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

This chart shows the total general purpose revenue Woodland Star Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodland Star Charter School is $2,730,118, of which $2,114,821 is Local Control Funding Formula (LCFF), $277,295 is other state...
funds, $177,333 is local funds, and $160,669 is federal funds. Of the $2,114,821 in LCFF Funds, $149,676 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

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

The text description of the above chart is as follows: Woodland Star Charter School plans to spend $2,699,687 for the 2022-23 school year. Of that amount, $316,330 is tied to actions/services in the LCAP and $2,383,357 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Remaining expenses include teacher salaries and associated expenses, classroom material costs and general operating expenses.

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

In 2022-23, Woodland Star Charter School is projecting it will receive $149,676 based on the enrollment of foster youth, English learner, and low-income students. Woodland Star Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Woodland Star Charter School plans to spend $325,930 towards meeting this requirement, as described in the LCAP.
This chart compares what Woodland Star Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Woodland Star Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Woodland Star Charter School's LCAP budgeted $222,444 for planned actions to increase or improve services for high needs students. Woodland Star Charter School actually spent $205,397 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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodland Star Charter School</td>
<td>Caroline Hopewell</td>
<td><a href="mailto:chopewell@woodlandstarschool.org">chopewell@woodlandstarschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Executive Director</td>
<td>707-996-3849</td>
</tr>
</tbody>
</table>

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).

Woodland Star School Charter used feedback from Staff meeting discussions held Thursdays from August 2021-November 2021, Parent and Staff Annual Surveys conducted April 2021, Board presentation and option of input (December 15, 2021) in adopting the Educator Effectiveness Block Grant.

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.

NA

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.

Woodland Star Charter has a meaningful engagement process that consults with educational partners in a variety of ways. Listed below are some of the ways, to date, in which WSCS has specifically targeted the use of one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.
LLMF and GEER I funds were expended in alignment with the 2020-21 Learning Continuity and Attendance Plan and the majority of ESSER II in alignment with its 2021-22 LCAP. Both plans outline the consultation considered in developing those plans.


The ESSER III Expenditure Plan continues to fund many of the goals made in response to community engagement and aligned with both the Learning Continuity Plan and LCAP. The expenditure plan outlines community engagement: https://woodlandstarschool.org/wp-content/uploads/2022/02/esseriiiexpenditureplan.docx3_.pdf (page 2)

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.

Woodland Star Charter is and will be using the ESSER III funds primarily to address the Impact of Lost Instructional Time and to Implement Strategies for Continuous and Safe In-Person Learning. Specific actions related to each area can be found here https://woodlandstarschool.org/wp-content/uploads/2022/02/esseriiiexpenditureplan.docx3_.pdf. Listed below are specific successes and challenges, to date, that we have experienced in each area.

1. To address the academic impact of lost instructional time:
   a. Successes- In class instructional aids have been an integral part of increasing reading literacy and allowing students to work in guided, small group instruction. The remaining expenditures allow us to continue to fully fund LCAP goals tied to lost instructional time into the 22/23 school year.
   b. Challenges- Hiring, training and retaining quality staff to fill these roles has been the largest challenge.

2. Implement strategies for continuous and safe in-person learning
   a. Successes- We continue to purchase PPE and increased custodial supplies as needed. The Operations Manager, with the support of the Office Manager acts as the COVID-19 safety liaison keeping up to date with new protocols, communicates to the community and to parents individually, maintains the quarantine tracker and performs COVID testing for the school community.
   b. Challenges- The ever changing guidelines and recommendations cause last minute pivoting in many ways. From communications to purchasing PPE, planning ahead has been very challenging.

3. Additional Uses
   a. Successes- We have hired an additional bi-lingual office support person, as well as additional bi-lingual in class support staff to increase translation services.
   b. Challenges- As part time employees additional time must be scheduled ahead of time. Communicating these needs between faculty and the
office in a timely manner needs to be reinforced.

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.

