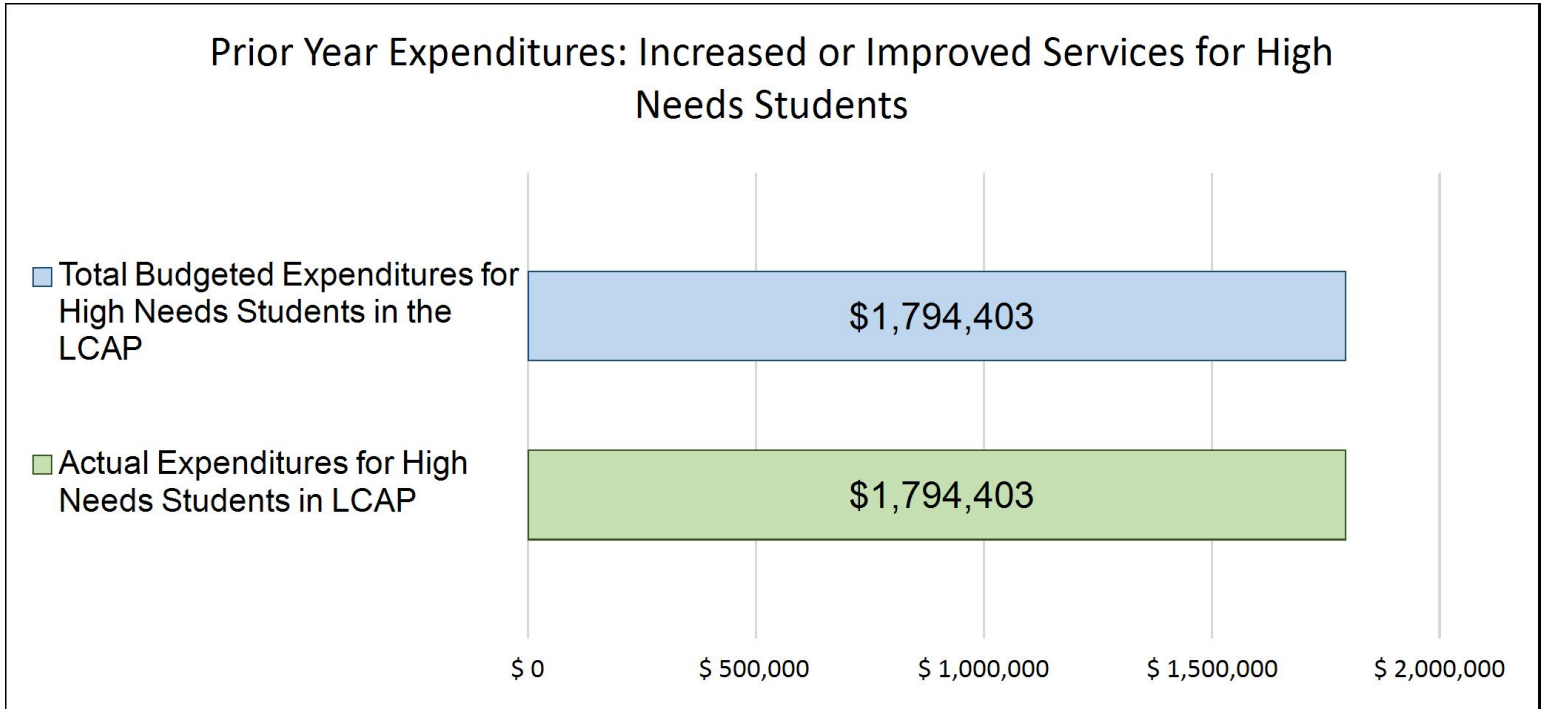
We did not include major operational expenses in the LCAP.

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

In 2022-23, The Cottonwood School is projecting it will receive \$2,262,954 based on the enrollment of foster youth, English learner, and low-income students. The Cottonwood School must describe how it intends to increase or improve services for high needs students in the LCAP. The Cottonwood School plans to spend \$2,265,022 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what The Cottonwood School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Cottonwood School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, The Cottonwood School's LCAP budgeted \$1,794,403 for planned actions to increase or improve services for high needs students. The Cottonwood School actually spent \$1,794,403 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Executive Director	cindy.garcia@cottonwoodk12.org (916) 936-6519

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

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

The Cottonwood School board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June of 2021. We received funds through the California Budget Act of 2021. The Cottonwood School has proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these funds as follows: -Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds. -Educator Effectiveness Grant: Before presenting our Educator Effectiveness Grant Expenditure Plan to our board in December of 2021, we held a public hearing. We sought feedback from parents, students, staff, and members of the public before the public hearing regarding the optimal use of funds.

