



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Walden Academy Charter School

CDS Code: 11101160124909

School Year: 2022-23

LEA contact information:

Suzanne Tefs

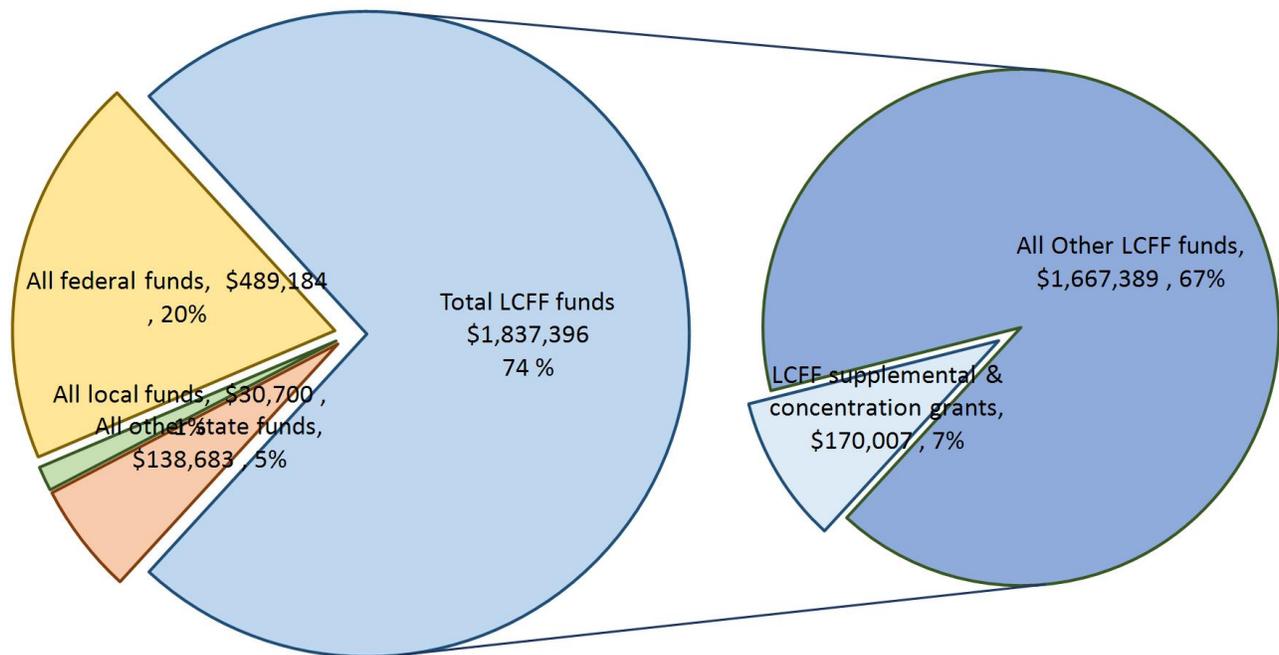
Director

(530) 361-6480

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

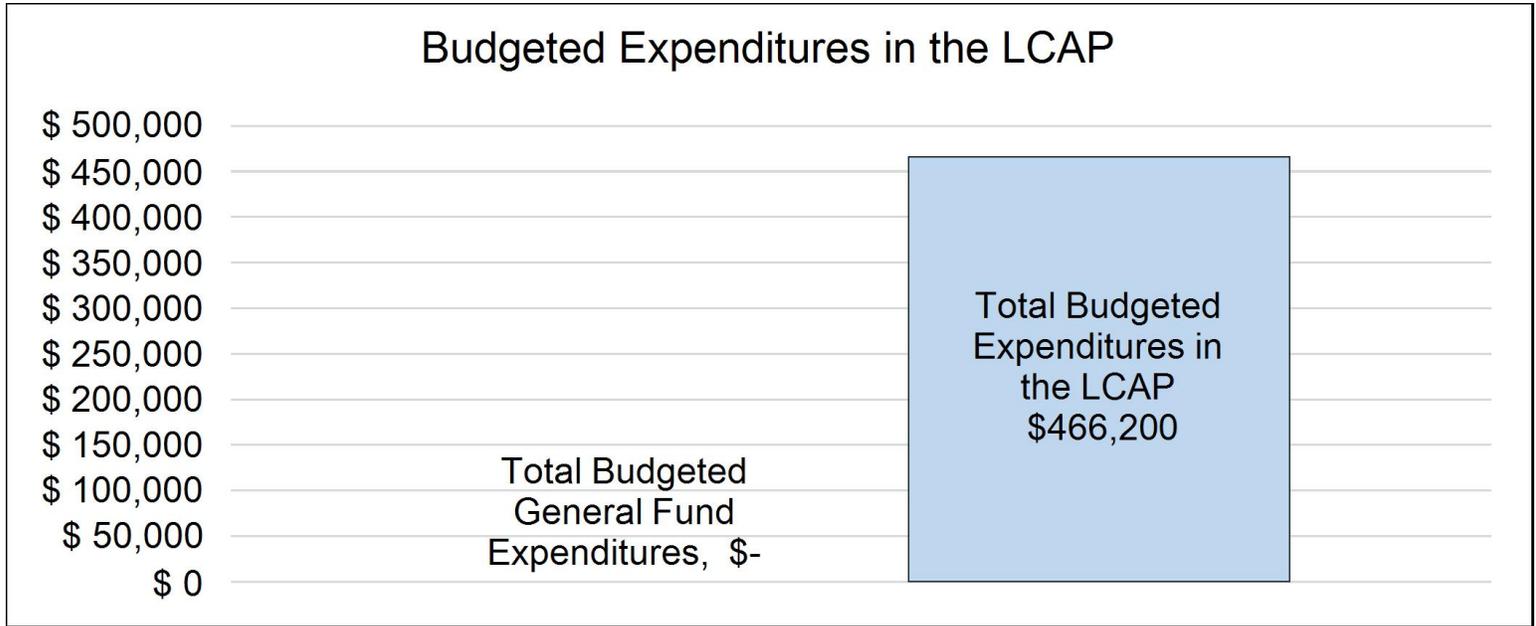


This chart shows the total general purpose revenue Walden Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Walden Academy Charter School is \$2,495,963, of which \$1,837,396 is Local Control Funding Formula (LCFF), \$138,683 is other state funds, \$30,700 is local funds, and \$489,184 is federal funds. Of the \$1,837,396 in LCFF Funds, \$170,007 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Walden Academy 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: Walden Academy Charter School plans to spend \$2,405,963 for the 2022-23 school year. Of that amount, \$466,200 is tied to actions/services in the LCAP and \$1,939,763 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