Woodland Star Charter is using the fiscal resources received for the 21-22 school year and aligned with our LCAP. Below is how the additional funding to support LCAP goals:

**Expanded Learning Opportunities Grant**
- Classroom Instructional Assistant salaries and benefits, which directly supports LCAP goal #3.
- Tutoring salaries and benefits, which directly supports LCAP goal #3.
- Interventionist salary and benefits, which directly supports LCAP goal #3.
- The purchase of ELA and Math assessments, which directly supports LCAP goal #3.

**ESSER II**
- General Education Counselor salary and benefits, which directly supports LCAP goal #4.
- Classroom Instructional Assistant salaries and benefits, which directly supports LCAP goal #3.

**ESSER III**
- Intervention salary and benefits for the 22/23 school year, which directly supports LCAP goal #3.
- Continued assessment implementation for the 22/23 school year, which directly supports LCAP goal #3.
- Classroom Instructional Assistant salaries and benefits, which directly supports LCAP goal #3.
- Tutoring services for the 22/23 school year, which directly supports LCAP goal #3.
- General education counseling services for the 22/23 school year, which directly supports LCAP goal #4.

**Educator Effectiveness Block Grant**
- Structured Literacy Supplies and Training, which supports LCAP goal #3.
- Suicide Prevention Program, which supports LCAP goal #4.
- Social Emotional Learning Training, which supports LCAP goal #4.
- Racial Bias, Gender Identity/Sexual Orientation Traning, which supports LCAP goal #4.
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](https://www.cde.ca.gov/fg/cr/relieffunds.asp)) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page.
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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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</thead>
<tbody>
<tr>
<td>Woodland Star Charter School</td>
<td>Caroline Hopewell</td>
<td><a href="mailto:chopewell@woodlandstarschool.org">chopewell@woodlandstarschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Executive Director</td>
<td>707-996-3849</td>
</tr>
</tbody>
</table>

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.

Woodland Star Charter School is an independent, Waldorf-inspired public charter school serving approximately 225 students from the Sonoma Valley and surrounding areas. The school has two transitional/kindergarten blended classes and one class each for grades 1 through 8. Our community is a diverse population consisting of people who come to the school for a Waldorf education. The school's population of low income families is approximately 30%. The school's English Learner population consists of approximately 25 active students. Parents are involved through the Parent Association, which is responsible for most of the school's festivals and celebrations, ELAC, and Charter Council (our governing board). The school has both a before and after school care program to help serve the needs of many working families. We have a protocol to identify students with increased academic needs and serve them through our independent resource program (SELPA) and intervention program and in the 2021-22 school year we began implementing a literacy program for grades 1-5. We offer designated ELD throughout the grades.

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

Woodland Star Charter's greatest successes surround increasing Intervention services, implementing a new literacy program, and a data driven assessment to help monitor student progress. Local indicators show that student and parent's feel more confident about social-emotional concerns.
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.

COVID-19 restrictions made addressing chronic absenteeism more difficult than was expected at the end of the 2020-21 school year. Local data indicates that approximately 27% of its students were chronically absent. Of that group, 15% are English Learners, 7% students with disabilities and 44% are Hispanic. Of that 27% of the chronically absent student population 53% of had one or more 5-10 day COVID-related absence(s).

LCAP Highlights

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

Woodland Star’s 2022-23 LCAP does not reflect significant changes in its goals, but updates actions based on stakeholder feedback and goal progress monitoring.

1: Attendance- Continue to address Chronic Absenteeism through strengthening internal procedures and increasing family engagement
2: Engagement- parent education, community understanding of leadership and increase volunteerism
3: Learning Loss and Mitigating Deficiencies- continue to mitigate COVID-19 learning loss through literacy, reading and math intervention, tutoring and assessments
4: Social-Emotional Recovery- Address social emotional effects of pandemic distance learning through counseling, restorative justice, cyber civics and on campus community events

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.

Not applicable

Support for Identified Schools

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

Not applicable
## Monitoring and Evaluating Effectiveness

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

| Not applicable |
Engaging Educational Partners

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

All stakeholders have been invited to participate in annual surveys to gauge progress, needs, and concerns. Stakeholders are invited to a public meeting prior to approval of the draft. Stakeholder input is also taken throughout the year by open board meetings and community meetings (Parent Association and Faculty). Stakeholders are also always invited to voice concerns directly to the Executive Director via phone, email or in person throughout the school year.