We are currently developing our 2022-23 LCAP, including reviewing performance data with families and staff to identify specific needs. We intend our LCAP to reflect and support our comprehensive strategic planning to address needs identified through a comprehensive review of student performance data and feedback from educational partners. However, feedback received from our education partners throughout the LCAP development process demonstrates that they want an LCAP that is practical, not lengthy, and complex.

Our concern is that including one-time COVID stimulus funds in our LCAP will complicate it, ultimately undermining its purpose. At this time, we are uncertain whether we will include additional funds (provided through the California Budget Act of 2021) in our 2022-23 LCAP. Regardless, we will continue to engage educational partners in the expenditure of available funding to maximize the improvement of outcomes for students.

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

The Cottonwood School does not receive a concentration grant or the concentration grant add-on.

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

We received one-time federal funds after our board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June 2021. We have proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these one-time federal funds (that are intended to support the recovery from COVID-19) as follows: -Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Successes and Challenges for ESSER III

Our number one priority is to keep students and staff safe at all times. To this end, TCS has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully increased access to all necessary student materials and PPE as suggested by the CDPH and offered additional support for those who need it.

The Cottonwood School's ESSER III Expenditure Plan addresses the academic, social, emotional, and mental health needs of the effects of the COVID-19 pandemic, including maintaining safe in-person learning at our lending library. The Cottonwood School's board approved our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan on October 25, 2021. Currently, we have expended \$18,500 in ESSER III funds for our online academic supports in English Language Arts, Mathematics, and science. Additionally, LEAs that receive ESSER III funds must also create and submit a Safe Return to In-Person Instruction and Continuity of Services Plan (Safe Return Plan). Our Safe Return Plan reflects The Cottonwood School's efforts to maintain the health and safety of students and staff and ensure continuity of services. We are a non-classroom-based school; however, we interact with families in person as needed in our lending library. During these opportunities, we observe all appropriate COVID procedures and protocols.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Cottonwood School’s three 2020-21 LCAP Goals:

- * Optimize Learning Conditions for all of our students to provide culturally responsive instruction and a curriculum that meaningfully incorporates current technology to eliminate academic barriers and support students' paths to college and career readiness.
- * Facilitate our students' opportunities with specific academic, behavioral, social-emotional, mental, and physical health supports to meet their individual needs, especially our English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate a significant need.
- * Facilitate opportunities to lift marginalized voices, celebrate cultures, create space for understanding, create avenues for building authentic relationships through various meaningful community events.

Our goals reflect needs identified through a comprehensive review of student performance data and feedback from our educational partners. The actions outlined in our LCAP reflect our comprehensive strategic planning to meet each goal.

The pandemic has disrupted our students' educational process, resulting in a possible loss of expected growth in learning, commonly referred to as learning loss. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic exacerbating previous achievement gaps. Our ESSER III Expenditure Plan includes allotments for academic support, including virtual academies. Using ESSER III funds to mitigate learning loss related to the pandemic supports all three of our LCAP Goals.

Additionally, the pandemic has increased the amount and quality of social-emotional support students need to focus on their education and succeed academically. Our ESSER III Expenditure Plan includes allotments for trauma-informed practices based on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided"*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *"A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Executive Director	cindy.garcia@cottonwoodk12.org (916) 936-6519

Plan Summary [2022-23]

General Information

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

The Cottonwood School (Cottonwood) is a transitional kindergarten through twelfth (TK-12 grade) independent study/home school and site-based pathway charter school. On March 17, 2020, our Board approved to physically close Cottonwood School in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on March 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We worked to prepare for a safe and successful fall reopening that considered our current challenges.

The school closure due to COVID-19 has affected students physically, socially, emotionally, and educationally. Additionally, families and staff have been adversely affected by these extraordinary times. The closure of school has challenged students and families in all aspects of their lives. From access to basic services such as technology and connectivity to expansive consequences like increased unemployment which affect food security and housing, families are having to take on multiple roles. Our site-based high school pathway program is greatly impacted by the increased isolation from peers and the entire school community. Our home study program is also impacted by increased isolation due to lack of social educational opportunities. In addition to the increased stress of these extraordinary times, instruction including pacing, methods, and assessments has shifted forcing students, families, and staff to take on another stressor.