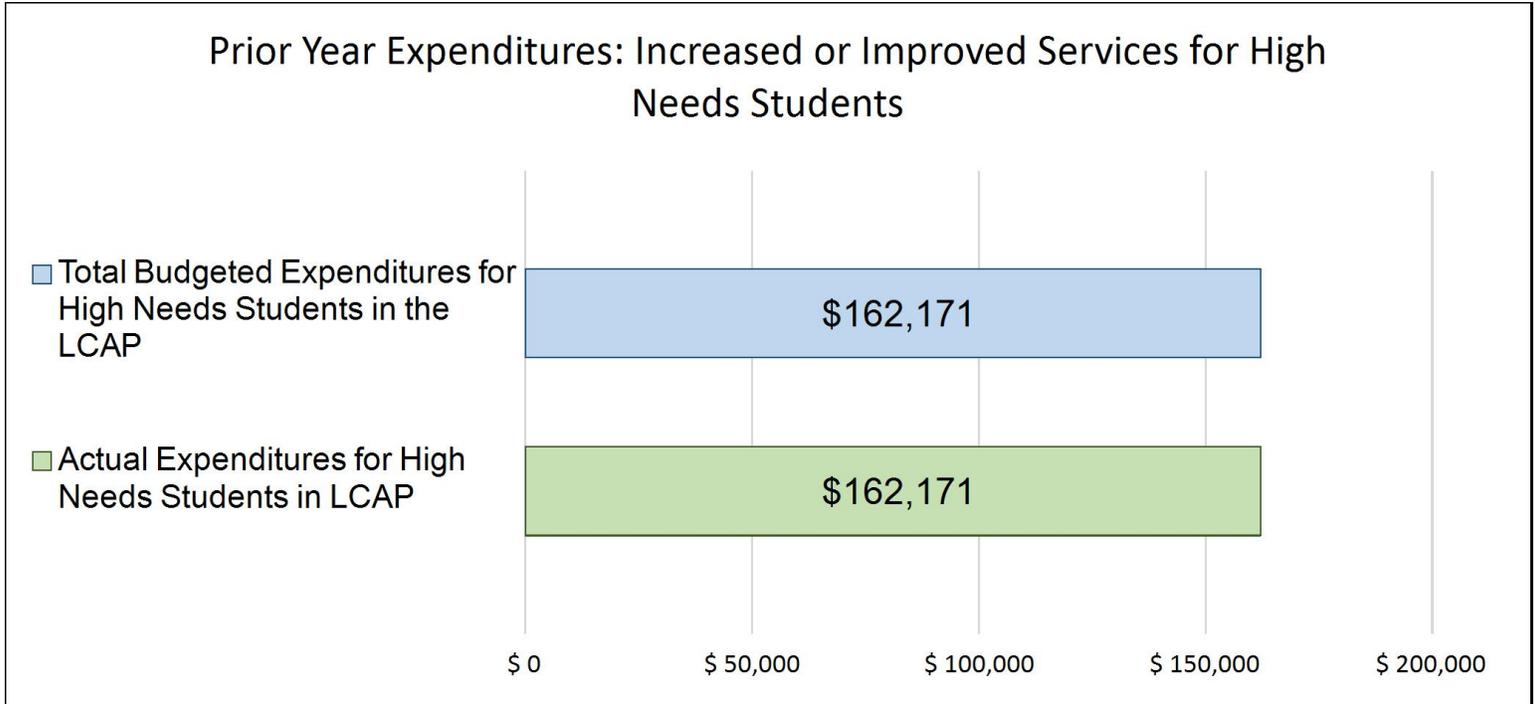
Salaries, facilities, and supplies.

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

In 2022-23, Walden Academy Charter School is projecting it will receive \$170,007 based on the enrollment of foster youth, English learner, and low-income students. Walden Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Walden Academy Charter School plans to spend \$174,900 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Walden Academy 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 Walden Academy 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, Walden Academy Charter School's LCAP budgeted \$162,171. for planned actions to increase or improve services for high needs students. Walden Academy Charter School actually spent \$162,171. for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Walden Academy Charter School's ability to increase or improve services for high needs students:

N/A



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Walden Academy Charter School	Suzanne Tefs Director	leadershipteam@waldenacademy.org 530-361-6480

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).

Walden Academy received two grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control & Accountability Plan. Those grants are:

1. Educator Effectiveness Block Grant in the amount of \$47,495
2. Expanded Learning Opportunities Program in the amount of \$58,716

To inform and develop the plan for the Educator Effectiveness Block Grant, we looked at surveys used to inform plans for the 2021-22 school year. In addition, staff members were consulted at weekly teacher and aide collaboration meetings to determine needs to build capacity in our staff members. Data analysis result during intervention collaboration meetings, and at SPED staffing revealed strengths and areas of improvement needed in staff to effectively support student achievement. During Walden Academy Board Meetings and PTC meetings, data and needs are discussed.

Expanded Learning Opportunities Plan is being developed at this time. Student achievement data, parent surveys, staff input will be used to develop the plan for the 2022 plan. Extended learning collaboration meetings have begun to assist in informing the direction and concrete planning of the use of funds for the Expanded Learning Opportunities Program.

It's important to note that each of these funding sources have their own independent planning and reporting guidelines.

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

The LEA does not have any student programs that qualify to receive the additional concentration grant add-on funding.

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

Walden Academy received one-time funds through the federal government to help us respond to the COVID-19 pandemic and the effects of distance learning on our students. All funding was used and continues to be used to support students in reducing learning loss, providing a safe and orderly environment, and providing greater student engagement in academics and extracurricular activities. Feedback from stakeholders through a variety of methods, analysis of achievement data, and what was required to keep the school open during the pandemic informed the usage of these funds. Stakeholder input was received through a number of surveys during the 2020-21 and 2021-22 school years. Staff met on average twice a month both school years to discuss student needs, curriculum, progress and achievement, as well as the needs of our families. Funds were allocated for the following:

- Additional staff to support student learning on campus and virtually
- Homework Club/tutoring
- Supplies and staff for additional cleaning and disinfecting classrooms and throughout campus
- Masks and equipment to support on campus education
- Bottle filling stations
- Handwashing stations
- Social Emotional supports for students
- Class size reduction
- Small group learning opportunities
- Summer learning opportunities
- Electronic devices
- Curriculum to support distance learning, independent study, and in-class learning
- Curriculum to support filling learning gaps caused by the pandemic
- Professional development

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

Elementary and Secondary School Emergency Relief (ESSER) III funds are divided into three categories of expenditures: 1. Strategies for Continuous and Safe In Person Learning; 2. Addressing Lost Instructional Time; and, 3. Use of Remaining Funds. The District adopted a plan that allocated funding for: replacing the air filters in the Molekule Air Purifiers; after school tutoring and Homework Club; increase number of staff to further reduce student to adult ratios; opportunities for summer learning; increase in social-emotional support for students.

Parent feedback regarding the use of ESSER III funds indicate they would like to see:

- Tutoring, Homework Clubs
- Scaffold Instruction
- Evidence based interventions with regular progress monitoring
- Small group instruction
- Aides in every classroom
- Intervention block
- Students should be vaccinated
- School tests all students every 2 weeks for COVID
- Bottle filling stations on campus
- Sanitize frequently touch surfaces daily
- Mask breaks
- Increased ventilation
- Hand sanitizing and frequent hand washing
- School-based counseling
- Goal setting with students
- Social-emotional instruction
- Morning Meetings
- Teach relaxation and focus skills

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

The plan and update were developed in consultation with stakeholders after soliciting public comments through surveys, board meetings, PTC meetings, and staff meetings. Greater detail for involvement can be found on our LCAP.

Goal #1: Walden Academy will provide learners with engaging and challenging learning opportunities in a broad course of study through the implementation of state academic content, performance, and ELD standards. Learners will be instructed by highly qualified professionals with sufficient instructional material and technology, on a well maintained campus set up to meet the needs of all learners. We are achieving this goal by providing providing induction services for new teachers, providing a broad course of study for all students, providing standards based curriculum for every student, providing adequate technological equipment for every student, providing staff professional development to learn methods that enable all students accessible curriculum and supports, additional time provided by an education specialist and special education aide. Additional time has been purchased for school-based counseling and additional time with the school psychologist.

