LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood Academy of Ukiah

CDS Code: 23-65615-2330413

School Year: 2022-23

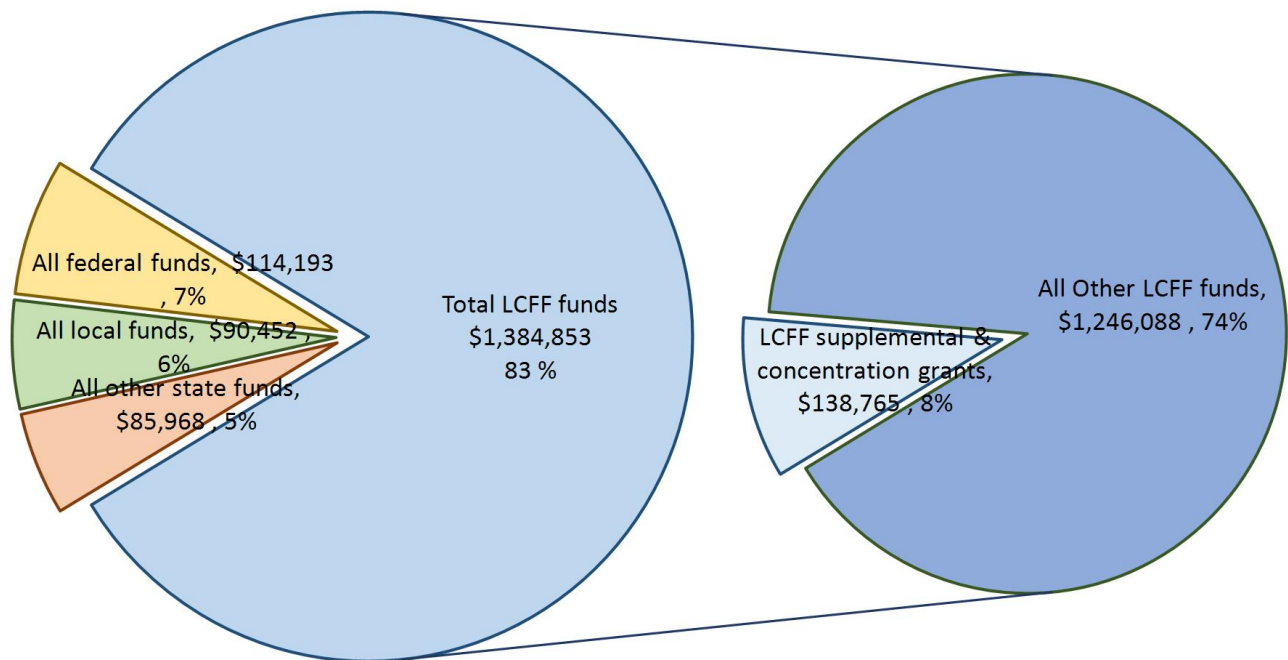LEA contact information:

Caleb Cimmiyotti

Principal

ccimmiyotti@redwoodacademy.org

707-467-0500

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
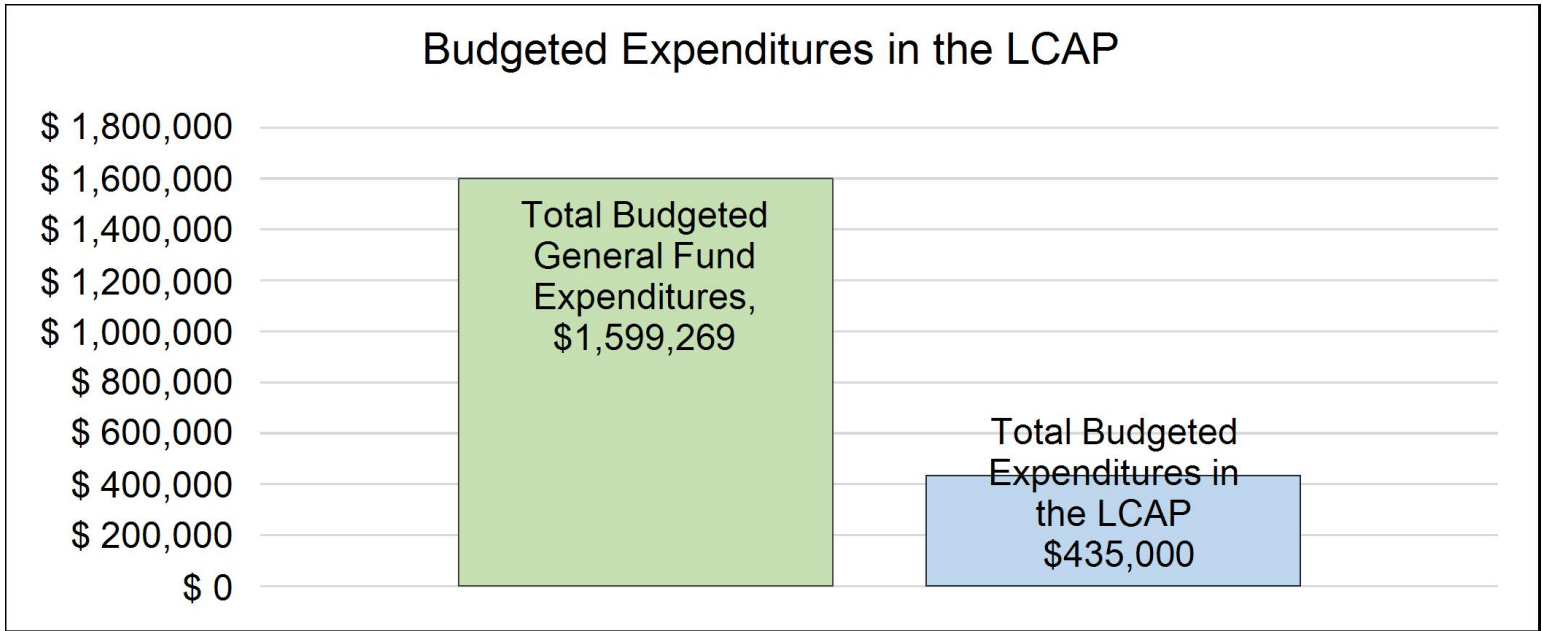
Projected Revenue by Fund Source

This chart shows the total general purpose revenue Redwood Academy of Ukiah 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 Redwood Academy of Ukiah is $1,675,466, of which $1,384,853 is Local Control Funding Formula (LCFF), $85,968 is other state funds, $90,452 is local funds, and $114,193 is federal funds. Of the $1,384,853 in LCFF Funds, $138,765 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,599,269