Our non-classroom-based independent study program offers a variety of independent-study learning options, including online, distance, and in person. Given the number of our homeschooling families, we also emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. We ensure students are engaged in appropriate educational activities on instructional days and assess the time value of independent work as well as the quality of contemporaneous work samples. We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Our curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Although the majority of home school online teaching and learning continued as it did before COVID-19 important aspects of the program have been affected primarily the Place Based Learning. The school continued during the school closure to engage in the use of virtual tools, which allowed for teachers and staff to engage on a regular basis with families and students as they had prior to the pandemic.

The site-based high school pathway program utilizes Project Based Learning, Experiential Learning, Field Trips and Field Studies to engage students in learning inside and outside of the classroom. COVID-19 forced the site-based high school program to transition to a virtual/independent study learning model. The effect of this move has impacted how students, teachers and staff communicate, educate, and learn.

The Cottonwood School recognizes the additional challenges involved to meet the needs of students; physically, socially, emotionally, and educationally during this extraordinary time. The Cottonwood School understands the need to be mindful and consistent is even greater because of additional challenges distance learning brings to delivering instructional programs. All programs continue to provide access based on individual needs including students with special needs, English Learners, Foster Youth, and Homeless students. Professional development for teachers will continue to promote English Learners, Multi-Tiered Systems of Support and prioritized content standards.

Reflections: Successes

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

The Cottonwood School, TCS, is very proud of the growth it has secured for students since we opened our doors in 2019. Currently, TCS does not have a California Dashboard due to Covid-19. TCS has seen continuous and significant growth in student achievement in language arts and mathematics. As shown by our verified assessment, Renaissance Learning. Careful planning, research, and strategic decision-making led to actions and services that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, including Reading Horizons, Renaissance Learning assessment tools, Direct instruction intervention programs, a solid technology infrastructure with 1:1 Chromebooks or laptops, hotspots, and the development of the Parent Advisory Committee, contribute to continuous improvement.

In the area of English Language Arts, the Renaissance Learning assessment shows growth in the following areas:

Grades 1-6: Increased 11.24%

Middle School: Increased 1.54%

High School: Decreased -5.02%

In the area of Mathematics, the Renaissance Learning assessment shows growth in the following areas:

Grades 1-6: Increased 2.83%

Middle School: Increased 8.76%

High School: Increased 4.92%

Parent engagement has also proven successful in TCS. We offer opportunities to attend parent education events focused on understanding school programs and supporting learning at home. The Homeschool Parent Development programs took deep dives into curriculum and instructional practices. Over 160 of our stakeholders (parents, students, and staff) participated in the annual LCAP Surveys. When asked

How satisfied are you with student engagement", our data indicate that 88% of parents are Very Satisfied with their student's engagement. That 62% of parents agree that "The Cottonwood School is effective in strengthening and promoting academic achievement of all students." 65% of parents agree with the statement, "The Cottonwood School has high expectations for all students."

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.

We cannot determine growth in our state assessment results because the state did not administer state assessments in 2020, and we do not have effects for 2019-2020, our first year. We are aware of our performance on the 2021 state assessments and, like all schools/districts across the state, are attempting to determine the impact of COVID-related factors on our scores. We continually reflect on our student performance results to refine our curriculum and instruction. The Cottonwood School is making a concerted effort to communicate the importance of participating in state assessments to our families, and it appears this effort is working.

During our PAC meeting, we discussed that many families had expressed various suggestions about how to improve/increase communication regarding the significance of state assessment results.

Our annual review of The Cottonwood School's verified data indicates no areas of low performance or significant performance gaps among student groups required to be addressed. There are no indicators for which overall performance would have TCS in a red or orange performance category. There are also no local indicators that TCS would have received a "Not Met" rating.

LCAP Highlights

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

The Cottonwood School's 2021-2024 LCAP focuses on the continuous improvement of student achievement, providing ongoing professional development and training for educators, evaluating and improving school climate, and offering meaningful parent engagement activities while maintaining fiscal solvency.

The Cottonwood School is committed to continuously analyzing essential metrics related to student needs, implementing the feedback and input of our stakeholders, refining instruction, improving school climate and safety, and closing the achievement gap. The LCAP goals and actions outline proven and practical steps that contribute to demonstrable growth in student achievement and maintain those actions and services that positively impact student achievement and support the TCS vision and goals. Additionally, the LCAP reflects efforts to provide more clarity and transparency for stakeholders on TCS services and expenditures.

Significant actions and services include the following:

- Providing a unified and equitable learning experience for all students.
- Ensuring the needs of every student are met through consistent data analysis, quality core instruction, differentiated assistance provided during the school day.
- Fostering collaboration between professionals who are focused on improving student outcomes.
- Addressing the mental health and social-emotional needs of all children through coordinated services.
- Preparing students for 21st Century advanced education and career opportunities.
- Ensuring multiple pathways encourages family involvement in student learning.