Goal #2: All Walden Academy learners will make annual growth towards meeting or exceeding standards in English Language Arts (ELA) and mathematics demonstrated by SBAC, other benchmark assessments and report cards. We are achieving this goal by providing additional staff members to make small group learning possible in core content areas, release time on Wednesdays for teacher and staff collaboration, professional development and data analysis, and lastly, additional staff to further reduce the staff to student ratio. .

Goal #3:A positive school climate for all stakeholders participating in activities that increase student engagement, attendance and parental involvement. Particular focus and attention will be given in the areas of attendance and positive student behavior to address low attendance rates and increased number of suspensions. We are achieving this goal through high interest and engaging learning material and opportunities, monthly Good Morning Walden assemblies, some music instruction, social-emotional learning and cool down zones, and Responsive Classroom strategies. Bilingual aides and bilingual office staff further support our English learners and their parents.

Each new funding source must support and further the goals set forth in the LCAP. In many cases, the expenditure is included across multiple grants. The community has placed a strong emphasis on in-person instruction, low student-staff ratios, small group learning, tutoring and homework assistance.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Walden Academy Charter School	Suzanne Tefs Director	leadershipteam@waldenacademy.org (530) 361-6480

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.

Walden Academy Charter School was founded in 2011 by a group of like-minded parents and teachers who wanted educational choice for students in the greater Willows area. The charter was approved by The Glenn County Office of Education in the spring of 2011. Walden Academy serves approximately 185 students in grades TK through 8th on a site leased from St. Monica's Catholic Church in Willows. In the fall of 2014, we moved into our permanent facility developed by the church for Walden Academy. We have 9 spacious classrooms and one small classroom for student pull out and small group instruction. Nearly 50% of our students qualify for free and reduced lunch status. Approximately 22 of our student population are English Learners. Willows is primarily rural with farming and service industries as its prime employers.

At Walden Academy, we strive to provide rigorous academics with a focus on science, using FOSS (Full Option Science System) and a well-balanced curriculum. Teachers additionally offer instruction in the arts, music, and physical education in all grades. An elective wheel allows upper grade students (4-8) the opportunity to explore a variety of learning experiences in the areas of foreign language, food preparation, coding and web design, student leadership and community service, drama, choir, gardening, weather, and planetary study.

An area that Walden Academy is committed to is providing a low adult to student ratio, especially during the English/language art and mathematics blocks. To provide our youngest learners the best possible foundation, we take each kindergarten and 1st grade class and divide each of them into two classes. This provides our learners with the best possible learning environment for acquiring the foundational reading and mathematics skills. In the other grades, each classroom has aide support during the very important English language arts and mathematics blocks. During those blocks, teachers provide a good part of the instructional time in small groups, providing students with as much support as necessary for academic success.

Students also have access to online support through a variety of computer based programs for students that struggle, those on grade level and for those that have exceeded their grade level. In 2019-20, we expanded our English Language Arts block to include a Me Time segment

where students were leveled across all grades. The intent was to meet students at their ZPD (Zone of Proximal Development) in reading instruction. Feed back from parents and students has been very promising.

Walden Academy students participate in a number of learning opportunities off campus to extend and enhance classroom learning. The PTC funds the field trip program generously. Examples of off campus learning include 6th grade environmental camp, Lassen Park, Bidwell Park, Turtle Bay, and other locations in Sacramento and around the north state.

Students have the opportunity for expanded learning in the arts, literature and drama, mathematics, history and to participate in physical education events. We thank our Parent-Teacher Organization for funding nearly all our field trips. Outside the school day, students have the opportunity to stay for support in homework help and tutoring. Students in the upper grades may participate in our afterschool sports program. We believe in a partnership between parents, community and school to educate our students. This is why we offer evening events that include parent science night, evening BBQ, reading or math activities.

Many of our students do outreach to the community through community service projects. Some examples are visiting the local convalescent home and bringing supplies to the local animal shelter. Walden Academy partnered with the Willows Museum to provide students a hands-on experience of life in Willows in the last 2 centuries. Walden Academy believes in offering working families a safe and nurturing environment for their children after the school day is over. The A+ program offers students a nourishing snack, quiet homework hour where students can get homework help, plus unstructured activity time where students can pursue their own areas of interest and play time. Parents appreciate a relaxed atmosphere for their child after a long day of structured learning.

Each month, our students host Good Morning Walden showcasing student achievement, student performance, public speaking and parts of our social-emotional framework called Responsive Classroom. Responsive Classroom not only provides opportunities for students and staff to participate in a positive social-emotional curriculum, it also supports academic learning through interactive modeling, teacher language and developmentally appropriate teaching methods

Reflections: Successes

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

To address English/language arts low achievement data, we instituted a school-wide intervention block for every student. We provide weekly progress monitoring and the team meets to review data. We offer afternoon and afterschool tutoring and Homework Club for any student that wishes to attend. In both ELA and mathematics, teachers utilize small group, scaffolded instruction for all students so they are met at their individual ZPD. At this time, we do not have any SBAC data from the state. Preliminary data from I-Ready indicates we have surpassed the 3 year goal for ELA in one year. For the 2022-23 school year, we will pilot the same intervention block in key grades in mathematics. The intervention block for ELA will continue alongside the mathematics block. After school tutoring and homework club will continue as well.

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.

As explained above, overview of I-Ready scores and from analysis of SBAC scores from the 2020-21 school year, data indicates we still have work to do in English/language arts and mathematics for all subgroups. The efforts to bridge the achievement gaps include school-wide intervention time called Me Time, tutoring after school, Homework Club, and small group instruction in all classrooms for mathematics and English/language arts. Efforts have been increased for student engagement to support less absenteeism and suspensions. Morning Meetings held in each classroom, CARES tickets and student store have helped with engagement, as has the Elective Wheel and the commitment to a well-rounded education.

LCAP Highlights

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

The Local Control Accountability Plan (LCAP), is organized under three goal areas: Conditions of Learning, Pupil Outcomes, and Engagement. To address those 3 areas, Walden Academy developed goals and actions created from input from stakeholders, analysis of school data, and from school board priorities over the next 3 years. The LCAP represents Walden Academy's allocation of the financial resources moving towards the improvement of educational outcomes for all Walden's learners.

To address Conditions of Learning, we created the following goal on the LCAP:

Goal 1: Walden Academy will provide all learners engaging and challenging learning opportunities in a broad course of study through the implementation of state academic content, performance, and ELD standards. Learners will be instructed by highly qualified professionals with sufficient instructional material and technology, on a well maintained campus set up to meet the needs of all learners.

To address Pupil Outcomes, we created the following goal on the LCAP:

Goal 2: All Walden Academy learners will make annual growth towards meeting or exceeding standards in English Language Arts (ELA), English Language Development (ELD) and mathematics demonstrated by SBAC, other benchmark assessments and report cards.

To address Engagement, we created the following goal on the LCAP:

Goal 3: A positive school climate for all stakeholders participating in activities that increase student engagement, good attendance, positive behavior and parental involvement.

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.

Walden Academy Charter School

Support for Identified Schools

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

Walden Academy is its own LEA. The planning process began once we suspected we would qualify for CSI over the summer of 2019. It evolved and took shape as the 2019-20 school year progressed, but when COVID 19 threw us into crisis teaching we had to pivot and adjust plans and support. The 2020-21 school year began with distance learning. In October, we moved to in-person instruction on a cohort basis in a hybrid model, and in January moved to a non-cohort, full day model, so plans had to be adjusted numerous times to accommodate the ever changing COVID plans. Overall, our plans and goals stayed the same, but what our school was able to offer students and the way in which we could support students had to adapt to the situation. The 2021-22 school year began as normally as possible during a pandemic. We were fortunate to be able to fully implement Me Time as originally planned in the 2019-20 school year. We continued with afterschool tutoring and homework support. Teachers were able to implement small group instruction efficiently. Overall, scores are pointing in the right direction and we are making progress.