Total Budgeted Expenditures in the LCAP $435,000

This chart provides a quick summary of how much Redwood Academy of Ukiah 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: Redwood Academy of Ukiah plans to spend $1,599,269 for the 2022-23 school year. Of that amount, $435,000 is tied to actions/services in the LCAP and $1,164,269 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
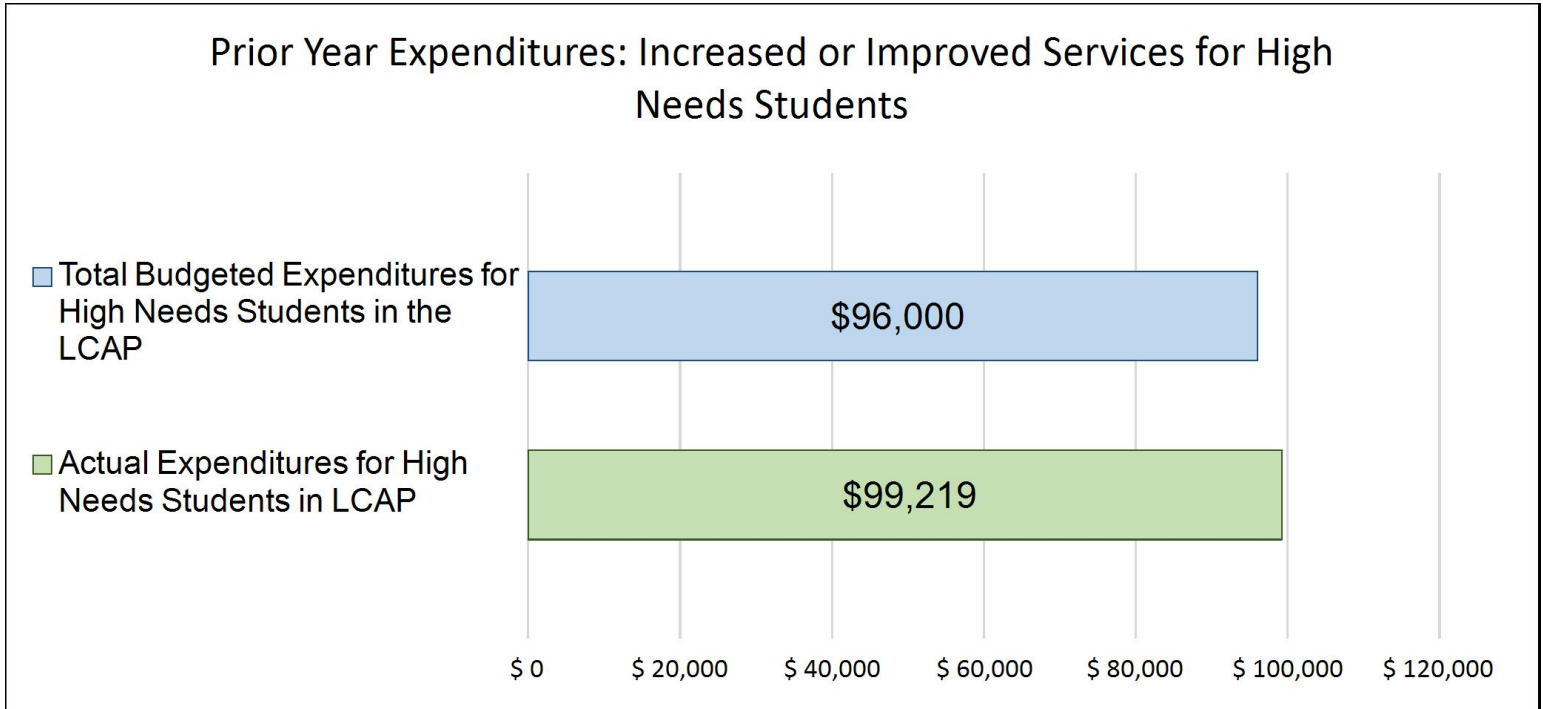
The budgeted expenditures that are not included in the LCAP will include general facility, maintenance, and staffing costs that are all indirectly related to the LCAP plan and necessary for the operation of the school.

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

In 2022-23, Redwood Academy of Ukiah is projecting it will receive $138,765 based on the enrollment of foster youth, English learner, and low-income students. Redwood Academy of Ukiah must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood Academy of Ukiah plans to spend $175,000 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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$96,000
☐ Actual Expenditures for High Needs Students in LCAP	$99,219

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000

This chart compares what Redwood Academy of Ukiah budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redwood Academy of Ukiah 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, Redwood Academy of Ukiah's LCAP budgeted $96,000 for planned actions to increase or improve services for high needs students. Redwood Academy of Ukiah actually spent $99,219 for actions to increase or improve services for high needs students in 2021-22.

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
Redwood Academy of Ukiah	Elna Gordon, Co-Executive Director	egordon@redwoodacademy.org

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).

Other plans for funds included by way of the Budget Act of 2021 include Expanded Learning Opportunity (ELO), Educator Effectiveness, and A-G Completion Grant funds. For the ELO plan, both teachers and support staff participated in the development of the Expanded Learning Opportunities Grant Plan (ELO) during a staff meeting held on 4/9/21. Additionally, a Parent Advisory Meeting was held on 4/14/21 to elicit parent input prior to being taken to the Board of Directors for approval in May. For the Educator Effectiveness Grant, the plan was taken to a public hearing by way of a special board meeting on 12/7/21. Additionally, staff were given the opportunity to provide input at a staff meeting on 12/8/21. The plan was subsequently approved by the board at a regular meeting on 12/14/21. The A-G Completion plan will be presented for public input at a regular board meeting on 1/18/22, will then go to staff for input as part of the February staff meeting, and will go back to the board for approval on 3/8/22.

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.

Redwood Academy does not receive concentration grant funding.

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.

Redwood Academy engaged its educational partners during the development of the ESSER III Expenditure Plan, which was first discussed with the staff at staff meetings on both 6/2/21 and 8/17/21. Input was also solicited from both board members and the public at a board meeting on 6/8/21. Parent and student input was solicited by way of end-of-year surveys, and a parent advisory meeting held on 9/8/21. Finally, the plan went to the school's board members for approval on 9/14/21. At all meetings, proposed expenditures along with relevant data were reviewed and educational partners were given the opportunity to propose revisions and/or additions. In addition to input solicited specifically about the ESSER III Expenditure Plan, educational partner input for both the school's LCAP and ELO Grant Plan was taken into consideration in its development.