A summary of the feedback provided by specific educational partners.

Our Annual Survey to Parents 44.6% indicated that they were "Very Satisfied with my child's progress" and 32.3% indicated they were "Not worried about their student's progress" when asked How they felt their child is doing academically. Of the respondents, 1.5% indicated that they were very worried. To compare, the same question was asked in prior to preparing the 21/22 LCAP and 22.9% indicated "very satisfied," 28.6% indicated "not worried," and 7.1% responded "very worried."

Staff and Faulty showed more trepidation regarding their student's progress, 50% indicated they have "some concerns" and 25% were neutral though this is also an improvement over the previous year where 61% were concerned about student progress. As with the previous year, much of the concern focuses around math progress.

Parents also continue to indicate concerns over the social emotional well being of their children. 43.9% of parents responded neutral or below in regards to the statement, "The school is proactive and offers adequate social-emotional support for it's students who struggle with personal or social issues." This is an improvement over the 46% from the previous year. Of the faculty and staff, 37.9% were neutral or lower when asked the same question; which is an increase in concern or neutrality over the previous year.

Survey responses from 8th grade students indicted their area of academic concern was math with 16.7% responding 3 or below (scale of 1-5 Disagree to Agree) in response to the statement "I am confident in my math skills." 40% of 5th grade students responded with a 3 in response to the same question and additionally, 47% responded with a 3 in response to "I am confident in my writing skills." 12.6% of eighth grade students responded 3 or below in response to "Socially, I feel confident in my peer group."

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

Goals 2, 3, and 4 continue to be in alignment with educational partner feedback.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reduce chronic absenteeism to 8% or lower.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

WSCS made significant progress towards its 19/20 LCAP attendance improvement goal, but due to the COVID-19 pandemic, continuing to address chronic absenteeism is necessary. Chronic absenteeism significantly affects access to adequate learning opportunities. For the 21/22 LCAP goals were made with the assumption that COVID rates would stay low and students would have long quarantine and isolation requirements guidelines continued to require a significant number of sustained absences.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA School Dashboard- All Students</td>
<td>13.7% Chronically Absent</td>
<td>Data Not Available</td>
<td></td>
<td></td>
<td>8% or lower Chronically Absent</td>
</tr>
<tr>
<td>CA School Dashboard- Hispanic</td>
<td>21.2% Chronically Absent</td>
<td>Data Not Available</td>
<td></td>
<td></td>
<td>8% or lower Chronically Absent</td>
</tr>
<tr>
<td>CA School Dashboard-Socioeconomically Disadvantaged</td>
<td>18.4% Chronically Absent</td>
<td>Data Not Available</td>
<td></td>
<td></td>
<td>8% or lower Chronically Absent</td>
</tr>
<tr>
<td>Local Indicator- SIS Records All Students</td>
<td>26.8% Chronically Absent; 52.5% of this group had one or more sustained COVID related absences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Indicator- SIS Records Hispanic</td>
<td>32.10% Chronically Absent; 25.88% of this</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
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</tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>group had one or more sustained COVID related absences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Indicator- SIS Records Socioeconomically Disadvantaged</td>
<td>40.48% Chronically Absent; 33.77% of this group had one or more sustained COVID related absences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Policy implementation</td>
<td>Woodland Star Attendance Policy will be again be reviewed, updated, and communicated to all stakeholders to ensure a realistic implementation. Ensure that policy communications are offered bilingually. Implementation of a dedicated phone line and email address for families to communicate absences. Ensure all classrooms are equipped with devices and connectivity to submit electronic attendance.</td>
<td>$3,308.00</td>
<td>No</td>
</tr>
</tbody>
</table>
| 1.2      | Staff Development            | Teachers and office staff will be trained before school begins on:  
• Using School Pathways attendance system  
• SART team roles and responsibilities | $507.00      | No           |
<p>| 1.3      | Communication plan           | Communicate highlights of updated attendance policy and action plan before school begins via multiple communication platforms and repeat regularly. The entire community should be aware of of the goal and working toward success. Teachers, parents, students and staff will be | $658.00      | No           |</p>
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Incentive</td>
<td>Develop a monthly attendance announcement, highlighting successes not pinpointing failure.</td>
<td>$132.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