The process of peeling back the layers to identify root causes, resource inequities, community and school context, and overall needs began by utilizing existing data from already established tools (FIA, CAASPP, Data Dashboard) and by crafting new surveys and informal needs assessments.

To begin to understand our school's needs and develop a plan, we began with data from the Data Dashboard. This data provided us with 3 main target areas to help us focus on our greatest area of need as well as student subgroups. The three target areas identified were Suspensions, Chronic Absenteeism, and Academics (both ELA and Math). To better understand the underlying causes of these difficulties and the possible systemic changes that we needed to address, the LEA used the Fidelity Integrity Assessment survey. This tool allowed us to dig deeper and analyze our school site community, subgroups, the practices that the school uses to successfully include all students who live in the school community, and the current implementation of these school wide practices. The FIA has been taken by our staff on a regular basis, bi-yearly. It helped us clearly identify resource inequities, root causes, weaknesses and strengths as well as further develop our Multi-Tier System of Supports. For example, the FIA helped our school recognize that we need to further develop our plans and lay the foundation to better address universal social-emotional training and procedures for all staff, standardization of behavioral responses, and apply further resources to deepen our connection to the community as well as strengthen our partnership with families. By addressing these three specific areas, we would hope to see a change in the area of Chronic Absenteeism, as well as Suspensions. In analyzing the data from FIA while thinking about the 3 targeted areas on the Data Dashboard, the LEA was able to begin to develop an outline for a plan. A plan is wonderful, however it is meaningless without input and buy in from key stakeholders. Further information was gathered via informal

needs assessments and surveys to gain the perspective of key stakeholders groups, specifically parents and all school staff. The needs assessment given to staff members focused on the primary areas we sought to improve: English/language arts, mathematics, chronic absenteeism, and suspensions. A survey was sent out in our weekly communication folder for completion by parents and staff were given the needs assessment during weekly collaboration.

Due to Covid-19 and subsequent school closures, resource inequities became apparent with regard to distance learning, technology, and access to the internet in the greater community. Surveys were sent out and results from these surveys were used to address equipment needs and parent training such as additional Chromebooks, hot spots, instructional packets, as well as step-by-step instructional guides to help parents navigate distance learning. Continual parent surveys have been utilized to help the school determine the best way to support its students and families through this current dynamic, ever changing environment. To mitigate learning loss and support all students during the difficult time, we provided one-on-one tutoring, interventions, and homework support virtually.

Overall, continual communication and ongoing needs assessments with stakeholders, in conjunction with data gathered from the Dashboard indicators, FIA results, and ongoing academic data (i.e. SBAC, I-ready, progress monitoring, etc.) allowed our LEA to create an on-going plan which addressed our school's inequities and areas of weakness.

Monitoring and Evaluating Effectiveness

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

CSI grant funds will be disbursed to support the CSI plan implementation in accordance with the requirements. This will include staff development, purchase of supplemental instructional materials and programs, as well as hiring additional staff support.

Stakeholders will continue to review and analyze data on an ongoing basis and offering guidance and suggestions for improvements at various times of the year.

Academic Improvement:

To monitor and assess success in improving student academic achievement, progress monitoring of all students in academic interventions takes place every 3 weeks. The data is reviewed with the Intervention Team. I-Ready data diagnostics are used as a formative and summative assessment in the classroom. Trimester diagnostics are used to track student improvement, and measure classroom and overall school achievement.

In 2021-22, all teachers participated in release time where our focus was UDL strategies and lesson studies. We worked with a coach through the Glenn County Office of Education. During the Wednesday collaboration/PLC time, UDL was one area of focus for teaching staff. In addition, we analyzed assessment and achievement data, and continued growing our capacity in S-E-L strategies, Responsive Classroom,

& progress toward meeting student academic achievement goals. To prepare for the UDL year long PD during the school year, all instructional aide and teaching staff participated in UDL professional development through Novak Education during the summer of 2021 so all staff members began the year with the same set of background knowledge and understanding of UDL.

To support students in the upper grades, we separated the 7/8 combination class into a straight 7 and a straight 8. This allowed teachers to more effectively individualize instruction and better meet individual students needs. In addition, it allowed the upper grades to create a rotating schedule so students experienced more than one teacher which supported student engagement and help lessen absenteeism. A large number of suspensions have been in the upper grade classrooms in prior years. Splitting the 7/8 in to two classes helped teachers better meet the emotional and behavior needs of the upper grade students, further reducing suspensions. The effectiveness will be monitored by analyzing achievement and behavior data.

Students that struggle academically and behaviorally has access to an alternative work environment with our Dean of Students. They receives support in academics and emotions/behavior. The alternative work environment is one more layer of support for students that struggle with academics and emotions.

Attendance in Homework Club and tutoring was not strong. Students and staff alike were reluctant to participate. To address this, aide staff provided after lunch push in support to support students that struggled with concepts and homework.

To further meet the academic needs of all students, we brought back Me Time in a dedicated academic block. During the pandemic, we had to modify this block due to inability to cohort, which was not as effective as it had been before the pandemic. Achievement data was reviewed every 3-6 weeks and students groups adjusted depending on need and achievement. The effectiveness is measured by achievement data and summative assessments at the end of trimesters and the school year. We noted large gains in student progress.

In the lowest performing ELA intervention groups, we saw an increase of approximately 40 point gain in 2nd grade on I-Ready scores and a 73 point gain for 1st grade in I-Ready. This group ended the year 3 points below grade level on the BPST and made an average of 2.7 times increase in the number of high frequency word recognition. In one case, a student increased HFW knowledge by 5 times moving from 34 words to 167 words. The highest performing intervention group in 1st and 2nd grade showed an increase on average of 50 points on I-Ready, a 34 point gain on BPST in 1st grade and in 2nd grade made an average of an 18 point gain. 1st grade students met and exceeded the BPST benchmark and 2nd grade students are just a few points below the benchmark. In grades 3-5, we saw an average gain of 62 points on I-Ready in the lower intervention groups and a gain of 65 points for the mid-level intervention group. A 20 point growth in I-Ready is normal, so the growth we are seeing as a result of strategies, interventions and Me Time is excellent.

For the 2022-23 school year, we will add in mathematics during Me Time. We will include the same progress monitoring and intervention format as in 2021-22.

Chronic Absenteeism:

Daily attendance was monitored daily by the school receptionist who who contacts families to determine the reasons for students absences. Students that near the threshold of excused and unexcused absences defined by California Education Code, were referred to the Dean of Students to meet with parents and the student to discuss root causes for the absences and strategies to support good attendance. Those that meet the threshold were sent notices and we followed the procedures as outlined by Ca Ed Code and referred to SARB, if needed. We sent one family to SARB. The family was eventually referred to the county district attorney. We found it a challenge this year due to continuing COVID quarantine guidelines.

To support student connectedness on campus, we continued holding daily Morning Meetings in each classroom. Results of California Healthy Kids Survey will be reviewed by the team to gauge connectedness to school and fill in support where needed. Parents and students will be supplied with information on the importance of school attendance as well as the requirements for attendance in California. We also included a school-wide Morning Meeting on Fridays. It was a lot of fun for students and they looked forward to it.