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.

Redwood Academy has successfully returned to in-person learning for almost all of its students. Only 5% of Redwood Academy students remain on long-term independent study. Much of this success can be attributed to safety provisions that were part of the ESSER III funding plan. Redwood Academy has successfully implemented a weekly Covid-19 surveillance testing program in addition to providing response testing as needed for both staff and students. While this testing does pose an additional burden to schools, the implementation of these testing programs has been largely smooth. Additionally, Redwood Academy staff have spent considerable time and effort implementing both short-term and long-term independent study options in accordance with the requirements of AB 130 for those students who need it. There have been struggles in implementing independent study as required by law, as the interpretation of AB 130 proved time-consuming. Administration attended many trainings in an attempt to understand exactly what the state was now requiring and, at least to our knowledge, the audit requirements have yet to be released, so developing the documentation process necessary for independent study felt a bit like throwing darts at a dart board with a blindfold on. Another struggle has been finding adequate substitute teachers/staff to maintain on-campus operations, as, during this time of a pandemic when people need to be extremely cautious, we have had an above average number of staff absences due to both illnesses and quarantine. However, despite this struggle, we have not cancelled a single day of in-person learning. Other actions in our ESSER III funding plan include providing extra tutoring services, after-school credit recovery options, and contracting for mental health services as well as extra after-school programs such as SPACE--all of these actions are currently being implemented successfully. The remainder of our ESSER III funding is currently budgeted for larger projects/purchases such as upgrading heating and cooling systems, the addition of a an extra classroom, the purchase of a vehicle to provide free breakfast and lunch for our students, and extra outdoor physical fitness space/equipment. These larger projects have not yet been implemented, but the plan remains to eventually do so as long as our budget permits it.

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.

Many of the actions in the ESSER III Expenditure plan directly overlap with actions in Redwood Academy's 21-22 LCAP as well as its Safe Return to In-Person Instruction Plan. Overlapping actions include technology purchases in order to facilitate both in-person and remote learning as needed and safety provisions such as necessary staff training, protective equipment, cleaning, and Covid-19 testing.   In hopes of reducing barriers to student engagement in school, other actions that directly overlap with the 21-22 LCAP and address student learning loss mitigation efforts include providing summer sessions and other credit recovery options. Two additional actions that directly overlap with the LCAP pertain to students' physical and socio-emotional health and include providing more resources such as increased fitness equipment and fitness time/space as well as collaborating with community organizations to provide mental health services and increased after-school extracurricular activities. All other ESSER III expenditures indirectly support the goals and actions of the 21-22 LCAP by maintaining safe campus facilities and operations as well as providing continuous learning for students in need by way of short-term and long-term independent

study.

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 (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

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
Redwood Academy of Ukiah	Caleb Cimmiyotti Principal	ccimmiyotti@redwoodacademy.org 707-467-0500

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.

Redwood Academy of Ukiah is a small public charter school for grades 7-12 that opened in the fall of 2000. Its mission is to prepare students for college and independent living in a safe, challenging, well-managed charter school. The school meets the needs of approximately 140 adolescents who are representative of the region. The Academy's nine classrooms and office building are centrally located in Ukiah on property leased from the Redwood Empire Fairgrounds, property of the 12th Agricultural District of the State of California and shared with its sister school, Accelerated Achievement Academy. The school is governed by Charter Academy of the Redwoods, a nonprofit public benefit corporation established in 1999 by Rod and Kim Logan who have since retired. Charter Academy of the Redwoods has two Co-Executive Directors, Elna Gordon and Selah Sawyer, both of whom are founding teachers. Redwood Academy has been classified by the California Charter Schools Association as a certified charter school, has been a California Distinguished School, has been named one of America's Best High Schools by both Newsweek and U.S. News and World Report, and is WASC accredited.

Redwood Academy also has a full-time principal, Caleb Cimmiyotti, who has been teaching at the school for nearly a decade. The school has a positive relationship with the staff of Ukiah Unified School District and has renewed its charter through June 2026. Redwood Academy is located in Ukiah, the county seat of Mendocino. Located two hours north of San Francisco and three hours west of Sacramento, Ukiah is a small town of approximately 15,000. Ukiahans are proud of their "accomplishments in the areas of community livability, high quality public services and economic development." (Source: www.cityofukiah.com) Employment in Ukiah and the surrounding area is provided largely by the retail and service industries as well as agriculture. The community is currently confronting adolescent issues related to gang membership, adolescent drug abuse, and family dysfunction. Although all of these issues impact some Redwood students, none has been identified as prevalent or challenges to safety at Redwood Academy.

Since our school operates a Title I, Part A Schoolwide Program, our LCAP is serving to meet the requirements of the School Plan for Student Achievement. We utilized state and local data and educational partner input to conduct our comprehensive needs assessment, which is captured in the following sections of the LCAP: Reflections: Identified Needs, Engaging Educational Partners, Measuring and Reporting Results, and the Why Statements for our Goals. Our Title I, Part A funded actions are included in Goal 1 (Actions 1, 10, and 18).

Reflections: Successes

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

Redwood Academy students continue to generally perform well on state and local assessments. Despite a drop in student results on state summative and interim assessments in 2021, students still performed above state averages in all areas. In addition, Redwood Academy's College/Career Prepared rates are high, which is in keeping with the school's mission. Additionally, student surveys indicated generally positive feelings about the school experience this year, with over 90% of students feeling successful and supported by staff. The school will

work to maintain that success by implementing LCAP goals and actions that will continue to cultivate our school's current culture of academic and personal success.

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.

While we currently have no state indicators that are orange or red or not met, we also do not have a lot of current data as a result of the Covid-19 pandemic and the suspension of the Dashboard's academic indicators for the 19-20 and 20-21 school years. The most recent survey and anecdotal data still shows that students struggle with confidence, and, unfortunately, stakeholders such as the school staff and parents believe the pandemic has exacerbated students' feelings of stress, anxiety, and depression. As a result, RA staff continue to note that students' definitions of success may be too limited, focused largely on grades or other external measures from year to year, and they believe that it is especially important that the 2022-23 LCAP places a focus on rebuilding students' sense of confidence and connection. This need is specifically addressed by Goal 3 of the LCAP whereby Redwood Academy seeks to establish a positive school climate, one in which students engage with learning and with each other to become confident, healthy, and helpful individuals. Additionally, stakeholder input continues to indicate that Redwood Academy needs to continue to invest resources into science trainings and possibly, at some point, facilities in order to fully support the new science standards and, thereby, allow students to be successful on the state science assessments. This need is specifically addressed, along with the need to continue to align instruction with state standards in other subjects, by Goal 2 of the LCAP. Another need that has been exacerbated by the Covid-19 pandemic is that of building more support to help students' succeed academically. While Redwood Academy students are typically driven to succeed academically, a growing number of students began to struggle to pass their classes during the 21-22 school year. As a result, actions addressing the need for expanded credit recovery options as well as enhanced student supports have been added to help Redwood Academy achieve Goals 1 and 4--goals that are in keeping with our school's mission by aiming specifically to graduate students who are prepared for and enroll in colleges of their choice.