Throughout the LCAP, the goals, actions, and expenditures demonstrate how TCS works to continuously improve progress on the State and Local Indicators using our verified data; and any State and Local Indicators are priorities and areas of focus in our efforts. TCS is committed to engaging in continuous improvement efforts to address all Indicators. TCS remains steadfast in its efforts to increase student achievement and strives to improve progress on each Indicator, over time continuously.

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.

The Cottonwood School is not eligible for comprehensive support and improvement. TCS is homestudy charter school.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The Cottonwood School's process for engaging stakeholders in the development of the LCAP includes annual surveys, community forums, meetings with advisory committees and groups throughout the school year, LCFF/LCAP Presentations to the Board of Trustees and Stakeholders, and posting the draft LCAP online.

Annual Surveys:

Parent Survey – Administered online.

The parent survey is integrated into our Weekly emails, Community Café meetings, and Parent Advisory meetings. The parent survey includes questions in the following three constructs: academic environment, social environment, and family engagement. All 2400 families were invited to participate in the survey process annually.

Student Survey (Gr 4-12) – Administered online.

The student survey includes questions related to the academic and social environments. Students in Gr 4-12 were invited to participate in the survey process.

Staff Survey – Administered online.

The staff survey is integrated into school staff meetings and our Cottonwood Express. Additionally, the staff is invited to participate through emails. The staff survey includes questions in the following three constructs: academic environment, social environment, and family engagement. Approximately 135 staff members participate in the survey process annually. Each demographic group and job classification are equitably represented.

Invitations are sent through various communication avenues for all Community events, including information phone calls and personal contact by our Parent Engagement Advisor and school administrators. All teachers are asked to contact and invite families representing at-risk student groups (student groups with an achievement gap, English Learner, low income, and foster youth).

Below is a chronological summary of our LCAP-related opportunities to proactively invite input from all students, families, and staff (not an exhaustive list).

- January 25, 2022: Public presentation of the Supplement to the Annual Update to the 2021-22 LCAP
- January-February 15, 2022: Student, family, and staff surveys related to student performance data and our LCAP Goals and Actions

- January - May 2022: Discussion at administration meetings:
- February 14, 2022: LCAP Parent Advisory Committee meeting focused on an analysis of student performance data
- April 21, 2022: The parent Advisory Committee.
- May 24, 2022- Draft LCAP Public Hearing
- June 21, 2022: School Board meeting for final approval of LCAP

A summary of the feedback provided by specific educational partners.

The Cottonwood School received feedback regarding our Local Control and Accountability Plan from parents and staff. Staff prioritized providing support and resources to all students. Staff highlighted the need for additional intervention and support for struggling students.

Themes emerged around supporting English learners with a focus on English Language Development. Staff emphasized the need for support in the use of technology. Staff shared the need to ensure students have the resources to access online curriculum. Staff also shared their want of exposure to a variety of enrichment activities that students and staff have relied on prior to the closure of COVID 19.

Providing professional development on digital platforms such as Zoom, Schoology and Google Classroom to ensure internet safety, effective instruction and student engagement emerged as a high priority. Synchronous instruction was identified by staff as an area of growth to meet students where they are at and to move them forward.

Staff indicated challenges and strengths of providing services and assessments related to the needs of students with disabilities during the COVID 19 school closure.

Social and emotional wellbeing for all—students and staff—is an ongoing need. Exploring ways to meet the needs of our school community is of utmost importance, the stakeholder groups shared.

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

Our stakeholder feedback informed our Local Control and Accountability Plan in the following manner: The Cottonwood School continues to explore and implement instructional materials and assessment tools to support instruction in Mathematics, English, English Language Development and other content areas. Additional supports are enhanced to support students with technology. Supporting students in their social emotional needs is a priority. Online curriculum including Everfi and web pages on growth mindset are a few options to support home study students. The site-based program works to support students through assigning an advisory to each student. The California Department of Education, July 2020 Page 4 advisor supports the student physically, academically, emotionally and socially through advisory and through day to day interactions on zoom.

Goals and Actions

Goal

Goal #	Description
1	The Cottonwood School will provide engaging, high-quality teaching and learning that promotes applying knowledge within an independent study/online curriculum structure. Additionally, TCS will provide culturally responsive instruction and curriculum that meaningfully incorporates current technology to eliminate academic barriers and support students' paths to college and career readiness.