Woodland Star implemented and followed the 2019-20 goal until the COVID-19 school closure in March 2020. The standard for attendance changed significantly due to state guidelines. Attendance was required, but could take the form of synchronous distance learning participation and/or asynchronous distance learning attendance. In order to accomplish this, we distributed technology to all students that needed it in order to participate in distance learning. Attendance was tracked in accordance with local and state guidance.

In 2021/22 Woodland Star, implemented electronic attendance, trained all teachers and classroom support staff to take electronic attendance. Due to continued COVID-19 restrictions, Administration identified the need for direct communication to determine the cause of student absences on a daily basis. Parents that did not make direct contact (in person, phone call, or email) were contacted directly by office staff and communications and were tracked on a absence call log shared within the office to track. As the year progressed, families became more proactive in their communications.

In addition, the transition of Administration and Intervention staff in 2021/22 made updating and implementing a new policy difficult. Faculty discussions regarding an incentive program brought two concerns, one that students whose absences are due no fault of their own may feel a punitive effect and with the continued COVID-19 pandemic it might encourage students to attend while sick.
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.

$3000 was budgeted for this goal and estimated actual is $1559. Much of the budget for this goal was in anticipation that there would be additional subscription needed for our SIS but we were able to utilize existing features.

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

2020/21 Progress: Due to the COVID-19 school closures, dashboard data was not available to substantiate our progress, the school made reasonable progress until March 13th, 2020. On September 11, 2019 the governing board adopted the revised Attendance Policy. This policy was communicated to all stakeholders including families, faculty, and staff. Office/attendance personnel began closely monitoring and responding to unexcused absences and a Student Attendance Review Team (SART) was formally implemented.

2021/22 Implementing online attendance allowed all office staff to track attendance in real time rather than waiting for a single attendance monitor to manually input. The electronic system also allows teachers to run their own absence reports, making them more aware of student attendance, making them a partner in the process.

Having a shared log of absence calls allowed all office staff and Administration to quickly view the reason behind student absences and highlight trends and issues for Administrative review and follow up. Having the attendance data in the SIS on a daily basis allowed Administration to utilize a number of features including truancy reports and automated letters.

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 substantial changes to the goal, metrics or desired outcomes. Each action has been updated to increase progress based on experience in the 21/22 school year.

Changes to the actions are based on:
- Identifying the need to streamline communications to and from the office regarding absences, eliminating most delays in responding to attendance issues
- The need to better communicate good attendance habits and change culture regarding prolonged absences not related to illness
- The desire to celebrate good attendance without creating a punitive environment

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Improve stakeholder engagement</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Student, parent, teacher, and staff education on:
- The vision and mission of the school,
- Common Core academic standards
- Waldorf curriculum expectations
- School Governance
- Stakeholder participation
- Communication plan and schedule related to community events and tasks

Annual survey results of parents, staff, and students indicated:
- Parents feel less informed about our governing board and governance of the school
- Parents commented a feeling of disconnection from the school community, and a desire to increase the frequency and quality of parent/teacher evening meetings
- Parents had lower satisfaction on the school’s emphasis on reducing media exposure at home
- Staff generally had a neutral understanding of the work of the governing board
- Staff comment, “...there is room for growth on the aspect of bridging the cultural difference gap within the community ...”
- Students made numerous comments about maximizing play space and increasing opportunities for after school sports and activities