LCAP Highlights

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

The LCAP focuses on four primary goals: Goal 1--Graduate college prepared students as determined by the Dashboard's CCI. Goal 2--Align all instruction and assessment with state standards with an emphasis on expanding STEM opportunities. The success of attaining this goal is measured by way of the California Assessment of Student Performance and Progress data. Goal 3--Create a positive school climate where integrity, compassion, and effort are important measures of personal success, a goal measured by way of annual student survey data. Goal 4--Graduate students who enroll in a 2 or 4 year college, as measured by locally collected graduate exit data. These goals are supported by a myriad of actions, all of which are intended to aid in successfully achieving the desired metrics.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

LCAP Development meeting with school staff on 3/9/22
LCAP Discussion Item at School Site Council Meetings on 12/1/22 and 2/2/22
Mendocino County SELPA and LEA Local Control Accountability Plan (LCAP) Consultation on 4/5/22
LCAP Parent Advisory Meeting on 4/20/22
LCAP Discussion Item at Board Meeting on 5/3/22
LCAP Board Approval on 6/14/22

At all educational partner meetings, proposed LCAP goals and actions along with relevant data were reviewed and partners were given the opportunity to propose revisions and/or additions.

A summary of the feedback provided by specific educational partners.

School Staff: Redwood Academy staff continues to see the school's mission "to prepare students for college and independent living" as the driving force for all LCAP goals and actions. As such, the staff feedback focused on ensuring the goals and actions would continue to help students realize that mission. In particular, feedback includes the suggestion for more training in the area of academic counseling, which includes information pertaining to college admissions and financial aid. This was viewed as especially important in the wake of the pandemic, as the need to rebuild student interest in going to college became apparent after seeing the number of students enrolling in college drop sharply in 2020 and 2021. Additionally, the staff expressed the importance of rebuilding a positive school climate in order to successfully reengage students in school after nearly three years of pandemic related disruptions that have resulted in frequent absences, isolation, and stunted social development. The staff continued to emphasize the importance of increasing students physical and outside activity once back at school as a means to improving student physical and mental well being. Finally, the staff recognizes the learning loss that has occurred as a result of Covid-19 and the inability to utilize certain instructional practices during the pandemic, which have hampered instruction for prolonged time periods. As a result, the staff expressed the desire to see academic supports and credit recovery options for struggling students in the school's LCAP.

SELPA Consultation: Services and supports provided for SPED students should be reflected in the LCAP.

School Site Council: The Redwood Academy SSC provided feedback regarding the need to ensure that we remove as many barriers to academic success as possible for our at-risk populations of students, emphasizing the need to cover the cost of expensive testing such as the SAT and AP Exams, the need to provide test prep curriculum for these students, as well as the importance of continuing to provide free meals at school to ensure all students have their basic nutritional needs met. Similar to the staff, the SSC also emphasized a need to focus on establishing a positive school climate in order to successfully re-engage all students in school after enduring the trauma of an ongoing pandemic. Additionally, the SSC recommended expanding Redwood Academy's course and after-school offerings to offer additional STEM opportunities.

Parent Advisory: Parent feedback came from both a focused parent advisory meeting as well as parent surveys. Parents expressed concerns that mirrored the staff's concerns citing the importance of rebuilding school culture as well as the importance of focusing on students mental and physical well being. The other feedback from parents had to do with maintaining a safe environment--one where all protocol for preventing the spread of Covid-19 was faithfully being followed, while also reestablishing traditional school events that help to promote community and belonging. Parents additionally supported the suggested shift towards a STEM emphasis that emerged from the SSC meetings.

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

- Partners expressed a need to work on providing effective college advising as an important part of the school's mission and LCAP goals. As such, training specifically regarding academic advising continues to be a part of Redwood Academy's actions.
- Partners believe it is important to continue to deliberately work to increase students' feelings of confidence and connection in order to foster a positive school climate where all students pursue post-secondary education, as seen in goals 3 and 4. As a result of a perceived increase in student stress, anxiety, and depression, providing social emotional curriculum and support was added to Redwood Academy's actions to support these goals. Additionally, the stakeholders felt that incorporating more opportunities for physical activity was important in mitigating students' increased feelings of stress and depression.
- Partners also recognize that some students face increased barriers to their academic success, especially in the wake of the pandemic, so actions to mitigate those barriers were added to the LCAP such as providing summer school as well as year-round credit recovery options, providing free access to college entrance tests as well as preparation for those tests, and providing a free nutritional program.
- Partners expressed that the future would still hold some uncertainty with regard to the spread of the Covid-19 virus, and, as such, it would be important to continue to institute safety measures in order to conduct on campus learning. As a result, an action pertaining to those on-campus safety measures was maintained.
- Partners believe that it is important to offer students access to additional STEM opportunities, so goal 2 was modified to reflect that focus.
- Partners expressed that SPED services and supports should be reflected in the LCAP, so action 18. which provides a structured Guided Study period by which students can receive additional support with their academic progress, and 19, which details the hiring of a special education teacher and paraprofessional as well as contracting for all other necessary SPED services, was added.

Goals and Actions

Goal

Goal #	Description
1	Graduate college prepared students as determined by the College/Career Dashboard Indicator.

An explanation of why the LEA has developed this goal.

