



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	ELNA GORDON Principal	EGORDON@REDWOODACADEMY.ORG 707-467-0500

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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. Redwood Academy has been classified by the California Charter Schools Association as a certified charter school, has been and presently is 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.

Its founders, Rod and Kim Logan, have both retired, and the school now has a full-time principal, Elna Gordon, who was the first teacher hired when the school opened. The school has a positive relationship with the staff of Ukiah Unified School District and has renewed its charter through July 2024. 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.

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. In addition, Redwood Academy's College/Career Prepared rates are high, which is in keeping with the school's mission. 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 regarding their own personal success and college readiness, 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 2021-24 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 successfully transition to 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 20-21 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 successfully transitioning to NGSS. Goal 3--Create a positive school climate where integrity, compassion, and effort are important measures of personal success. Goal 4--Graduate students who enroll in a 2 or 4 year college. 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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

LCAP Development meetings with school staff on 3/5/21 and 4/9/21
LCAP Discussion Item at School Site Council Meeting on 2/3/21
LCAP Parent Advisory Meeting on 4/14/21
LCAP Discussion Item at Board Meeting on 5/4/21
LCAP Board Approval on 6/8/21

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

A summary of the feedback provided by specific stakeholder groups.

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. Additionally, the staff expressed the importance of rebuilding a positive school climate in order to successfully reengage students in school after almost a full year on distance learning. As a result of the isolating and more sedentary nature of distance learning, the staff emphasized 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 safely teach students in person for such a prolonged time period. As a result, the staff expressed the desire to see academic supports and credit recovery options for struggling students in the school's 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 reengage all students in school after enduring the trauma of a pandemic.

Parent Advisory: Parent feedback came primarily from 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 after a year of being relatively isolated at home. 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.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

- Stakeholders 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 was added to Redwood Academy's actions.
- Stakeholders continue believe it is important to continue to deliberately work to increase students' feelings of personal success 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.
- Stakeholders 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 important college entrance tests as well as preparation for those tests, and providing a free nutritional program.
- Stakeholders 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 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)				95% of students college/career prepared.

Actions

Action #	Title	Description	Total Funds	Contributing
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).	\$8,500.00	No
2	RA LCAP Action 2	Implement state standards aligned curriculum. (Purchase AP and standards aligned literacy, social studies, math, science/STEM	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum and equipment/facilities as needed, provide standards aligned curricular activities/field trips)		
3	RA LCAP Action 3	Provide increased technology access (software and hardware) for instructional use by both students and staff.	\$32,000.00	No
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
5	RA LCAP Action 10	Provide pull-out/after school tutoring for EL, foster, and low-income students.	\$23,500.00	Yes
6	RA LCAP Action 11	Provide increased monitoring of EL, foster, and low-income students and target for extra support as needed.	\$25,000.00	Yes
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
8	RA LCAP Action 5	Provide college, financial aid, and academic advising for both students and parents.	\$30,000.00	No
9	RA LCAP Action 14	Provide summer school.	\$17,500.00	No
10	RA LCAP Action 16	Administer the ELPAC to all EL students.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Successfully align all instruction and assessment with state standards, with an emphasis on transitioning to the New Generation Science Standards (NGSS).

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 on CAASPP in ELA (2019) 50.3 points above standard on CAASPP in math (2019) 71.7% standard met or higher on CAST (2019)				+91 points above standard on CAASPP in ELA +55 points above standard on CAASPP in math + 72% standard met or higher on CAST

Actions

Action #	Title	Description	Total Funds	Contributing
1	RA LCAP Action 1	Provide teachers and administration with Advanced Placement, state standards, state accountability, and academic counseling trainings (\$8,500.00	No

Action #	Title	Description	Total Funds	Contributing
		AP and Pre-AP Trainings, monthly PLC meetings, state standards/accountability trainings, academic counseling trainings).		
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)	\$6,000.00	No
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.	\$32,000.00	No
4	RA LCAP Action 16	Administer the ELPAC to all EL students.	\$2,000.00	Yes
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.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 a full year on distance learning, 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 a year of 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				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 85% 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
Chronic Absenteeism Rate	2.6% (2020 data)				2.5% or less

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$22,000.00	Yes
2	RA LCAP Action 5	Provide college, financial aid, and academic advising/monitoring.	\$30,000.00	No
3	RA LCAP Action 6	Provide college admission curriculum and annual college tours.	\$11,000.00	No
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
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. 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.)	\$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	RA LCAP Action 11	Provide increased academic monitoring of EL, foster youth, and low income students and provide academic supports as needed.	\$25,000.00	Yes
7	RA LCAP Action 12	Provide a free breakfast and lunch program.	\$30,000.00	Yes
8	RA LCAP Action 13	Provide attendance monitoring and supports.	\$14,250.00	Yes
9	RA LCAP Action 15	Provide Covid-19 safety provisions and equipment needed for on-campus learning.	\$13,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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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)				90% of seniors enroll in a 2 or 4 year college

Actions

Action #	Title	Description	Total Funds	Contributing
1	RA LCAP Action 5	Provide college, financial aid, and academic advising/monitoring.	\$30,000.00	No
2	RA LCAP Action 6	Provide college admission curriculum and annual college tours.	\$11,000.00	No
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.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.)	\$38,500.00	Yes
5	RA LCAP Action 11	Provide increased academic monitoring of EL, foster, and low income students and support as needed.	\$25,000.00	Yes
6	RA LCAP Action 14	Provide summer school.	\$17,500.00	No
7	RA LCAP Action 10	10. Provide pull-out/ after-school tutoring for EL, foster, and low-income students.	\$23,500.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.56%	\$140,779