An explanation of why the LEA has developed this goal.

Self-study findings indicate the need to increase the rigor and relevance of our curriculum and instructional strategies to ensure TCS graduates are appropriately prepared for finding life-long, sustainable employment. Outside research also supports the case for high quality, culturally responsive curriculum to enhance programming and student engagement. We realize the extent to which academic barriers prevent students from setting and achieving goals and that barrier removal is essential to increase retention and graduation rates. As an independent study school, students need various ways to positively engage with the school community to impact their educational experience entirely. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students. Lastly, TCS recognizes the changing digital landscape and the importance of staying current with instructional technology to improve student achievement.

State Priorities:
 Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional materials aligned with the Common Core State Standards for all	Staff will regularly review of evidence based aligned with the CCS curriculum with all stakeholders	The Cottonwood staff reviewed our evidence-based aligned with the CCS curriculum with our			Staff has regularly reviewed of evidence based aligned with the CCS curriculum with all stakeholders

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade levels, TK-12 <ul style="list-style-type: none"> • Instructional materials for Special Education • Instructional materials for English Learner education • Supplemental instructional materials for all subject areas, TK-12 	As we continue to review and adopt new curriculums.	educational partners. All of our currently used curricula are evidence-based..			All newly adopted curriculums have been reviewed and vetted.
Effectiveness of online curriculum implementation	Irregular & ineffective use of report features in online curriculum Ongoing training as needed for effective implementation	The Cottonwood School has provided training, PD, for i-Ready, Canvas, Nearpod, SmartBoards, DreamBox and i-Ready.			70% Effective use of report features in online curriculum Ongoing training as needed to continue our effective implementation
Increase the number of students who have access to a computer and internet access	We have identified 15% of our students are in need of technology	The Cottonwood School need for technology has increased to 35% as a result of increased enrollment.			70% of our student that are in need have computer and internet access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Content of professional development (PD) opportunities - culturally responsive practices	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Each month, the Cottonwood School held a training and modeling of an SEL concept during our all-staff meeting and at each board meeting. Our SELF-Talk newsletter was sent to all staff and families with a monthly SELF challenge, 7 Mindsets for students' grade span specific, and our Mindset Marvel of the week.			80% of the Staff is trained on strategies to engage students and families in addressing students' social-emotional health academic needs
# students College Career Ready as indicated by the Readiness Preparation matrix	6.54% (28 students) have participated in at least 1 College Career Readiness Preparation	4 students have participated in at least one CCR			70% of graduating students College Career Ready as indicated by the Readiness Preparation matrix
# students completing a College Career Readiness Preparation pathway	9 students have completed a pathway as of 5/2021	At this time we do not have any students that have completed a pathway However, we had 25 students complete the a-g pathway.			70% of High school students complete a pathway

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Engaging, High-quality, Culturally Responsive Curriculum, and Instruction	Use our internal Common assessments to measure student progress and identify areas our students are struggling in and monitor grade-level growth for all subgroups, Sharing monthly writing & math SBAC-aligned prompts	\$479,029.00	No
1.2	Removal of academic barriers	Cottonwood has purchased online curriculum resources both academic for all students in all grades to provide immediate access to standards based curriculum, Including BrainPop, My Big Life Journals, 7Mindset and access at our Lending Library, this is not an exhaustive list.	\$1,062,112.00	No
1.3	Support for College and Career Readiness	Expand opportunities to dually support students' college and career readiness, including access to CTE pathways, targeted support for low-income students, and expanded post-secondary linkages to provide work-based learning opportunities. Improve career pathways data tracking, program completion & participation in college readiness and career readiness activities, including enrollment in academic bridge courses	\$399,949.00	Yes
1.4	Access to online curriculum, technology	Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress. Additional devices to provide for general education students in need of a device to access their curriculum, online classes or virtual direct instruction.	\$853,534.00	Yes

Goal Analysis [2021-22]

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

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

Local Educational Agencies across the country are experiencing difficulty finding and hiring qualified teachers. COVID-related issues have only exacerbated this challenge. The Cottonwood School was able to substantively implement Action 1.3 because our career technical education (CTE) teacher increased their number of CTE certifications during the school year. We acknowledge the difficulty to hire and retain CTE teachers who are able to earn significantly more in viable, in-demand industries.

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

There are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal.