Because Redwood Academy's mission is to "prepare students for college and independent living," the stakeholders felt it was appropriate to adopt a goal that specifically reflects that mission. Currently, the state of California measures college preparedness by way of the College Career Indicator (CCI) on the California School Dashboard, so, in an effort to align with state measures as well, Redwood Academy chose to adopt the CCI as its metric for determining whether or not it was graduating students who were ready for college.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students College/Career prepared as determined by the Dashboard's CCI indicator.	91.3% of students college/career prepared (class of 2019 data)	94.0% of students college/career prepared (class of 2020 data)			95% of students college/career prepared.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	RA LCAP Action 1	Provide teachers and administration with Advanced Placement, state standards, state accountability, and academic counseling trainings (AP and Pre-AP Trainings, monthly PLC meetings, state standards/ accountability trainings, academic counseling trainings).	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	RA LCAP Action 2	Implement state standards aligned curriculum. (Purchase AP and standards aligned literacy, social studies, math, science/STEM curriculum and equipment/facilities as needed, provide standards aligned curricular activities/field trips)		No
1.3	RA LCAP Action 3	Provide increased technology access (software and hardware) for instructional use by both students and staff.		Yes
1.4	RA LCAP Action 4	Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors	$22,000.00	Yes
1.5	RA LCAP Action 10	Provide pull-out/after school tutoring.	$25,000.00	Yes
1.6	RA LCAP Action 11	Provide increased monitoring of EL, foster, and low-income students and target for extra support as needed.		Yes
1.7	RA LCAP Action 7	Subsidize AP Exam Costs for all students earning a B+ or higher in AP classes and all foster and/or low-income students in AP classes.	$2,000.00	Yes
1.8	RA LCAP Action 5	Provide college, financial aid, and academic advising for both students and parents.		No
1.9	RA LCAP Action 14	Provide summer school.	$15,000.00	No
1.10	RA LCAP Action 16	Administer the ELPAC to all EL students.		Yes

Action #	Title	Description	Total Funds	Contributing
1.11	RA LCAP Action 17	Administer the CAASPP interim and summative assessments.		No
1.12	RA LCAP Action 18	Provide Guided Study within the regular school day to support student success in all classes.	$40,000.00	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.

In working towards this goal, teachers were provided with multiple trainings. The school also purchased curricular materials and technology as needed and provided access to college classes by way of duel enrollment College and Career course offerings and the College Program. Additionally, Redwood Academy supported all students, including EL, foster youth, and low income, by way of providing tutoring as well as additional academic advising. The actions in combination helped students access the criteria necessary to qualify as college/career prepared.

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

Action 1 has significantly higher estimated actual expenditures over last year's planned expenditures because multiple teachers are participating in induction programs, an administrator is participating in an induction program, and several teachers have been engaged in AP trainings this year. Action 13 has slightly lower estimated actual expenditures over last year's planned expenditures because the staff who have agreed to teach summer school are less expensive in terms of their placement on the salary schedule than the prior year's staff that the planned expenditure was based upon.

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard, so the most recent CCI percentage is from 2019 at 91.3%. In prior years, where data has been available, the CCI indicator has consistently been over 90% with comparable goals and actions. As more current data becomes available, Redwood Academy's actions will be reevaluated and revised as necessary.

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

No changes to the goal, nor its metrics and desired outcomes will be made. However, action 18 is new to the 22-23 LCAP, and it states that Redwood Academy will provide a Guided Study class within the regular school day to support student success in all classes.

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	Successfully align all instruction and assessment with state standards, with an emphasis on expanding STEM opportunities

An explanation of why the LEA has developed this goal.

For charter schools, the state standards and accompanying state academic measures are especially high stakes. Many stakeholders are aware that Redwood Academy's ability to continue serving students is, in many ways, contingent upon the ability to successfully align instruction and assessment with the state standards. In addition, and most importantly, the stakeholders strongly believe that Redwood Academy students benefit from consistent instructional and assessment practices, which alignment with the state standards helps to produce.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding standards as determined by state testing.	90.5 points above standard (87% standard met or higher) on CAASPP in ELA (2019) 50.3 points above standard (66% standard met or higher) on CAASPP in math (2019) 71.7% standard met or higher on CAST (2019)	65% standard met or higher on CAASPP in ELA (2021) 41% standard met or higher on CAASPP in math (2021) 39% standard met or higher on CAST (2021)			+91 points above standard (88% proficient) on CAASPP in ELA +55 points above standard (68% proficient) on CAASPP in math + 72% standard met or higher on CAST

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	RA LCAP Action 1	Provide teachers and administration with Advanced Placement, state standards, state accountability, and academic counseling trainings (AP and Pre-AP Trainings, monthly PLC meetings, state standards/ accountability trainings, academic counseling trainings).		No
2.2	RA LCAP Action 2	Implement state standards aligned curriculum. (Purchase AP and standards aligned literacy, social studies, math, science/STEM curriculum and equipment/facilities as needed, provide standards aligned curricular activities/field trips)	$10,000.00	No
2.3	RA LCAP Action 3	Provide increased technology access (software and hardware) for instructional use a. Purchase additional chromebooks and other technology for instructional use.	$30,000.00	Yes
2.4	RA LCAP Action 16	Administer the ELPAC to all EL students.	$2,000.00	Yes
2.5	RA LCAP Action 17	Administer the CAASPP interim and summative assessments.	$4,000.00	No

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.

In working towards this goal, teachers were provided with training pertaining to CCSS and NGSS curriculum and state testing. In addition, a substantial amount of new curriculum and materials were purchased for several departments, most notably Spanish. The school stakeholders still see the importance of continuing to actively invest in science/STEM curriculum development. New technology hardware was purchased to ensure all students and teachers had access to needed instructional resources.

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

The estimated actual expenditures for both actions 2 and 3 were significantly higher than last year's planned expenditures. For action 2, we purchased new Spanish curriculum, additional lab materials for the sciences, new calculators for the math department, several new sets of novels for the English department, as well as multiple replacement textbooks for various classes as some class materials were lost or damaged in the process of distance learning. For action 3, the Chromebooks that students used in prior years were no longer supported and were beginning to fail, so nearly all were replaced this year in order for students to access curricular materials and use the secure browser for state testing.

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Despite this, the most recent test data is from 2021, a year in which students had just finished almost an entire year of distance learning and tests themselves had to be modified due to the extraordinary circumstances. As a result, Redwood Academy did see a significant drop of the number of students who "met the standard" in the areas of ELA, math, and science. However, the students' overall performance was still well above the state average for 2021. In prior years, Redwood Academy has consistently performed very well with comparable goals and actions. As students return to normal and more data becomes available, Redwood Academy's actions will be reevaluated and revised as necessary.

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 metrics, desired outcomes, and actions have not substantively changed; however, the goal has been modified to shift from emphasizing a transition to NGSS to now expanding STEM opportunities based on educational partner feedback. Increased STEM opportunities will allow our students better access state standards in their math and science curriculums in real-world, engaging applications.