We were able to provide a physical education teacher for the upper grade students as well as a computer science teacher. Both PE and computer science was an important area to build student engagement on campus. We planned to bring back the Elective Wheel for grades 4-8 but due to learning loss, we focused on core academic content instead. We will bring them back in 2022-23.

Suspensions:

Monitoring suspensions will be done on a monthly basis through the school information system. The development of clear guidelines, procedures and rules can be compared to the data on referrals to the office. The Alternative Work Environment was especially helpful in this area. Students that struggle working in the classroom could work in this alternate environment lessening inappropriate behavior in the classroom. This will continue for the 2022-23 school year.

A Dean of Students hired to support student behavior and reduce incidents that lead to suspensions was very helpful. We have partnered with the Glenn County SELPA to provide time for a school-based counselor on campus as well as additional days for the School Psychologist. Both parties were be available to meet with students and help with classroom behavior. This will continue for the 2022-23 school year.

Engaging Educational Partners

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

Walden Academy offered numerous opportunities for partner input on the day-to-day running of the school, goals for the school year, priorities for the budget, school offerings, and safety. The wants and needs of educational partners is considered when creating the yearly budget, goals, actions and services created for the LCAP. The following were opportunities for official partner input:

August 2021: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration meetings, aide collaboration, educational partner survey

September 2021: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, PTC, educational partner survey

October 2021: Walden Academy Board of Directors and LCAP Update meeting, PTC, teacher collaboration, aide collaboration, educational partner survey

November 2021: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, educational partner survey

December 2021: Teacher collaboration, aide collaboration

January 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, California Healthy Kids Survey Students, Good Morning Walden

February 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, California Healthy Kids Survey Parents, Good Morning Walden

March 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, educational partners meetings, educational partners survey, Good Morning Walden, School Site Council, Walden Showcase

April 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, School Site Council, educational partners meetings

May 2022: Walden Academy Board of Directors AND LCAP Update meeting, teacher collaboration, aide collaboration, School Site Council, educational partners meetings

A summary of the feedback provided by specific educational partners.

In the area of academic achievement, the feedback from educational partners continues to indicate the following items as priorities for the following school year:

1. Small class sizes to support academic and social success for all learners
2. Aide staff in every classroom, but especially in the lower grades
3. Small group learning opportunities
4. After school tutoring and/or homework support

5. Targeted interventions to help fill in gaps in learning or for students that learn at different rates
6. Hands-on learning and off campus learning opportunities
7. Electives
8. Sports program
9. Social-emotional learning/Mind Up
10. Good Morning Walden
11. CARES instruction
12. School-based counseling
13. Responsive Classroom.

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

The goals and actions included in the 2021-2024 LCAP are areas that stakeholder input indicates are of importance are listed in Goals 1-3. Areas of the LCAP that were influenced by specific educational partner input are reflected in all three goals and the actions to support the goals. More specifically, these are the areas:

1. Small class sizes with aides in lower grade classes
2. Well rounded education with a broad course of study, including electives
3. Strategies to support struggling learning, including academic interventions, Homework Club, and afterschool tutoring
4. Student engagement to include electives, sports program, additional support after school, and field trips

Goals and Actions

Goal

Goal #	Description
1	Walden Academy will provide learners with engaging and challenging learning opportunities in a broad course of study through the implementation of state academic content, performance, and ELD standards. Learners will be instructed by highly qualified professionals with sufficient instructional material and technology, on a well maintained campus set up to meet the needs of all learners.

An explanation of why the LEA has developed this goal.

This goal was developed because of stakeholder input over the years. Walden stakeholders have made it very clear that they want engaging and challenging academics, including the core subjects and electives. It is important to the leadership at Walden that the staff is highly qualified and receives the support and professional development necessary to provide our learners an excellent education. In order for learners to be prepared for high school, career, and college, the ability to utilize technology to its fullest with a sufficient number of devices for each student is a priority. As a result of COVID, we hired a full time custodian. Our campus has never looked better. The grounds are well kept and classrooms and other buildings are clean and pleasant. Upkeep on the buildings is done in a timely fashion. The appearance and cleanliness has been noticed by all who work and learn at Walden. We want to maintain the level of care our campus now receives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced	All (100%) teachers are appropriately credentialed. Teachers without a clear credential are enrolled in an approved internship.			100% of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	by their credentials or induction/internship documents.				induction/internship documents.
Priority 1: Local Indicator/ Instructional materials	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	All (100%) Walden Academy learners have adequate and appropriate instructional material and technology devices.			100% of Walden Academy learners have adequate and appropriate instructional materials and appropriate technology devices as evidenced by teacher inventories and SARC report filed yearly.
Priority 1: Local Indicator/ Facilities in good repair	The FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition.	School grounds continue to remain in good/exemplary condition.			Walden Academy school grounds and facilities are in good/exemplary condition as evidenced by the yearly FIT report.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of all Walden Academy learners receive instruction in content aligned with state content, performance and ELA standards. For the 2021-22 school year, 50% of our teaching staff is either new to Walden, new to the profession and/or changing grade level. Due to this change,	100% of Walden Academy learners received instruction in content aligned to state standards. Due to the amount of beginning teachers, we began the year at in the beginning stages of development in ELA. As the year has progressed, they are moving into stage			100% of all Walden Academy learners receive instruction in content aligned with state content, performance and ELA standards. By the 2023-24 school year, we plan to be at level 4, full implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	we are at the beginning stage of development (2) in ELA.	3/initial implementation.			
Priority 2: Local Indicator/Implementation of State Standards/ELD	100% of all English language learners will receive instruction in English language development standards. For the 2021-22 school year, 50% of our teaching staff is either new to Walden, new to the profession and/or changing grade level. Due to this change, we are at the beginning stage of development (2) in ELD.	100% of Walden Academy's English language learners received English language instruction in content aligned to state standards. Due to the amount of beginning teachers, we began the year at in the beginning stages of development in ELD. As the year has progressed, they are moving into stage 3/initial implementation.			100% of all English language learners will receive instruction in English language development standards. By the 2023-24 school year, we plan to reach full implementation, level 4.
Priority 7: Local Metric/A broad course of study	100% of all learners receive a broad course of study with instruction in the core subjects and electives.	100% of learners receive a broad course of study.			100% of all learners receive a broad course of study with instruction in the core subjects and electives.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	100% of unduplicated pupils have access to the programs and services developed for them.	100% of learners have access to the programs and services developed for them.			100% of unduplicated pupils have access to the programs and services developed for them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	100% of learners with exceptional needs will have programs and services developed for them.	100% of learners have access to the programs and services developed for them			100% of students with exceptional needs have access to the programs and services developed for them.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher credentialing	Walden Academy teachers in the core content areas without a Clear California Credential or enrolled in an approved internship program will be enrolled in a concurrent ATE induction program.	\$14,800.00	No Yes
1.2	Broad course of study	Due to COVID and the need to make up learning loss due to distance learning, some elective subjects and the entire elective wheel in grades 4-8 were discontinued. The elective wheel and classroom electives will be reinstated.	\$10,000.00	No
1.3	Instructional materials	Provide a variety of instructional and supplemental programs to support English learners, foster students, and low-income students during interventions, Me Time, and whole class instruction. Purchase additional support for tracking student progress through Performance Matters. To providing all students with necessary technology to access computer based learning programs like those above and to prepare them for future learning and employment, we will purchase Chromebooks as well as outdated or inefficient laptops, projectors, and document cameras.	\$17,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Maintenance	Continue with a full time custodian hired during the pandemic to make sure we have a clean, sanitized, safe and functional environment.	\$42,000.00	No
1.5	Additional Student Support	Walden Academy will contract with the local Glenn County SELPA to provide additional instructional time from the Education Specialist, Special Education Paraprofessional, and School Psychologist for additional support for learners performing below grade level, low income, English Learners, and those that need more socio-emotional support.	\$36,000.00	Yes

Goal Analysis [2021-22]

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

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

Differences in planned actions and implementation are as follows:

Due to the need to focus more on core academics, we did not reinstate the elective wheel, however, classrooms did provide a well-rounded educational experience. We were unable to hire a release time teacher due to the current teacher shortage. However, a support staff member worked closely with teachers to provide music and performing arts in each classroom. We did not purchase much new classroom furniture as the upper grade classes were small enough that teachers could modify the learning space without the need for new furniture.

