

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Cottonwood School

CDS Code: 09 61838 0139006

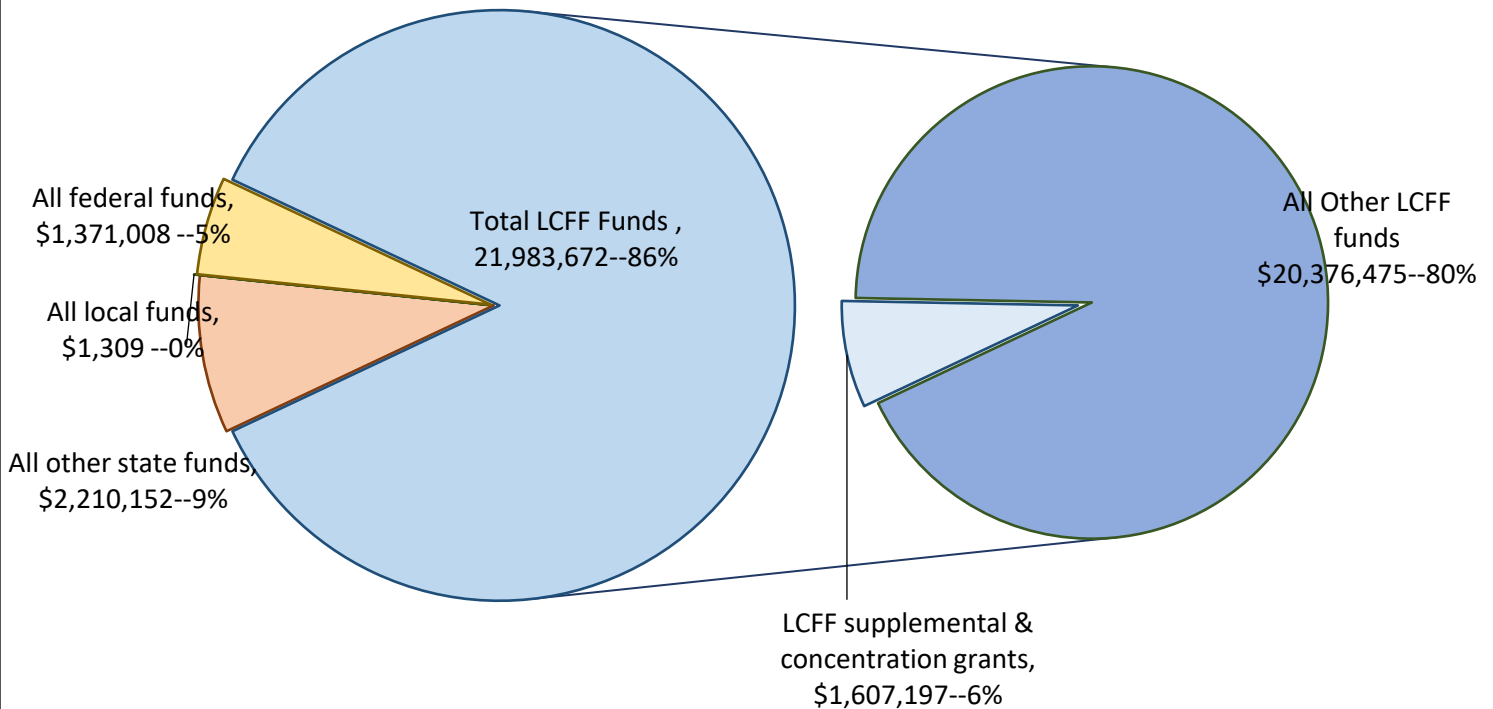
School Year: 2021 – 22

LEA contact information: Cindy Garcia cindy.garcia@cottonwoodk12.org

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 2021 – 22 School Year

### Projected Revenue by Fund Source

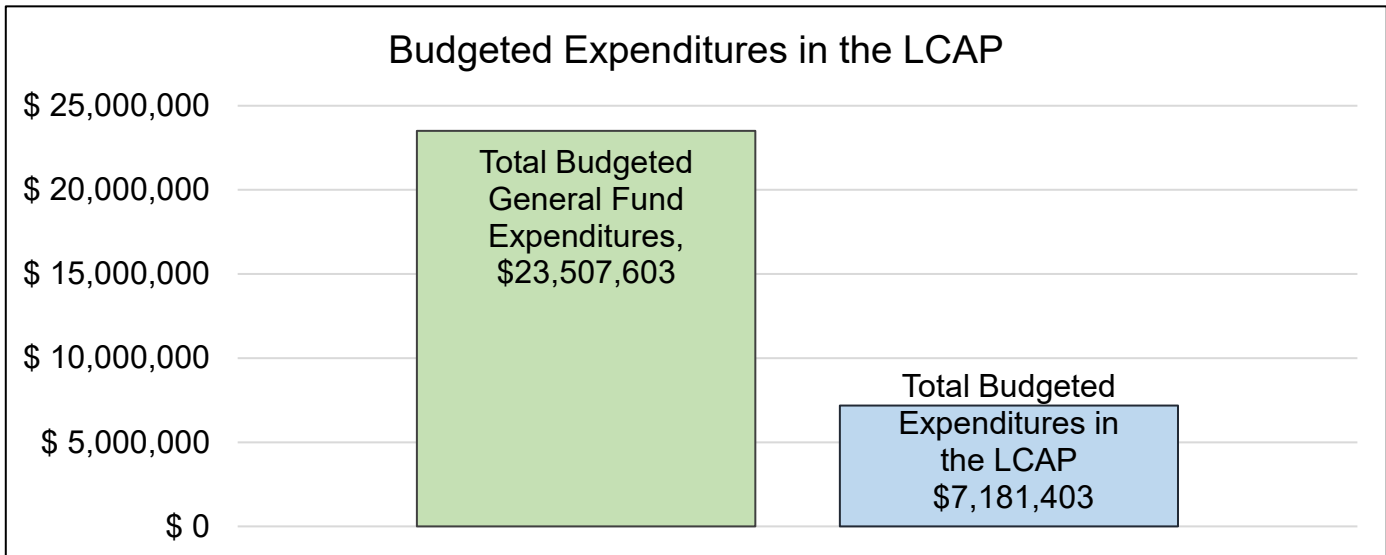


This chart shows the total general purpose revenue The Cottonwood School expects to receive in the coming year from all sources.

The total revenue projected for The Cottonwood School is \$25,566,141.00, of which \$21,983,672.00 is Local Control Funding Formula (LCFF), \$2,210,152.00 is other state funds, \$1,309.00 is local funds, and \$1,371,008.00 is federal funds. Of the \$21,983,672.00 in LCFF Funds, \$1,607,197.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much The Cottonwood School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Cottonwood School plans to spend \$23,507,603.00 for the 2021 – 22 school year. Of that amount, \$7,181,403.00 is tied to actions/services in the LCAP and \$16,326,200.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not included in the Learning Continuity Plan will be used for the following general operating and basic services: all certificated and classified salaries and benefits, operational costs such as rent, utilities, and maintenance, and student discretionary budgets for materials/supplies and enrichment classes instructional materials, textbooks, and consumables for teachers and students; all contracted services and other operational costs associated to maintaining the basic functioning of The Cottonwood School and all Federal Title programs (Title I, II, III and IV).