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	Create a positive school climate where students recognize integrity, compassion, and effort as important measures of personal success and college readiness, and, thus, increasingly feel successful and college ready.

An explanation of why the LEA has developed this goal.

After several years of disruption as a result of the pandemic, this goal is especially important to our stakeholders. One of Redwood Academy's greatest strengths prior to the pandemic was its close knit school community. After being unable to engage in many school community events, it is especially important that in the coming years, there is a focus on rebuilding the positive school climate enjoyed in years past and actively work towards having Redwood Academy students feel healthy, successful, and prepared for their futures in ways other than academic performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Surveys	87% or more of students feel like their classes are preparing them for college (2020 data) 87% or more of students feel their effort is supported and valued by the school (2020 data) 83% or more of students feel kindness and honesty are encouraged at school (2020 data) 92% or more of students feel like they	92.4% or more of students feel like their classes are preparing them for college (2022 data) 92.4% or more of students feel their effort is supported and valued by the school (2022 data) 91.4% or more of students feel kindness and honesty are encouraged at school (2022 data) 90.5% or more of students feel like they			90% or more of students feel like their classes are preparing them for college 90% or more of students feel their effort is supported and valued by the school 90% or more of students feel kindness and honesty are encouraged at school 90% or more of students feel like they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	have experienced personal success this year (2020 data)	have experienced personal success this year (2022 data)			have experienced personal success this year
Chronic Absenteeism Rate	2.6% (2020 data)	0% (2021 data)			2.5% or less

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	RA LCAP Action 4	Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors.		Yes
3.2	RA LCAP Action 5	Provide college, financial aid, and academic advising/monitoring.		No
3.3	RA LCAP Action 6	Provide college admission curriculum and annual college tours.		No
3.4	RA LCAP Action 8	Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 and/or higher and/or juniors who are classified as foster and/or low-income.	$2,000.00	Yes
3.5	RA LCAP Action 9	Provide curriculum and support for students' development of positive character traits, leadership abilities, and physical as well as social emotional health. (Provide time for teachers to develop curriculum and supports. Provide Life and Leadership class to all students. Purchase materials and equipment as needed. Contract with local companies to provide leadership/enrichment programs. Provide access to	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling services. Provide school activities and celebrations to foster feelings of student accomplishment and pride.)		
3.6	RA LCAP Action 11	Provide increased academic monitoring of EL, foster youth, and low income students and provide academic supports as needed.		Yes
3.7	RA LCAP Action 12	Provide a free breakfast and lunch program.	$35,000.00	Yes
3.8	RA LCAP Action 13	Provide attendance/engagement monitoring and implement systems of support.	$15,000.00	Yes
3.9	RA LCAP Action 15	Provide Covid-19 safety provisions and equipment needed for on-campus learning.	$16,000.00	No

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.

All sophomores and juniors took the PSAT, giving them access to personalized SAT prep and an SAT School Day occurred this spring. The school also implemented a week-long enrichment program for the sixth year, after the pandemic inhibited it for the last two years. While not the full "Bound programs" of prior years, as the junior class was unable to spend a week in the woods developing character traits with Outward Bound, there is optimism that the program will return to its full offering next year.

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

Action 9 has less estimated actual expenditures over last year's planned expenditures because several major field trips and programs, such as college tours and Outward Bound, that students have participated in during prior years and that were planned for 21-22, were ultimately not able to take place as a result of the continued pandemic.

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

The actions/services implemented were largely effective. Student survey feedback was largely positive and showed a slight improvement over the prior year, indicating progress.

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.

There are no plans to significantly change this goal, its metrics, desired outcomes, or actions.

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

Goals and Actions

Goal

Goal #	Description
4	Graduate students who enroll in a 2 or 4 year college.

An explanation of why the LEA has developed this goal.
This goal is aimed at the heart of the Redwood Academy's mission. Redwood Academy's mission is to "prepare students for college and independent living." As such, the stakeholders see it as imperative that the school is allocating its resources in a way that ensures students have the ability and support needed to enroll in a college of their choosing upon or prior to graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Collected Exit Data	63% of seniors enrolled in a 2 or 4 year college (2020 data)	65% of seniors enrolled in a 2 or 4 year college (2021 data)			90% of seniors enroll in a 2 or 4 year college

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	RA LCAP Action 5	Provide college, financial aid, and academic advising/monitoring.	$30,000.00	No
4.2	RA LCAP Action 6	Provide college admission curriculum and annual college tours.	$10,000.00	No
4.3	RA LCAP Action 8	Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher and/or juniors who are classified as foster and/or low-income.		Yes

Action #	Title	Description	Total Funds	Contributing
4.4	RA LCAP Action 9	Provide curriculum and support for students' development of positive character traits, leadership abilities, and physical as well as social emotional health. (Provide time for teachers to develop curriculum and supports. Purchase materials and equipment as needed. Contract with local companies to provide leadership/enrichment programs. Provide access to counseling services. Provide school activities and celebrations to foster feelings of student accomplishment and pride.)		Yes
4.5	RA LCAP Action 11	Provide increased academic monitoring of EL, foster, and low income students and support as needed.	$25,000.00	Yes
4.6	RA LCAP Action 14	Provide summer school.		No
4.7	RA LCAP Action 10	10. Provide pull-out/ after-school tutoring.		Yes
4.8	RA LCAP Action 19	Provide Special Education program	$77,000.00	No

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.

Redwood Academy employed a full-time student services coordinator to provide additional college advising as its most significant action towards this goal. Additionally, the school provided college admission curriculum to all students, which included continuing its College Program whereby students in grades 11 and 12 had the opportunity to take more college level coursework.

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

Action 6 has less estimated actual expenditures over last year's planned expenditures because the annual college tours for all students, which we budgeted for in the hopes that they would occur, were not able to take place as a result of the continued pandemic.

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

Prior to the pandemic, these actions were fairly effective at making progress towards the goal, with 95% of seniors enrolling in a 2 or 4 year university in 2019. The pandemic has significantly impacted progress towards this goal. As we're able to implement the actions to a greater extent, we're optimistic that progress will be seen in future years. For now, we will continue to work on this goal as it is the school's mission.

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.

There are no plans to significantly change this goal, its metrics, desired outcomes, nor actions.

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)
138,765	$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
11.14%	1.97%	$21,828.00	13.11%

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.