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Survey of Parents- Charter Council Outreach</td>
<td>51% neutral or below</td>
<td>39% neutral or below</td>
<td></td>
<td></td>
<td>Increase to no more than 31% neutral or below</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
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<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Annual Survey of Staff/Faculty- Charter Council Outreach</td>
<td>47% neutral or below</td>
<td>47% neutral or below</td>
<td></td>
<td></td>
<td>Increase to no more than 27% neutral or below</td>
</tr>
<tr>
<td>Annual Survey of Parents- Parent Meetings</td>
<td>36% neutral or below</td>
<td>21% neutral or below</td>
<td></td>
<td></td>
<td>Increase to no more than 15% neutral or below</td>
</tr>
<tr>
<td>Class meetings parent attendance</td>
<td>To be established by taking the average of the first two parent meetings offered in the 21/22 school year.</td>
<td>data not available</td>
<td></td>
<td></td>
<td>75% or above participation by one or more parent in all parent meetings</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
2. Board member participation and attendance in all major school school events (assemblies and festivals).  
3. Board member visits to SVUSD board meetings, at least 3 per year.  
4. Periodic board communications to all staff                                                                 |             | No           |
| 2.2      | Understanding of School Governance        | 1. Website updated to better explain the school governance  
2. Website directory of key contacts  
3. New Parent Orientation/Welcome before summer break  
4. Annual orientation meeting for all stakeholders                                                                 | $525.00    | No           |
<p>| 2.3      | Understanding of Curriculum               | 1. Teachers participate in annual Waldorf Curriculum and instruction training for any new grade being taught                                                                                       | $3,345.00   | No           |</p>
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. No less than 6 parent evenings with bilingual support conducted by class teachers to discuss child development, Waldorf curriculum, Common Core standards, student work, and class community business. RSVPs and attendance tracking required at each meeting and a notetaker will be designated to support those who may not be able to attend. 3. Provide 2-3 parent education events for all parents 4. Update website curriculum page to reflect Common Core skill expectations and continuum for ELA and mathematics through the grades. 5. Use three methods of bilingually communicated explanations of Waldorf curriculum blocks and Common Core standards (ex. class parent evening with handouts and translated notes posted after the meeting through Parent Square</td>
<td>$676.00</td>
<td>No</td>
</tr>
<tr>
<td>2.4</td>
<td>Staff Development and Communication</td>
<td>Cross train office staff to update website to fulfill informational and policy needs of office, admin, and board. Create an Admin community communication plan and schedule. Ensure that all teachers are aware of additional responsibilities in tracking parent meeting attendance, designating and note taker, and coordinating translation services when needed prior to the start of the school year.</td>
<td>$676.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

Action 1: Charter introduced themselves and their role within the school's governance in the school's newsletter. They participated in events and festivals where COVID restrictions allowed. Communicated directly to faculty during weekly faculty meetings with notes available to all staff.
Action 2: Website updated to include Board Member bios and rolls. All families, new and returning were invited to a back to school morning with key stakeholder groups available to introduce themselves. New parent welcome was offered for 22/23 families May 2022.

Action 3: Parent meetings offered either in a hybrid or online-only format for accessibility purposes. Increased the number of bilingual staff members trained to offer translation services. All teachers new to their grade are in the process of enrolling in training for the 22/23 school year. Note taking and attendance tracking will be implemented in 22/23. Parent education evenings will also be implemented in 22/23.

Action 4: Office staff was trained to update the website. The need for cross training has been identified and will occur in 22/23. Teacher development on the importance of note taking and attendance will occur. Admin communication schedule will be developed.

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.

$500 was budgeted for this goal. Including teacher trainings, Executive Director, Office Staff and Teacher time estimated actual expenditures is $8120.

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

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.