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

Our Goal 1 and Actions are helping us improve college and career readiness among our students. Currently, our formal data reported by the state in 2021 on the Graduation Rate Additional Report or the College/Career Measures Only Report, shows that The Cottonwood School has an 85.6% graduation rate. This report contains results for most metrics we measure to determine progress toward Goal 1 including the percentage of high school graduates who meet A-G requirements or complete both A-G requirements and a CTE Pathway

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

The following change has been made to align with our Single Plan for Student Achievement: We modified our metric related to 1.1. We will continue with this metric in goal activity 2.3 Teach growth mindset to all students, ensure all staff understand the importance of mindsets and have resources to implement the teaching of mindsets by including mindset trainings on PD days and regularly sharing Mindset Monday lessons.

And Action 1.1 will now read Use our Internal Common assessments to measure student progress and identify areas our students are struggling in and monitor grade-level growth for all subgroups, Sharing monthly writing & math SBAC-aligned prompts.

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	Students are provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need.

An explanation of why the LEA has developed this goal.

As an independent study school, students need a variety of ways to engage with the school community to positively impact their educational experience. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students.

State Priorities:
 Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Develop and implement social/emotional intervention programs.	Expand on our SEL program with the addition of 7Mindsets, continue with Growth Mindset activities and journal with My Big Life	This year we expanded our SEL program with the addition of 7Mindsets, continued with Growth Mindset activities, and added with My Big Life Journal activities. Additionally, we send a weekly SELF newsletter to all staff and educational partners and have added a school			100% of teachers teach growth mindset to all of their students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		psychologist for our SEL program and Urgent Student Support.			
Provide systems of support and personnel for English Learners, SocioEconomic Disadvantaged, Homeless, Foster, and SPED students to intervene and support their academic success.	Develop and expand our tutoring or other one-on-one or small group learning supports by adding paraprofessionals serving in supplemental programs available to all students.	At this time we have been able to reclassify 22% of our EL students We have added another EL Designee to assist in our EL teaching program. We have increased the time of our Mobile Foster Youth Coordinator.			A fully developed in-house tutoring or other one-on-one or small group learning supported by paraprofessionals serving in supplemental programs available to all students.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Not in use	Not in use	\$0.00	
2.2	PD will be provided monthly on academic assessment and SEL growth	Provide regular PD opportunities for culturally responsive practices, including curriculum implementation support, book clubs, in-service days, and newsletters. Ensure that all programs are culturally and linguistically responsive to the needs of our students and their families, especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups.	\$213,271.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	SEL opportunities	Teach growth mindset to all students, ensure all staff understand the importance of mindsets and have resources to implement teaching of mindsets by including mindset trainings in PD days and regularly sharing Mindset Monday lessons.	\$51,332.00	Yes
2.4	Provide access to a variety of resources to meet their academic needs, online, virtual and in-person instruction.	Effectively implement online curriculum & digital instructional tools, including use of reports, student-level data, and PD for implementation. Ensuring all students, English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups, and staff are provided access to curriculum and technology.	\$926,877.00	Yes

Goal Analysis [2021-22]

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

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

We knew that after 18 months of being at home would cause new or increased issues of stress, anxiety, and mental health problems for students that we had not dealt with before. We were correct in this assumption. Our students have increased signs of anxiety, depression, and social issues than we had never encountered previously. The amount of students needing a 504 Plan increased; as such, the services needed for our case managers also increased. We implemented most of the corresponding Actions substantively. For example, we successfully implemented access to a variety of resources to meet their academic needs, including online, virtual, and in-person 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.

There are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal.

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

We believe our Goal 2 Actions are helping us improve access and success in a broad course of study. Our STAR 360 verified data showed that we made maintained our growth from our fall data to our winter data. Our 2021 ELL redesignation rate is 36%, higher than the state rate

of 7% and the county rate of 8%. Additionally, 38% of our ELLs demonstrated English language proficiency on the 2021 English Language Proficiency Assessment for California (ELPAC), more than double the state rate (14%) and the county rate (10%).

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

The following change has been made to align with our Single Plan for Student Achievement: We modified our Action 2.1 and 2.2 these will be continued as part of Goal 1 replacing Action 1.1. Action 2.3 will now include Provide regular PD opportunities for culturally responsive practices, including curriculum implementation support, book clubs, in-service days, and newsletters.