--Action 4 pertains to the expansion of curricular offerings by enrolling students concurrently at Mendocino College, which can save both money and time for foster, EL, and SED students when they enter their post-secondary education as well as increase their post-secondary opportunities. Because both the foster and SED populations may not have the social or financial capital needed to successfully enroll in and pay for college classes/supplies, these populations were considered first in the decision to implement this program. This action not only provides monetary support for these students to take concurrent college classes as juniors and seniors but also provides academic advising and support to help ensure students' success in those classes.
--Action 7 pertains to subsidizing fees for students taking Advanced Placement Exams. While this action can apply to all students earning a B+ or higher in the respective AP classes, it also applies to all foster and SED students regardless of their grades. These exams are costly for students even with the applicable fee reduction. In order to make these exams accessible to all students who wish to take them, this action was developed. Because AP exams can result in students' accruing college credit and, subsequently, saving a significant amount of money upon entering college after graduation as well as help with the college admissions process, this action provides an important opportunity and specifically aids in low income and foster youth having increased chances of meeting the state CCI indicator in goal 1 and of successfully being admitted to a college of their choice, which is important to achieving goal 4.
--Action 8 pertains to subsidizing fees for students taking SAT as well as providing SAT prep. While this action can apply to all students earning a 3.0 or higher gpa, it also applies to all foster and SED students regardless of their gpa. These college entrance tests and

preparatory courses are costly for students. In order to make these tests accessible to all students who wish to take them, this action was developed. Like action 7, this action specifically helps foster and SED students achieve goal 4--providing them the resources necessary to apply to the colleges of their choice.

--Action 9 focuses on establishing a positive school climate and improving students' feelings of well-being, which is something that can very much impact foster, EL, and SED students academic and social emotional outcomes. Week-long experiences like Outward Bound are expensive that would not likely otherwise be experienced for these students. This action also incorporates access to community resources, such as performing arts programs that, for SED students, may otherwise be inaccessible. Finally, internal school data shows that foster and SED students are more frequently referred to mental health services and crisis intervention, and this action specifically sets aside funds to contract with a local mental health services organization to provided mental health services on campus. This action is important helping both foster and SED students achieve the feelings of well-being and success cited in goal 3, and, in doing so, also helps them achieve goal 4.

--Action 12 is about providing free breakfast and lunch to all students. This action takes into account the needs of low income students first in that they are the most likely population to be in need of available nutritional meals. Making sure students' basic needs are met helps to ensure that they are capable of feeling healthy and happy as well as capable of learning. In this way, this action helps these students to achieve goal 3 whereby they experience positive feelings about themselves and their success in school.

--Action 13 pertains to monitoring students' attendance patterns and providing support to students experiencing attendance problems. Local district data shows that low income and foster youth have a much higher likelihood of chronic absenteeism. As such, this added monitoring and support is intended to help them first. Low attendance rates have been correlated with lower high school graduation and college attendance rates. As such, mitigating student attendance problems helps these students achieve goals 1, 3, and 4.

--Action 3 focuses on providing hardware for students and licenses for online programs and software. This action takes into account the needs of low income and foster students first, who are least likely to have consistent access to computers and internet access, by providing them with the opportunity to work with modern equipment and software. Many curricular materials also have online components that this action makes accessible, which directly supports goal 2, but also supports goal 1 in that successfully working with course content helps student achieve college and career readiness.

--Action 10 is about providing pull-out and after-school tutoring. This action considers the needs of foster youth, EL, and low-income students who are most likely to need additional supports in order to access and perform well on challenging curriculum appropriate for a college preparatory program. This directly supports goal 1 by helping students attain success in their a-g coursework, but it also supports goal 4 by helping them to eventually attain the credits necessary to apply to and attend a 2 or 4 year college.

--Action 18 is about providing Guided Study, a period in which students can complete homework with staff assistance, during the school day. Often foster youth, EL, and low-income students do not have access to a quiet work space nor an adult with the necessary skills to support them while working on homework. This action provides that environment, which helps students who lack certain resources outside of the school setting to successfully complete their homework. This directly supports goal 1 since students are prepared for college and career by successfully learning and working with course content.

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

13.11% is the percentage required to improve LCFF services for targeted students in 2022-23. For our added services directly aimed at low-income, foster youth, EL populations, we are expending $ 175,000, a projected 14.04%. A portion of this amount is used in having our Student Services Coordinator (SSC) provide extra advising time and academic monitoring for these students. For example, while the academic advisor will meet with all students for the purposes of college counseling a minimum of four times over the course of their junior and senior years, pupils in the targeted populations will receive a minimum of six college and financial aid counseling sessions. In addition, the SSC provides additional academic monitoring for EL, foster, and low income students whereby they are monitored bi-weekly instead of twice quarterly. If academic issues present themselves as part of the bi-weekly monitoring, the SSC is able to enact academic supports for those students sooner. The school will also continue to provide increased availability of instructional and tutoring services. These actions help to ensure that EL, foster, and SED students have the academic support necessary to achieve Redwood Academy's mission, which is to "prepare for college." For the remainder of the targeted money, we are electing to provide several contributing actions on a school-wide basis as described above.

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:32
Staff-to-student ratio of certificated staff providing direct services to students		1:13

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$222,000.00	$27,000.00	$57,000.00	$129,000.00	$435,000.00	$335,800.00	$99,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	RA LCAP Action 1	All	$2,000.00	$8,000.00		$5,000.00	$15,000.00
1	1.2	RA LCAP Action 2	All					
1	1.3	RA LCAP Action 3	English Learners Foster Youth Low Income					
1	1.4	RA LCAP Action 4	Foster Youth Low Income	$22,000.00				$22,000.00
1	1.5	RA LCAP Action 10	English Learners Foster Youth Low Income	$15,000.00			$10,000.00	$25,000.00
1	1.6	RA LCAP Action 11	English Learners Foster Youth Low Income					
1	1.7	RA LCAP Action 7	Foster Youth Low Income	$2,000.00				$2,000.00
1	1.8	RA LCAP Action 5	All					
1	1.9	RA LCAP Action 14	All				$15,000.00	$15,000.00
1	1.10	RA LCAP Action 16	English Learners					
1	1.11	RA LCAP Action 17	All					
1	1.12	RA LCAP Action 18	English Learners Foster Youth				$40,000.00	$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.1	RA LCAP Action 1	All					
2	2.2	RA LCAP Action 2	All	$6,000.00	$4,000.00			$10,000.00
2	2.3	RA LCAP Action 3	English Learners Foster Youth Low Income	$22,000.00			$8,000.00	$30,000.00
2	2.4	RA LCAP Action 16	English Learners	$2,000.00				$2,000.00
2	2.5	RA LCAP Action 17	All	$4,000.00				$4,000.00
3	3.1	RA LCAP Action 4	Foster Youth Low Income					
3	3.2	RA LCAP Action 5	All					
3	3.3	RA LCAP Action 6	All					
3	3.4	RA LCAP Action 8	Foster Youth Low Income	$2,000.00				$2,000.00
3	3.5	RA LCAP Action 9	Foster Youth Low Income	$40,000.00			$20,000.00	$60,000.00
3	3.6	RA LCAP Action 11	English Learners Foster Youth Low Income					
3	3.7	RA LCAP Action 12	Foster Youth Low Income	$35,000.00				$35,000.00
3	3.8	RA LCAP Action 13	Low Income	$10,000.00	$5,000.00			$15,000.00
3	3.9	RA LCAP Action 15	All				$16,000.00	$16,000.00
4	4.1	RA LCAP Action 5	All	$15,000.00			$15,000.00	$30,000.00
4	4.2	RA LCAP Action 6	All		$10,000.00			$10,000.00
4	4.3	RA LCAP Action 8	Foster Youth Low Income					
4	4.4	RA LCAP Action 9	Foster Youth Low Income					
4	4.5	RA LCAP Action 11	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
4	4.6	RA LCAP Action 14	All					
4	4.7	RA LCAP Action 10	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.8	RA LCAP Action 19	Students with Disabilities	$20,000.00		$57,000.00		$77,000.00