Actions have been updated to include the need for staff development regarding the need for parent meeting administrative expectations as well as the addition of cross training on website updating.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The school will work to recover lost student academic learning due to COVID-19 shelter-in-place so that students have returned to grade level literacy and mathematics by the end of 2023.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

All stakeholders have voiced concerns regarding learning loss following the COVID-19 pandemic.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Verified Data Collection- Houghton Mifflin Harcourt Reading and Math Inventory</td>
<td>Collect in August 2021</td>
<td>72.54% of students assessed in grades 2-8 reached 3/4 grade level or higher growth in reading</td>
<td></td>
<td></td>
<td>¾ grade level improvement between August and April for each student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>61.29% of students assessed in grades 2-8 reached 3/4 grade level or higher growth in math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average reading level recorded as Advanced across grades 2-8 is 29.86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average reading level recorded as Proficient across grades 2-8 is 16.43%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------</td>
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<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>State Measure - SBAC</td>
<td>All Grades 2020/21 results:</td>
<td>Will be updated August 2022</td>
<td></td>
<td></td>
<td>60% at or above grade level standard for all students</td>
</tr>
<tr>
<td></td>
<td>ELA- 41.76% Met or Exceeded Standard, 30.77% Nearly Met Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math- 23.41% Met or Exceeded Standard, 38.30% Nearly Met Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Rubrics -</td>
<td>November, March, and June</td>
<td>Will be updated August 2022</td>
<td></td>
<td></td>
<td>Full grade level progress for all students between November and June</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Increase Intervention Services</td>
<td>Continue Interventionist position as a 1 FTE (increased from .6 in 21/22 school year).</td>
<td>$45,307.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.2</td>
<td>Data driven Math and ELA assessment program</td>
<td>Continue to implement Data Driven assessment program. Assessments will be performed no fewer than 3 times annually (August, November and April) to gauge and track student progress and deficiencies.</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>3.3</td>
<td>Instructional Program Support Staff/Classroom assistants</td>
<td>Academic assistants for all grades 2-8 for small group and one-on-one learning supports. Equivalent of 2.0 FTE shared across those grades. Ensure all Instructional Program Support staff are Literacy and/or OG Math Trained to fully support students. Full instructional day assistants for grades TK-1.</td>
<td>$166,176.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.4</td>
<td>Implement a formal academic afterschool, in person tutoring program</td>
<td>Under the guidance of the Interventionist, provide small group and/or one-on-one academic tutoring services to grades 3-8 separate from the aftercare program.</td>
<td>$18,988.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.5</td>
<td>Increase Special Education Teaching FTE</td>
<td>Increase Special Education Teaching FTE from .5 in 2021-22 to 1.5 in 2022-23.</td>
<td>$55,674.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

Action 3: Each grade had dedicated classroom support at the beginning of the year, but staffing retention and rehiring proved difficult. Support was shifted to increase reading group support in targeted classrooms and to allow for additional pull out support for non-English speaking students.

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.

Hiring and retaining assistants within the classroom caused a decrease in the actual expenditures.

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

Action 1: Hired a full time general Interventionist allowing for services for 37 students. 79.1% of Parents and 76.9% of Staff and Faculty rated the Intervention program a 4 or higher on their respective surveys compared to 58.3% and 33.4% the previous year.
Action 2: A data driven Math and ELA assessment program was selected and implemented. Three assessments were given to grades 2-3. Assessment results were used to help determine student intervention needs and track overall progress.

Action 3: Assistants in grades 1-5 assisted in implementing reading groups and one-on-one supports. Bilingual assistants worked one-on-one with non-English speaking students to improve reading, literacy and speaking skills.

Action 4: Implemented a formal Tutoring program monitored and overseen by the Interventionist. Students could be referred by parents, class teacher, Intervention or by student drop in.

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.

Action 3: Rather than having Assistants in grades 2-8 support a particular class, they will be trained to provide academic program support. Additional support will be given in math over the 2021-22 school year.
Action 5: New action- Due to the increased number of students with IEPs and the substantial academic loss this subgroup has faced, the overall SPED teaching FTE has been increased from .5 to 1.5 in the 2022-23 school year

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Increase stakeholder satisfaction with respect to social emotional well-being and improve the school’s ability to address discrimination and bullying.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The interpersonal disconnect following the COVID-19 pandemic is a significant hurdle towards academic success.

Our parent survey from 2/12/21 on returning to in-person instruction indicated that 40% of parents felt neutrally or below when asked “On a social and emotional level, how is your child doing?” Annual surveys indicate that 29% of Faculty and Staff and 54% of our parents felt neutrally or below about adequate social-emotional support being offered. Additionally, student surveys indicate 55% felt neutral or below about their social confidence.