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

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

10.56 % is the percentage required to improve LCFF services for targeted students in 2021-22. For our added services directly aimed at low-income, foster youth, EL populations, we are expending \$ 159,250. The majority 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$303,500.00	\$142,000.00	\$4,250.00	\$108,000.00	\$557,750.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$388,550.00	\$169,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	RA LCAP Action 1	\$2,000.00			\$6,500.00	\$8,500.00
1	2	All	RA LCAP Action 2	\$2,500.00	\$3,500.00			\$6,000.00
1	3	All	RA LCAP Action 3	\$26,500.00	\$5,500.00			\$32,000.00
1	4	Foster Youth Low Income	RA LCAP Action 4	\$22,000.00				\$22,000.00
1	5	English Learners Foster Youth Low Income	RA LCAP Action 10		\$10,000.00		\$13,500.00	\$23,500.00
1	6	English Learners Foster Youth Low Income	RA LCAP Action 11	\$25,000.00				\$25,000.00
1	7	Foster Youth Low Income	RA LCAP Action 7	\$2,000.00				\$2,000.00
1	8	All	RA LCAP Action 5	\$30,000.00				\$30,000.00
1	9	All	RA LCAP Action 14		\$17,500.00			\$17,500.00
1	10	English Learners	RA LCAP Action 16				\$2,000.00	\$2,000.00
1	11	All	RA LCAP Action 17				\$4,000.00	\$4,000.00
2	1	All	RA LCAP Action 1	\$2,000.00			\$6,500.00	\$8,500.00
2	2	All	RA LCAP Action 2	\$2,500.00	\$3,500.00			\$6,000.00
2	3	All	RA LCAP Action 3	\$26,500.00	\$5,500.00			\$32,000.00
2	4	English Learners	RA LCAP Action 16				\$2,000.00	\$2,000.00
2	5	All	RA LCAP Action 17	\$4,000.00				\$4,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	Foster Youth Low Income	RA LCAP Action 4	\$22,000.00				\$22,000.00
3	2	All	RA LCAP Action 5				\$30,000.00	\$30,000.00
3	3	All	RA LCAP Action 6	\$11,000.00				\$11,000.00
3	4	Foster Youth Low Income	RA LCAP Action 8	\$2,000.00				\$2,000.00
3	5	Foster Youth Low Income	RA LCAP Action 9	\$15,000.00	\$23,000.00			\$38,000.00
3	6	English Learners Foster Youth Low Income	RA LCAP Action 11	\$25,000.00				\$25,000.00
3	7	Foster Youth Low Income	RA LCAP Action 12	\$30,000.00				\$30,000.00
3	8	Low Income	RA LCAP Action 13		\$10,000.00	\$4,250.00		\$14,250.00
3	9	All	RA LCAP Action 15		\$13,000.00			\$13,000.00
4	1	All	RA LCAP Action 5				\$30,000.00	\$30,000.00
4	2	All	RA LCAP Action 6	\$11,000.00				\$11,000.00
4	3	Foster Youth Low Income	RA LCAP Action 8	\$2,000.00				\$2,000.00
4	4	Foster Youth Low Income	RA LCAP Action 9	\$15,500.00	\$23,000.00			\$38,500.00
4	5	English Learners Foster Youth Low Income	RA LCAP Action 11	\$25,000.00				\$25,000.00
4	6	All	RA LCAP Action 14		\$17,500.00			\$17,500.00
4	7	English Learners Foster Youth Low Income	RA LCAP Action 10		\$10,000.00		\$13,500.00	\$23,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$185,500.00	\$296,750.00
LEA-wide Total:	\$110,500.00	\$170,750.00
Limited Total:	\$75,000.00	\$126,000.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	RA LCAP Action 4	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy 11-12	\$22,000.00	\$22,000.00
1	5	RA LCAP Action 10	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		\$23,500.00
1	6	RA LCAP Action 11	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$25,000.00	\$25,000.00
1	7	RA LCAP Action 7	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$2,000.00	\$2,000.00
1	10	RA LCAP Action 16	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Redwood Academy		\$2,000.00
2	4	RA LCAP Action 16	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Redwood Academy		\$2,000.00
3	1	RA LCAP Action 4	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$22,000.00	\$22,000.00
3	4	RA LCAP Action 8	LEA-wide	Foster Youth	All Schools	\$2,000.00	\$2,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income	Specific Schools: Redwood Academy 10-12		
3	5	RA LCAP Action 9	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$15,000.00	\$38,000.00
3	6	RA LCAP Action 11	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$25,000.00	\$25,000.00
3	7	RA LCAP Action 12	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$30,000.00	\$30,000.00
3	8	RA LCAP Action 13	LEA-wide	Low Income	All Schools Specific Schools: Redwood Academy		\$14,250.00
4	3	RA LCAP Action 8	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$2,000.00	\$2,000.00
4	4	RA LCAP Action 9	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$15,500.00	\$38,500.00
4	5	RA LCAP Action 11	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$25,000.00	\$25,000.00
4	7	RA LCAP Action 10	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy		\$23,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.