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
1,246,088	138,765	11.14%	1.97%	13.11%	$175,000.00	0.00%	14.04 %	**Total:**	$175,000.00
								LEA-wide Total:	$148,000.00
								Limited Total:	$27,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	RA LCAP Action 3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		
1	**1.4**	RA LCAP Action 4	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy 11-12	$22,000.00	
1	**1.5**	RA LCAP Action 10	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	$15,000.00	
1	**1.6**	RA LCAP Action 11	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		
1	**1.7**	RA LCAP Action 7	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools:	$2,000.00	

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 (%)
						Redwood Academy		
1	1.10	RA LCAP Action 16	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Redwood Academy		
1	1.12	RA LCAP Action 18	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Redwood Academy		
2	2.3	RA LCAP Action 3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	$22,000.00	
2	2.4	RA LCAP Action 16	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Redwood Academy	$2,000.00	
3	3.1	RA LCAP Action 4	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		
3	3.4	RA LCAP Action 8	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy 10-12	$2,000.00	
3	3.5	RA LCAP Action 9	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	$40,000.00	
3	3.6	RA LCAP Action 11	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		
3	3.7	RA LCAP Action 12	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	$35,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	RA LCAP Action 13	Yes	LEA-wide	Low Income	All Schools Specific Schools: Redwood Academy	$10,000.00	
4	4.3	RA LCAP Action 8	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		
4	4.4	RA LCAP Action 9	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		
4	4.5	RA LCAP Action 11	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	$25,000.00	
4	4.7	RA LCAP Action 10	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$280,750.00	$359,015.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	RA LCAP Action 1	No	$8,500.00	$25,170
1	1.2	RA LCAP Action 2	No		
1	1.3	RA LCAP Action 3	No		
1	1.4	RA LCAP Action 4	Yes	$22,000.00	$18,361
1	1.5	RA LCAP Action 10	Yes	$23,500.00	$25,897
1	1.6	RA LCAP Action 11	Yes		
1	1.7	RA LCAP Action 7	Yes	$2,000.00	$1,800
1	1.8	RA LCAP Action 5	No		
1	1.9	RA LCAP Action 14	No	$17,500.00	$12,770
1	1.10	RA LCAP Action 16	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	RA LCAP Action 17	No	$4,000.00	$3,054
2	2.1	RA LCAP Action 1	No		
2	2.2	RA LCAP Action 2	No	$6,000.00	$23,567
2	2.3	RA LCAP Action 3	No	$32,000.00	$94,002
2	2.4	RA LCAP Action 16	Yes	$2,000	$2,005
2	2.5	RA LCAP Action 17	No		
3	3.1	RA LCAP Action 4	Yes		
3	3.2	RA LCAP Action 5	No		
3	3.3	RA LCAP Action 6	No		
3	3.4	RA LCAP Action 8	Yes	$2,000.00	$986
3	3.5	RA LCAP Action 9	Yes	$38,000.00	$24,566
3	3.6	RA LCAP Action 11	Yes		
3	3.7	RA LCAP Action 12	Yes	$30,000.00	$36,854

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	RA LCAP Action 13	Yes	$14,250.00	$10,522
3	3.9	RA LCAP Action 15	No	$13,000.00	$19,096
4	4.1	RA LCAP Action 5	No	$30,000.00	$30,286
4	4.2	RA LCAP Action 6	No	$11,000.00	$5,013
4	4.3	RA LCAP Action 8	Yes		
4	4.4	RA LCAP Action 9	Yes		
4	4.5	RA LCAP Action 11	Yes	$25,000	$25,066
4	4.6	RA LCAP Action 14	No		
4	4.7	RA LCAP Action 10	Yes		

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)
$121,047	$96,000.00	$99,219.00	($3,219.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	RA LCAP Action 4	Yes	$22,000.00	$14,515.00		
1	1.5	RA LCAP Action 10	Yes	$0	$5,606		
1	1.6	RA LCAP Action 11	Yes				
1	1.7	RA LCAP Action 7	Yes	$2,000.00	$1,800.00		
1	1.10	RA LCAP Action 16	Yes				
2	2.4	RA LCAP Action 16	Yes	$0	$2005.00		
3	3.1	RA LCAP Action 4	Yes				
3	3.4	RA LCAP Action 8	Yes	$2,000.00	$986		
3	3.5	RA LCAP Action 9	Yes	$15,000.00	$13,547.00		
3	3.6	RA LCAP Action 11	Yes				
3	3.7	RA LCAP Action 12	Yes	$30,000.00	$27,891.00		
3	3.8	RA LCAP Action 13	Yes	$0	$10,190.00		

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)
4	4.3	RA LCAP Action 8	Yes				
4	4.4	RA LCAP Action 9	Yes				
4	4.5	RA LCAP Action 11	Yes	$25,000	$22,679.00		
4	4.7	RA LCAP Action 10	Yes				

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)
$1,105,658	$121,047	0%	10.95%	$99,219.00	0.00%	8.97%	$21,828.00	1.97%

Instructions

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

Introduction and Instructions

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

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

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

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

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

  - 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%).

  o 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)

    o 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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