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.

No significant changes.

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

Actions were very helpful in achieving the goal. New teachers received needed coaching and support through the induction program. School based counseling supported struggling students have a more productive learning experience. Students had necessary technology to enhance their learning experience. Staff had needed technology to make learning more interesting and engaging.

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.

Yes, we will add in mathematics to the Me Time intervention block.

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

Goals and Actions

Goal

Goal #	Description
2	All Walden Academy learners will make annual growth towards meeting or exceeding standards in English Language Arts (ELA) and mathematics demonstrated by SBAC, other benchmark assessments and report cards.

An explanation of why the LEA has developed this goal.

Achievement data from SBAC indicates that student scores fell markedly between 2018 and 2019. Combined with learning loss due to COVID, we developed a goal centered on growth for all students in English/language arts and mathematics. Students in grades Kindergarten and 1st will benefit from class size reduction by hiring additional teaching staff to split the number of students in each grade in half. This will support those learners in achieving and cementing the foundational skills necessary for academic success. In the upper grades, the 7/8 combination classroom will be split into two classes so each grade level will have it's own teacher.

Students in all grades have experienced learning loss due to the COVID shutdown and modified schedules. Students will require additional academic support to make growth. Many of our learners demonstrate symptoms of anxiety, fatigue, a sense of being overwhelmed, all as a result of the COVID pandemic. Actions are necessary to support the social-emotional development of these learners so they are able to make the necessary academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	SBAC scores for English/ language arts fell in 2019. The overall score is 55 points below standard. Most concerning is the discrepancy between English only and English learners who scored 55 points	SBAC scores for English/language arts for the 2021-22 school year are not available at this point. SBAC data from the 2020-21 school year compared to the 2018-19 school year indicates the following:			Overall, learners will make progress toward meeting or exceeding standards in English/language arts. Overall scores will improve at a rate of 15% for all students and English learners will make a 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below and 93 points below, respectively.	<p>15% exceed standards, up from 4.9%</p> <p>19% meet standards, up from 17.8%</p> <p>22% nearly meet standards, up from 38.6%</p> <p>42.8% did not meet standards, up from 38.6%.</p> <p>To summarize, 34.70% of students met or exceeded standards in 2020-21, up from 22.77% in 2018-19.</p> <p>Overall, the scores reflect the success in changes made in classroom instruction, testing protocol, instructional differentiation and strategies, small group instruction and interventions.</p>			increase in English/language arts.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	SBAC scores for mathematics fell in 2019. The overall score is 64 points below standard. Most concerning is the discrepancy between	SBAC scores for mathematics for the 2021-22 school year are not available at this point. SBAC data from the 2020-21 school year compared			Overall, learners will make progress toward meeting or exceeding standards in mathematics. Overall scores will improve at a rate of 15% for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English only and English learners who scored 61 points below and 93 points below, respectively.	<p>to the 2018-19 school year indicates the following: 5.10% exceed standards, up from 3.96% 20.41% meet standards, up from 14.85% 27.55% nearly meet standards, down from 37.62% 46.94% did not meet standards, up from 43.56%.</p> <p>To summarize, 25.51% of students met or exceeded standards in 2020-21, up from 18.81% in 2018-19.</p> <p>Overall, the scores reflect the success in changes made in classroom instruction, testing protocol, instructional differentiation and strategies, small group instruction and interventions.</p>			students and English learners will make a 10% increase in English/language arts.
Priority 4: State Indicator/Academic	Data Dashboard indicates the	The reclassification rate for English learners for the 2020-			The reclassification rate of English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator/Reclassification rates	reclassification rate currently is at 29.4%.	21 school year was 10%. It is our opinion that the decrease in numbers is due to the pandemic and the restrictions regarding the prior year mandate to shut down and then the restrictions due to cohorting.			learners will increase by 10%.
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	The number of learners on or above grade level standards in English/language arts is 34% and mathematics is 27% as measured by I-Ready.	The number of learners on or above grade level standards for the 2021-22 school year measured by I-Ready are: ELA: 44% and Math 39%			The number of learners on or above grade level standards will increase by 30% on end of the year I-Ready diagnostic assessments.
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	The number of learners 2 or more years below in English/language arts is 20% and mathematics is 16% on end of year I-Ready assessments.	The number of learners 2 years below grade level measured by I-Ready are: ELA is 21% and 15% in math.			The number of learners 2 or more years below in English/language arts will decrease by 15% and 10% in mathematics on end of year I-Ready assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Achievement	<p>Provide instruction assistants in classrooms for small group learning, utilizing scaffolded instruction in ELA, mathematics, and ELD to address the needs of students struggling to meet standards, English learners, foster youth, and low income learners.</p> <p>Additional aide and teacher time for targeted ELA interventions outside the classroom will be provided to all learners that require more support than scaffold small group instruction can provide for English learners, foster youth, and low income learners.</p> <p>Additional aide and teacher time allocated for afterschool tutoring for English learners, foster youth, and low income learners struggling to meet grade level standards.</p> <p>Additional aide and teacher time allocated for afterschool Homework Club to support English learners, foster youth, and low income learners struggling to meet grade level standards.</p>	\$56,700.00	Yes
2.2	Professional Development	<p>Early release on Wednesday afternoons will be reserved for professional development, PLC and data analysis. All teacher and aide staff will participate in professional development to increase their professional capacity for providing high quality instruction to meet the needs of students that struggle to achieve proficiency in academics and English language development. In addition, capacity development is needed to meet the needs of those that struggle with self-regulation and provide support for social-emotional student needs. Additional areas of professional development include, but are not limited to the core curriculum, core standards, social emotional strategies, Mind Up, Responsive Classroom, and effective teaching strategies.</p>	\$42,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Teacher Efficacy	Funds allocated for substitute teachers for release time for data analysis, intervention planning, Me Time analysis.	\$26,200.00	Yes
2.4	Class size reduction	To support academic acquisition and positive behavior, students in grades 7 and 8 will no longer be in a combination classroom. We will hire an additional middle school teacher to lower the adult to student ratio to add additional support in the upper grades, especially for English Learners, low socio-economic students, foster youth, and those with absentee and behavior challenges.	\$160,000.00	No
2.5	CAASPP and ELPAC Coordination	Provide CAASPP and ELPAC lead staff members to coordinate and analyze testing data to track English learner progress, along with progress and needs for foster, English learner, and low-income student unique academic needs.	\$7,000.00	Yes

Goal Analysis [2021-22]

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

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

No substantive differences. We were not able to provide the amount of afterschool tutoring or homework club originally planned. Instead, we provided more aide push in to support students with tutoring and homework support after lunch.

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.

No changes.

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

I-Ready scores indicate the actions implemented have been very effective in moving our students towards meeting or exceeding academic standards in English/language arts and mathematics.

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

No substantive changes planned.