When parents were asked, “The school provides a safe learning environment for students, free of racial discrimination, gender identity discrimination, and harassment,” nearly 34% indicated a 1 (strongly disagree), 2 (disagree), or 3 (neutral). As a school we have started training our staff on restorative justice to address conflict and bullying issues, but there is much more we can and should do. Additionally, we see a greater need to address diversity, equity, and inclusion so that our faculty and staff gain a new perspective on racial, gender, and cultural differences and are well equipped to address issues that arise related to these topics in the classroom and advocate for students accordingly.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Survey of Parents</td>
<td>54% percent report 3 or less on a scale of 1-5 (1=disagree, 5= agree when asked, &quot;The school is proactive and offers adequate social-emotional support for it's students&quot;)</td>
<td>34.3% neutral or less on a scale of 1-5 (1=disagree, 5= agree when asked, &quot;The school is proactive and offers adequate social-emotional support for it's students&quot;)</td>
<td></td>
<td></td>
<td>15% Improvement</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td>----------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Annual Survey of Teachers</td>
<td>29% Neutral when asked “The school is proactive and offers adequate social-emotional support for it’s students when they struggle with personal or social issues.”</td>
<td>37.6% Neutral or less when asked “The school is proactive and offers adequate social-emotional support for it’s students when they struggle with personal or social issues.”</td>
<td></td>
<td></td>
<td>15% Improvement</td>
</tr>
<tr>
<td>Annual Student Survey of 8th Graders</td>
<td>33% report 3 or less on a scale of 1-5 (1=disagree, 5= agree when asked, “I feel confident socially.”)</td>
<td>12.6% report 3 or less on a scale of 1-5 (1=disagree, 5= agree when asked, “I feel confident socially.”)</td>
<td></td>
<td></td>
<td>15% Improvement</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>General Education Counseling</td>
<td>Offer social-emotional support services for the general student population and those identified through the intervention program as needing additional support. Train parents, faculty, staff and students on how to access social-emotional support services. Support staff and faculty on identifying emotional support needs. Whole class restorative meetings for struggling classes including students and teachers run by the school counselor. Train other teachers to implement across all grades.</td>
<td>$23,155.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>4.2</td>
<td>Return of in-person festival life</td>
<td>Offer in-person, social opportunities for students, families, faculty and staff.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>4.3</td>
<td>Cyber Civics Curriculum</td>
<td>Implement Cyber Civics online curriculum for 5-8th grades</td>
<td>$256.00</td>
<td>No</td>
</tr>
<tr>
<td>4.4</td>
<td>Restorative Justice Training</td>
<td>Review and restore Restorative Justice training</td>
<td>$2,220.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

Action 2: Normal festival and on campus life continued to be hindered by COVID safety guidelines in the 2021-22 school year. Woodland Star did host spiral walks with students, teachers and parents for grades TK-3, held lantern walks for classes that wanted to participate and class plays for grades 1-8. A scaled down Sprites Night (pumpkin drive through) for all who wanted to participate. A May Day celebration was held with families given the option to watch via zoom. Students participated in assemblies.

Action 3: This will be implemented for 2022-23.

Action 4: This will be re-implemented for 2022-23.

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.

Budgeted expenditures for increased counseling services was $8750 and actual was $13,216.34. No budget was assigned to Restorative Justice implementation and expenditures were $7,900 including staff and faculty time.
An explanation of how effective the specific actions were in making progress toward the goal.

<table>
<thead>
<tr>
<th>Action 1: This action was expanded to include additional FTE during the school year to increase services to additional students. General Education Counselor worked with students on an individual or group basis to help with peer communications. Counselor worked closely with Administration to identify students in crisis and recommend best practices on managing troublesome behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 2: While still far from normal, parent satisfaction increased by 9.8% over the 2020-21 survey and staff/faculty increased by 13.4%.</td>
</tr>
</tbody>
</table>

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.

| Changes were made to action 1 to include whole class restorative work with the General Education Counselor for struggling classes. The counselor will also train those teachers to implement in other 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.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$149,676</td>
<td>0</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.62%</td>
<td>7.04%</td>
<td>$121,206.62</td>
<td>14.66%</td>
</tr>
</tbody>
</table>

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.