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

Goals and Actions

Goal

Goal #	Description
3	The Cottonwood School partners with parents, students, and staff to guide and facilitate student learning opportunities, support choice, provide opportunities to lift marginalized voices, celebrate cultures, create space for understanding, create avenues for building authentic relationships through various meaningful community events. The Cottonwood School is committed to cultivating a climate of trust and transparency, clear communication, and an opportunity for all voices to be heard and represented.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure all students in The Cottonwood School and their families are engaged in learning. The actions in this goal address the following state priorities:
 Priority 3 - Parental Involvement
 Priority 5 - Pupil Engagement
 Priority 6 - School Climate
 The combined actions included in this goal are centered on academic engagement as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Parent & Family Engagement Indicator	1. Developing the capacity of staff to build trusting and respectful relationships with families 2. Creating welcoming environments for all families in the community	Through our PDs each of our SELF Mindset Monday coordinators modeled how to build trust with our students and families. Additionally, the SELF Talk weekly newsletter is an additional resource for all.			1. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3. Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children -</p> <p>4. Providing professional learning and support to teachers and administrators to improve a school’s capacity to partner with families -</p> <p>5. Providing families with information and resources to support student learning and development at home Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes -</p>	<p>Our families have expressed the need for community resources our MVHY Coordinator in collaboration with our Parent Advisor and our Slavic Family Liaison are a continual source of support for our families. Our ELD Team has created a welcoming and inviting classroom environment. Our second language learners frequently want to attend all of the EL class offerings. Additionally, our MDIP partners have increased the books available in our Lending Library The TCS works as a team to ensure all of these supports work and that all of our Cottonwood family is included.</p>			<p>2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability</p> <p>3. Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children - Full Implementation</p> <p>4. Providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families - Full Implementation and Sustainability</p> <p>5. Providing families with information and resources to support student learning and development at home Implementing policies or programs for teachers to meet with families and students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					to discuss student progress and ways to work together to support improved student outcomes - Full Implementation and Sustainability

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Cooperative Learning	Teachers provide learning opportunities , educational experiences through the daily use of practices that promote equity and access, foster interdependence, individual accountability, and equal participation for all students.	\$15,812,583.00	Yes
3.2	MTSS and SEL	School administrators and teachers utilize a multi-tiered system of supports which includes Zones of Regulation and 7 Mindsets and other means of correction to ensure positive school climates and wellness for all students.		
3.3	MDIP (Multicultural Diversity & Inclusion Perspectives)	Ensure that all programs are culturally and linguistically responsive to the needs of our students and their families.	\$26,301.00	Yes
3.4	Pathways for LCAP Input	Our Directors all contribute and provide pathways for our educational partners to offer input on the development of the district Local Control Accountability Plan (LCAP) through: Annual parent/guardian, staff, and student (grades 4-12) surveys. Fall and spring community forums.	\$529,487.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Staff and parent email communications.</p> <p>An online platform that collects input on the draft LCAP prior to School Board approval.</p> <p>An LCAP Advisory Committee comprises parents, staff, and representatives who analyze feedback to determine community priorities.</p>		

Goal Analysis [2021-22]

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

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

We found that implementing PBIS is more effective in a brick-and-mortar setting. TCS found that Zones of Regulation and 7 Mindsets are very effective and our staff, students, and parents found them to be helpful.

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

There are no significant material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services within this goal.

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

From our Parent Advisor, our Slavic Family Liaison, the ELD Team to the Directors all provided resources to staff throughout the year in regards to student achievement for both internal and external assessments, accountability indicators, and implementation of strategies based on data analytics and analysis. Using student assessment data, the school continued to align instruction to state standards and implement integrated and designated ELD standards. The collaboration between staff members continued to develop a collective responsibility for each student's progress and success.

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

The following change has been made to align with our Single Plan for Student Achievement:

We modified our metric related to School administrators and teachers utilizing a multi-tiered system of support which includes Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students.

Instead, we will continue with this metric in goal activity 2.3 Teach growth mindset to all students, ensure all staff understand the importance of mindsets and have resources to implement the teaching of mindsets by including mindset trainings on PD days and regularly sharing Mindset Monday lessons.

Additionally, we have modified Action 3.2 to reflect our school model.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2262954	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.98%	0.00%	\$0.00	7.98%

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.

1 Professional Development for Intervention –

Our examination of successful student assessment data reveals that students assigned to highly trained Intervention teachers perform at higher levels than students who have not participated in intervention with a highly qualified teacher. Professional learning has a powerful effect on teacher skills and knowledge, and student learning. However, to be effective, it must be sustained, focused on important content, and embedded in the family's work and the HST that support ongoing improvements and student achievement.

2. Plan of Actions for Student Success –

A review of diagnostic data from our verified data (locally administered assessments) for our foster youth, English learners, and low-income students who are not meeting English Language Arts and/or Mathematics standards reveals these students display gaps in understanding.