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

Goals and Actions

Goal

Goal #	Description
3	A positive school climate for all stakeholders participating in activities that increase student engagement, attendance and parental involvement. Particular focus and attention will be given in the areas of attendance and positive student behavior to address low attendance rates and increased number of suspensions. An expansion of the food program to include breakfast

An explanation of why the LEA has developed this goal.

Although our metrics indicate that students and parents feel connected, welcome and involved, the number of students that have been suspended and are classified as chronically absent exceeds guidelines the state has mandated. The CA Schools Data Dashboard reflects 4.5% of all students were suspended in 2018-19 school year and of that number, 6.4% were socioeconomically disadvantaged and 5.9% were Hispanic. Of the 15% of chronically absent students in 2018-19, 22.4% were socioeconomically disadvantaged.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	91% of parents strongly agree/agree feel welcome to participate at school on the CHKS. We are in implementation rating, we are a 4 in Building Relationships, Building Partnerships and a 3 in Seeking Input.	CHKS results report that 90% of parents strongly agree/agree that they feel welcome to participate at school. 5% disagree and 5% do not know.			Parent survey results will reflect 90% or more of parents that state they feel welcome to participate at school.
Priority 5: State Indicator/Student	Final numbers for the 2020-21 school year for chronically absent	Due to quarantine guidelines of the COVID 19 Pandemic,			The number of chronically absent students will decrease

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement/Chronic absenteeism rates	students has yet to be determined, but the bulk of absences are primarily due to the pandemic quarantine requirements. The 2018-19 school year shows 15% of students were chronically absent. Of those numbers, 22.4% of socioeconomically disadvantaged students were chronically absent.	we do not have numbers for chronic absenteeism. Too many students had to stay home multiple times due to quarantine guidelines and because they were ill due to COVID.			to 10%. Socioeconomically disadvantaged students will decrease by 9% (3% per school year).
Priority 5: Local Metric/Middle school dropout rate	0% middle school drop out rate.	We continue to have a 0% drop out rate.			We will maintain a 0% drop out rate.
Priority 5: Local Metric/Student Engagement/School attendance rates	Due to COVID, we had to suspend the high interest Elective Wheel. We will institute it again during the 21-22 school year.	We were not able to implement the Elective Wheel this year due to the need to have more intensive academic blocks. Next year, the elective wheel will be incorporated. Students surveys indicated a desire to bring them back.			100% of all students in grades 4-8 will participate in the Elective Wheel.
Priority 6: State Indicator/Student Suspension Indicator	4.5% of all students were suspended at least once in 2018-19 school year according	Suspension rate is 1% as reflected by the California Schools Data Dashboard.			The percentage of all students suspended at least once will decrease by 6% (2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to the CA Schools Data Dashboard. Of that number, 6.4% of socioeconomically disadvantaged students were suspended at least once, and 5.9% of Hispanic students were suspended at least once.				per year) according to the CA Schools Data Dashboard. Socioeconomically disadvantaged and Hispanic students suspended at least once will decrease by 4.5% (1.5% each per year).
Priority 6: Local Indicator/Local tool for school climate	100% of parents agree or strongly agree that Walden Academy is a supportive, inviting, and safe place for their child to learn as reported by the California Healthy Kids Survey.	California Healthy Kids Survey indicates that 91% of parents agree or strongly agree that Walden Academy is a supportive, inviting, and safe place for their child to learn. 5% disagree and 5% do not know. Parent survey input indicates parents are satisfied with the supports and safety Walden provides their children.			By 2023-24, we will remain at a high level (90-100%) of parents that agree or strongly agree that Walden is a supportive, safe and inviting place for their child to learn reported by the Healthy Kids Survey.
Priority 6: Local Metric/Expulsion rate	0% expulsion rate.	We maintain a 0% expulsion rate.			By 2023-24, we will maintain a 0% expulsion rate.
Priority 3: Local Indicator/Parent	81% of parents agree or strongly agree that we provide	CHKS results indicate that 89% of parents agree or strongly			Increase the number to 90% of parents responding to the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Involvement/Local Evaluation Tool	information to help their child with homework.	agree that we provide information to help their child with homework. 6% do not know and 6% disagree. Parent surveys indicate that providing homework help is an important component for Walden to continue.			question that Walden Academy provides parents with sufficient information to help their child with homework.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student engagement and well-rounded educational experience	<p>We will provide high interest and engaging learning opportunities to motivate and create a desire to be at school every day, especially for socio-economically disadvantaged students. The following are some of the actions that will support creating a more engaging, well-rounded experience:</p> <p>Monthly Good Morning Walden assemblies were cancelled due to COVID. We look forward to bringing it back so students and parents can celebrate student success and achievement. It also serves as a powerful time to build community with students and families.</p> <p>The Elective Wheel in grades 4-8 was eliminated last year due to COVID. We will reinstitute it for students. Students enjoy the opportunity to choose what they want to learn and it allows students in other grades to get to form relationships.</p> <p>Electives in class were largely eliminated due to an increase instructional time needed to bridge learning loss due to distance learning. We will reinstitute this to create a more balanced educational experience for all learners.</p>		No

Action #	Title	Description	Total Funds	Contributing
		Music instruction and visual and performing arts will be reinstated and staff hired to provide instruction. To improve engagement in science, the greenhouse will be fully equipped and a section designated for each classroom.		
3.2	Parent Support and Engagement	<p>New parent orientation will be provided on the first day of school and before and after Back to School Night to provide education for parents to effectively support their children in academics, school preparedness, and socio-emotional support.</p> <p>Parent education nights will be held multiple times to further family understanding of Mind Up and the school-wide program Responsive Classroom.</p> <p>A parent library of strategies parents can use to support their child will be created and housed on the Walden Academy website.</p> <p>Following Good Morning Walden, time will be allotted to meet with parents to discuss various topics pertinent to child rearing, education, social issues that affect schools, etc.</p>	\$2,500.00	No
3.3	Student Support	Multiple areas of the campus will be designated as cool down zones for students that need a place to quietly settle themselves down. Students will be taught strategies to identify feelings and emotions, how to manage those feelings and positive ways to address those feelings, especially for our Hispanic and low income students with increased suspensions and chronic absenteeism.	\$1,000.00	Yes
3.4	School-based counseling	School-based counselor to support emotional needs of our foster and low-income youth.	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Responsive Classroom	<p>Each morning, every classroom will participate in Morning Meeting. This activity provides a time for each student to see their connectedness within the classroom and their importance as a member of the class. This is especially important for students with high absenteeism and behavior challenges. In addition, Morning Meeting supports language and vocabulary acquisition for English learners and low-income students.</p> <p>We will allocate time in every classroom for classroom rule creation at the beginning of the school year. Teaching and aide staff will teach each and every behavior during the first 6 weeks of school, and the Continental Congress will meet with representatives from every classroom to create school rules. Once school rules have been created, they will be shared with students at Good Morning Walden and with parents in Yellow Folders.</p> <p>CARES Program: (Cooperation, Assertion, Respect & Responsibility, Empathy, and Self-control). Allocate time each month for classroom teachers to teach the character trait for the month and share information with parents in Yellow Folders. Students exhibiting CARES traits will be acknowledged with CARES tickets that can be redeemed at the CARES Store. This high motivational support is especially helpful with students from low-socioeconomic homes and foster youth.</p>		Yes
3.6	Bilingual Parent Support	Provide bilingual office staff to assist families that speak Spanish and are not fluent in English.	\$12,000.00	Yes
3.7	Food program expansion	Develop and improve food program to increase school attendance and behavior with high-quality school meals.	\$26,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

We were unable to bring the Elective Wheel back due to time constraints and more targeted ELA and mathematics instruction needed. Good Morning Walden was brought back in February. Due to the Pandemic, we held two separate sessions so the audience was smaller and we could space students and adults farther apart.