3.1 Intervention services are predominately used by EL and Low Income families and helps coordinate general learning mitigation with EL instruction.
3.2 Math and ELA assessments allow us to identify, track and monitor students who may need additional learning supports.
3.3 Program support assistants allow students to work one-on-one or in small groups with trained paraprofessionals. Special attention is paid to pairing bi-lingual assistants with EL students.
3.4 Free after school tutoring removes barriers for EL and low-income students to receive one-on-one or small group assistance with school/homework or focus on specific academic barriers. Low income and EL students may not have the financial resources to see this assistance otherwise.

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

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$180,477.00</td>
<td>$79,795.00</td>
<td>$65,655.00</td>
<td>$325,927.00</td>
<td>$319,774.00</td>
<td>$6,153.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Policy implementation</td>
<td>All</td>
<td>$3,308.00</td>
<td></td>
<td></td>
<td></td>
<td>$3,308.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Staff Development</td>
<td>All</td>
<td>$507.00</td>
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<td>$507.00</td>
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<tr>
<td>1</td>
<td>1.3</td>
<td>Communication plan</td>
<td>All</td>
<td>$658.00</td>
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<td></td>
<td></td>
<td>$658.00</td>
<td></td>
<td></td>
</tr>
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<td>Action Title</td>
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### 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
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<td>1,963,220</td>
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<td>7.62%</td>
<td>7.04%</td>
<td>14.66%</td>
<td>$113,176.00</td>
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<td>5.76%</td>
<td><strong>Total:</strong></td>
<td><strong>$113,176.00</strong></td>
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#### Totals by Type
- LEA-wide: $113,176.00
- Limited Total: $0.00
- Schoolwide Total: $0.00

### Goals and Actions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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<td>Data driven Math and ELA assessment program</td>
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<td>Yes</td>
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<td>English Learners Low Income</td>
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<td>4</td>
<td>4.1</td>
<td>General Education Counseling</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
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### 2021-22 Annual Update Table

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<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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<td>2.2</td>
<td>Understanding of School Governance</td>
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<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
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<td>4.3</td>
<td>Cyber Civics Curriculum</td>
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### 2021-22 Contributing Actions Annual Update Table

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<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
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<tr>
<td>3</td>
<td>3.2</td>
<td>Implement data driven Math and ELA assessment program</td>
<td>Yes</td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>In class aid support</td>
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<td></td>
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<tr>
<td>3</td>
<td>3.4</td>
<td>Implement a formal academic afterschool, in person tutoring program</td>
<td>Yes</td>
<td></td>
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<td>General Education Counseling</td>
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<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
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<tbody>
<tr>
<td>3</td>
<td>3.1</td>
<td>Increase Intervention Services</td>
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<td></td>
<td>$0.00</td>
<td>135,703</td>
<td>$14,451.00</td>
<td>$0.00</td>
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<td>0.00%</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>Implement data driven Math and ELA assessment program</td>
<td>Yes</td>
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<td>3</td>
<td>3.3</td>
<td>In class aid support</td>
<td>Yes</td>
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<tr>
<td>3</td>
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<td>Implement a formal academic afterschool, in person tutoring program</td>
<td>Yes</td>
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## 2021-22 LCFF Carryover Table

<table>
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<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
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<td>1,721,685</td>
<td>135,703</td>
<td>0</td>
<td>7.88%</td>
<td>$14,451.00</td>
<td>0.00%</td>
<td>0.84%</td>
<td>$121,206.62</td>
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</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  o 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]).
  
  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  o 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**

2022-23 Local Control Accountability Plan for Woodland Star Charter School
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/](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/](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 school(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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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).

  o **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.

  o 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 the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

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

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
13. LCFF Carryover — Percentage (12 divided by 9)
   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).