To address these learning gaps, the HST writes an Assignment Work Record, AWR, for all students that outline the foundational areas the student struggles in and communicates with the family in addressing these learning needs.

3. Collaboration for Struggling Students –

"By promoting a culture of collaboration focused on knowing a team's collective impact, leaders have the potential to support school improvement in ways that positively influence teachers' collective efficacy beliefs and thus promote student achievement." (Donohoo, Hattie

& Eells, 2018). Considering the unique and pervasive needs of foster youth, English learners, and low-income students, teacher collaboration is critical to their success.

4. Newcomer Support

English Language Development classes are in place to provide increased services for our English Learners during the school day. The number of English learners (ELs) in the U.S. has risen 10 percent in the last decade, representing about 4.5 million public K–12 students. In The Cottonwood School, EL students represent approximately 6.56% of the total student population. Computer-based supplemental literacy programs support teachers in providing designated instruction in meeting the diverse language and academic needs of English learner students in TCS. Computer-based instructional materials offer engaging, interactive platforms, with high-interest materials that improve student learning and help teachers with the assistance of instructional aides provide personalized

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

The Cottonwood School will receive approximately \$1,607,197 in supplemental funding for the LCAP year calculated based on the number and concentration of low-income, foster youth, and English Learner pupils as pursuant to 5 CCR 15496(a)(5). A review of The Cottonwood School's needs and metrics, along with stakeholder input, determined that utilizing the supplemental grant for the following services and programs would be the most effective use of funds to meet the goals for unduplicated pupils.

Programs and services using supplemental grant funding support the academic achievement and engagement needs of our student groups with a significant achievement gap, English learners, low-income students, and foster youth. Programs and services principally directed for

these student groups include: professional development for teachers in literacy, remediation, cultural proficiency, motivation, classroom engagement, and English language development (ELD); progress monitoring, early identification, and pre-referral supports for academic needs; during the school day universal access (designated) instruction; supplemental literacy and English development remediation materials; and additional personnel focused on supporting students and engaging their families in education.

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.

N/A

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$16,944,812.00	\$2,678,390.00		\$731,273.00	\$20,354,475.00	\$11,679,930.00	\$8,674,545.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Engaging, High-quality, Culturally Responsive Curriculum, and Instruction	All	\$343,703.00			\$135,326.00	\$479,029.00
1	1.2	Removal of academic barriers	All	\$1,062,112.00				\$1,062,112.00
1	1.3	Support for College and Career Readiness	English Learners Foster Youth Low Income	\$334,567.00	\$65,382.00			\$399,949.00
1	1.4	Access to online curriculum, technology	English Learners Foster Youth Low Income	\$503,534.00			\$350,000.00	\$853,534.00
2	2.1	Not in use						\$0.00
2	2.2	PD will be provided monthly on academic assessment and SEL growth	All	\$74,400.00			\$138,871.00	\$213,271.00
2	2.3	SEL opportunities	English Learners Foster Youth Low Income	\$51,332.00				\$51,332.00
2	2.4	Provide access to a variety of resources to meet their academic needs, online, virtual and in-person instruction.	English Learners Foster Youth Low Income	\$869,801.00			\$57,076.00	\$926,877.00
3	3.1	Cooperative Learning	English Learners Foster Youth Low Income	\$13,199,575.00	\$2,613,008.00			\$15,812,583.00
3	3.2	MTSS and SEL	Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	MDIP (Multicultural Diversity & Inclusion Perspectives)	English Learners Foster Youth Low Income	\$26,301.00				\$26,301.00
3	3.4	Pathways for LCAP Input	English Learners Foster Youth Low Income	\$479,487.00			\$50,000.00	\$529,487.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,357,630	2262954	7.98%	0.00%	7.98%	\$15,464,597.00	0.00%	54.53 %	Total:	\$15,464,597.00
								LEA-wide Total:	\$505,788.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$14,958,809.00

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	1.3	Support for College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$334,567.00	
1	1.4	Access to online curriculum, technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$503,534.00	
2	2.3	SEL opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$51,332.00	
2	2.4	Provide access to a variety of resources to meet their academic needs, online, virtual and in-person instruction.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$869,801.00	
3	3.1	Cooperative Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,199,575.00	
3	3.2	MTSS and SEL			Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	MDIP (Multicultural Diversity & Inclusion Perspectives)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,301.00	
3	3.4	Pathways for LCAP Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$479,487.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$0.00	\$0.00

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)
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This table was automatically populated from the 2021 LCAP. Existing content should not be changed, but additional actions/funding can be added.

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2021 LCAP. Existing content should not be changed, but additional actions/funding can be added.

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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