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.

No substantive changes.

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

The ability to bring back Good Morning Walden is of particular importance in meeting this goal. Parents were thrilled to be back on campus and participating in this monthly event. Student enthusiasm was high as well. They were excited to be able to perform for their peers and families and receive awards. We were able to hold the Continental Congress this year to create school-wide goals that reflect the input of all classrooms on campus. Morning Meeting is held in every classroom, every day. This is an important piece of getting students ready for the learning day, helping them feel connected with peers, and building a positive classroom community.

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.

We will be able to implement the Elective Wheel next 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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
170,007	0

Required Percentage to Increase or Improve Services for the LCAP Year

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

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.

Goal 1:

Teacher credentialing: Teacher efficacy is a primary driver of students success. By supporting new teachers with proper supports, their efficacy improves. All students benefit from effective, supported teachers which is the reason for allocating funds for a beginning teacher program through Butte County Office of Education.

Broad course of study: Providing students with a well rounded course of study increases engagement and excitement about learning for all students groups. It allows students to use core academic subject knowledge in other areas of the school day allowing students to generalize and see the value in core competency, in other areas of the school day, and eventually, in life. It also allows those that have not yet mastered core competencies to shine in other areas of the school day building their confidence. This supports all students, not just our English Learners, low income, and foster youth, that traditionally have struggled in the core subjects according to the past few years of data.

Instructional materials: If all students are going to succeed, they need up to date and adequate supplies of curriculum and technology.

Maintenance: A campus that is well cared for, clean, sanitary, and safe is a benefit to all student groups. We want all student groups to feel they are in a safe and clean environment so their learning time does not have to be spent worrying about their immediate environment.

Facilities: Students deserve a campus and classrooms that meets their needs in terms of flexible seating and sufficient areas for quiet study.

Goal 2:

Professional Development: Early release Wednesdays benefit all students as it provides time for all staff to increase their capacity through professional development, lesson study, collaboration and analysis of achievement data.

Goal 3:

Student engagement: High interest and engaging learning opportunities motivate and create a desire to learn in all students.

Parent Support and Engagement: Connecting with and educating our parents about ways to support and engage with their child/children benefits all students.

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

To address the low academic performance, especially the needs of our English Learners and low-income students, we are taking a multi-pronged approach combining actions and services with supplemental funds, CSI and ELOG funding. We are providing intensive school wide interventions as well as small group, scaffolded instruction in ELA and mathematics utilizing the most effective strategies to meet the needs of our learners. Staff participated in UDL instruction in the 2021-22 school year which was designed to increase the capacity of the entire staff to meet our student needs. This year, the staff will participate in Responsive Classroom professional development school wide. Special attention will be given in small groups to our English Learners utilizing targeted interventions and explicit learning preparation in the area of vocabulary development which historically our English learners and low-income students struggle. Students will be provided with afterschool tutoring and Homework Club on a daily basis. Bilingual aides and extended day aide support will provide additional time in the school day for interventions and small group support. We are expanding our commitment to class size reductions in kindergarten, 1st grade and middle school.

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.

57% of students at Walden Academy qualify as foster youth, English learners or low-income students. We significantly increased the number of staff members in the year 2021-22 to address the needs of this specific population and we will continue with this in the 2022-23 school year.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:19
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$258,900.00			\$207,300.00	\$466,200.00	\$420,400.00	\$45,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher credentialing	All				\$14,800.00	\$14,800.00
1	1.2	Broad course of study	All				\$10,000.00	\$10,000.00
1	1.3	Instructional materials	English Learners Foster Youth Low Income	\$17,500.00				\$17,500.00
1	1.4	Maintenance	All	\$42,000.00				\$42,000.00
1	1.5	Additional Student Support	English Learners Foster Youth Low Income	\$36,000.00				\$36,000.00
2	2.1	Academic Achievement	English Learners Foster Youth Low Income	\$56,700.00				\$56,700.00
2	2.2	Professional Development	All	\$42,000.00				\$42,000.00
2	2.3	Teacher Efficacy	English Learners Foster Youth Low Income	\$26,200.00				\$26,200.00
2	2.4	Class size reduction	All				\$160,000.00	\$160,000.00
2	2.5	CAASPP and ELPAC Coordination	English Learners Foster Youth Low Income	\$7,000.00				\$7,000.00
3	3.1	Student engagement and well-rounded educational experience	All					
3	3.2	Parent Support and Engagement	All				\$2,500.00	\$2,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Student Support	Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.4	School-based counseling	Foster Youth Low Income	\$12,000.00				\$12,000.00
3	3.5	Responsive Classroom	English Learners Foster Youth Low Income					
3	3.6	Bilingual Parent Support	English Learners	\$6,000.00			\$6,000.00	\$12,000.00
3	3.7	Food program expansion	Foster Youth Low Income	\$12,500.00			\$14,000.00	\$26,500.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	170,007		0.00%		\$174,900.00	0.00%	0.00 %	Total:	\$174,900.00
								LEA-wide Total:	\$174,900.00
								Limited Total:	\$12,500.00
								Schoolwide Total:	\$73,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher credentialing	Yes	LEA-wide Schoolwide				
1	1.3	Instructional materials	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,500.00	
1	1.5	Additional Student Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
2	2.1	Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,700.00	
2	2.3	Teacher Efficacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,200.00	
2	2.5	CAASPP and ELPAC Coordination	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Student Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,000.00	
3	3.4	School-based counseling	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$12,000.00	
3	3.5	Responsive Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Bilingual Parent Support	Yes	LEA-wide	English Learners	All Schools	\$6,000.00	
3	3.7	Food program expansion	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$12,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$304,971.00	\$293,971.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher credentialing	No	\$14,800.00	14,800.00
1	1.2	Broad course of study	No	\$0.00	
1	1.3	Instructional materials	No	\$35,000.00	35,000.00
1	1.4	Maintenance	No	\$42,000.00	42,000.00
1	1.5	Facilities	No	\$8,000.00	
1	1.6	Additional Support For Students	Yes	\$25,000.00	25,000.00
2	2.1	Academic Achievement	Yes	\$71,925.00	71,925.00
2	2.2	Professional Development	No	\$42,000.00	42,000.00
2	2.3	English Language Development	Yes	\$17,246.00	17,246.00
2	2.4	Class size reduction	Yes	\$39,000.00	39,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student engagement and well-rounded educational experience	No		
3	3.2	Parent Support and Engagement	No	\$1,000.00	
3	3.3	Emotional Support for Students	Yes	\$1,000.00	1,000.00
3	3.4	Engagement	Yes	\$2,000.00	
3	3.5	Responsive Classroom	Yes		
3	3.6	Bilingual Parent Support	Yes	\$6,000.00	6,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$162,171.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Additional Support For Students	Yes	\$25,000.00			
2	2.1	Academic Achievement	Yes	\$71,925.00			
2	2.3	English Language Development	Yes	\$17,246.00			
2	2.4	Class size reduction	Yes	\$39,000.00			
3	3.3	Emotional Support for Students	Yes	\$1,000.00			
3	3.4	Engagement	Yes	\$2,000.00			
3	3.5	Responsive Classroom	Yes				
3	3.6	Bilingual Parent Support	Yes	\$6,000.00			

2021-22 LCFF Carryover Table

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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