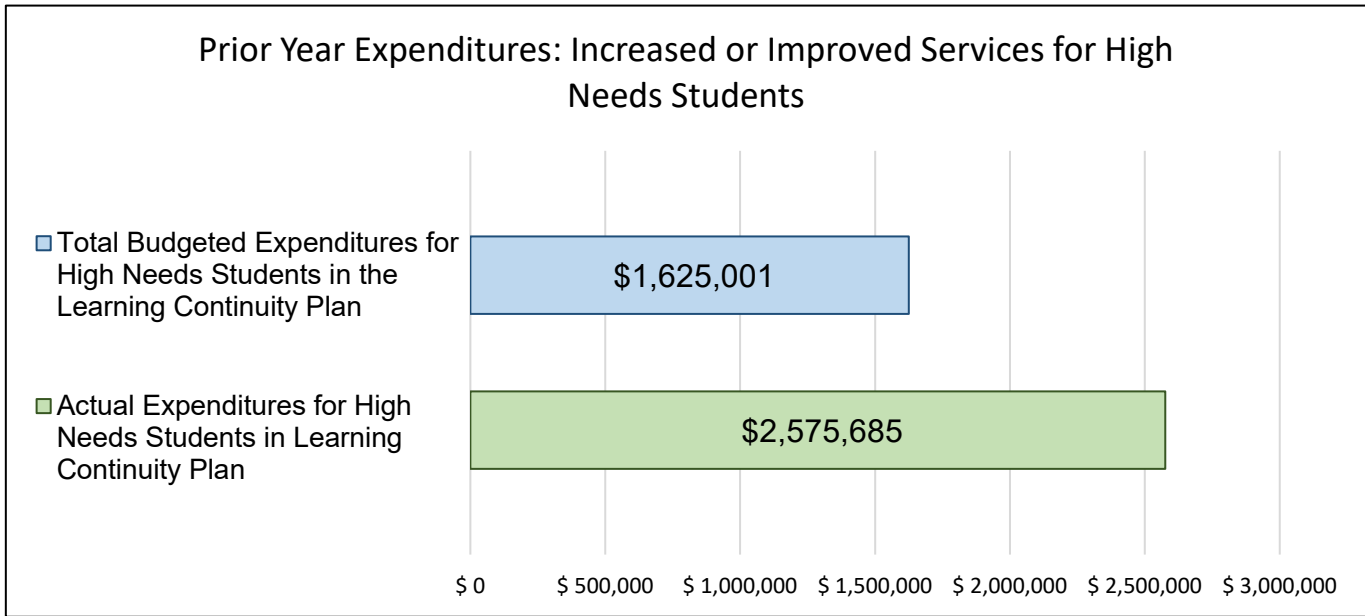
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

## **LCFF Budget Overview for Parents**

In 2021 – 22, The Cottonwood School is projecting it will receive \$1,607,197.00 based on the enrollment of foster youth, English learner, and low-income students. The Cottonwood School must describe how it intends to increase or improve services for high needs students in the LCAP. The Cottonwood School plans to spend \$1,794,403.00 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 2020 – 21



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

In 2020 – 21, The Cottonwood School 's Learning Continuity Plan budgeted \$1,625,001.00 for planned actions to increase or improve services for high needs students. The Cottonwood School actually spent \$2,575,684.84 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Executive Director	<a href="mailto:cindy.garcia@cottonwoodk12.org">cindy.garcia@cottonwoodk12.org</a> 916-580-5111

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

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

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Basic Conditions

### Annual Measurable Outcomes

Expected	Actual
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Percent of teachers appropriately credentialed and assigned.	All teachers at The Cottonwood School are appropriately credentialed and assigned.
Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	Our site is demonstrated as safe based on our Facilities Inventory (FIT) Report.
Percent of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100% of students have access to CA state standards-aligned and instructional supplies as evidenced by SARC data a
Percent of students who have access to a computer.	100% of our students have access to a computer.
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	Maintained 100% access to a broad course of study

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriately credentialed and assigned.	\$5,880,000	\$6,307,000
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	\$48,000	\$62,800
Provide access to broad course of study such as VAPA courses and enrichment opportunities	\$1,477,310	\$3,304,542

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Cottonwood School staff and School Board quickly transitioned to virtual meetings using the Zoom platform. Teachers spent more time engaging with parents either through virtual meetings, emails, texts, and phone calls. Teachers worked tirelessly to put together Google Classrooms and other platforms to reach students.

**Successes:**

We successfully implemented our interventions and instructional best practices with success.

Our local data showed an increase in student achievement.

Due to the COVID pandemic, teachers and parents communicated more than ever before about student academics and social emotional support.

Teachers went above and beyond to collaborate and learn new technology.

**Challenges:**

The COVID 19 pandemic caused our staff to transition quickly from in-person learning to parents educating their students at home.

Our staff quickly put together Google Classrooms and other platforms. Perhaps our biggest challenge was engaging certain students during this difficult time and meeting the Special Education requirements.

## Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

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

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Implementation of Academic Standards

## Annual Measurable Outcomes

Expected	Actual
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CAASPP participation rate will be at least 95%	Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups	Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Due to the COVID-19 pandemic, the administration of the ELPAC requirement was suspended for Spring of 2020.
At least 10% of EL students will reclassify	The data is not available for reclassification for 2020.
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year	100% of the TCS teachers engaged in >15 hours of curriculum training and CCSS PD during the school year.
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught	48% of our students participated in quarterly interim benchmark assessments

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	\$60,844	\$60,844
Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services	\$67,914	\$80,847
Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.	\$156,000	\$156,215



Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics	0	0
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**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The increase in counseling services has allowed more students to receive group sessions/lessons in a virtual classroom setting. Our psychologist has also been able to focus more on behavioral and students in crisis. Our SEL and MindSet Mondays program helps all students in academic achievement, personal social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Additionally, our psychologist and counselors also serve on the Multi-Tiered System of Support (MTSS) team. We continue to strive to build more resilient students, and mental health needs continue to pose challenges. Our SEL team makes a difference for less significant mental health issues. We use a referral process to support students who need more intensive services for mental health issues. In the last two years, we have seen an increase in students with mental health and emotional needs. The pandemic has continued to add to these issues.

TCS is creating professional development and implementation on programs such as 7 Mindset and My Big Life. In addition, the SEL Team is creating consistent support for all students and designing a system for Positive Behavioral Intervention Supports (PBIS) as part of our MTSS program. We are also adopting a Social-Emotional Curriculum in the 2021-22 school year and support our MTSS program further to increase student engagement and a sense of school connectedness.

### Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
The number of students taking college level courses (concurrent enrollment or within community colleges)	For the 2020-21 sy TCS had 55 HS students taking college level courses (concurrent enrollment or within community colleges)
Counselors and HST teachers will meet with each student and family to a create personalized learning plan	TCS Counselors and HST met with each student and family to a created personalized learning plans
Increase the number of Career Technical Pathways	TCS has increased the number of Career Technical Pathways to 15.
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	Inthe 2019-2020 School year TCS had 6.39% students Prepared and Approaching Prepared, for the 2020-21 had 6.88%.
Percent of students that pass AP examination with a score of 3 or higher	

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	\$0	\$0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	\$0	\$0
The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.	\$0	\$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some challenges have presented themselves due to the lack of in-person community connection events for teachers, students, and parents. Teachers have worked to keep all students engaged in class and assignments but have not reported a marked decline in the rates of participation and level of work.

Some of the successes in implementing the actions and services to achieve the LCAP goal focused on student achievement was increasing learning technology access for all enrolled students and specifically low-income students, ensuring that students had the necessary technology to ensure connectedness. TCS continued to provide JHVA, HSVA, and our English Language Development courses with a high level of success resulting in students exceeding participation and attendance.

## Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide a broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

• Parent Involvement and Engagement • School Climate Survey

### Annual Measurable Outcomes

Expected	Actual
Increase number of students participating in Enrichment opportunities as measured by student enrollment	This will expand as the state opens up from COVID-19
Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in	This will expand as the state opens up from COVID-19 and the school is not participating in shared services. We can give more local support to our students.
Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics	TCS is launching a new website for staff and parents that will increase communication and access to school policies and programs.
Maintain chronic absenteeism rate at 0%.	TCS has maintained a chronic absenteeism rate at 0%.
Maintain the rate of pupil suspension and expulsions rates.	TCS has maintained our rate of pupil suspension and expulsions rates.

Increase high school cohort graduation rate	The high school cohort graduation rate remains unchanged.
Decrease the high school cohort dropout rate	The high school cohort dropout rate remains unchanged.
Decrease the middle school dropout rate	The middle school dropout rate remains unchanged
Increase parent participation rate for the school climate survey by 10%	TCS has increased parent participation rate for the school climate survey by 10%
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments	TCS has maintained our current attendance rates of 95% or higher by ensuring the timely completion of assignments

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	\$0	\$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: We were effectively able to implement the actions and services in this goal. TCS continues our commitment to ensuring our most vulnerable students receive the academic and social-emotional supports needed to grow. Our parents and board members were able to adapt to a virtual platform, resulting in more parents attending board meetings. Additionally, our MTSS population has increased in accessing the resources offered on our website. Google analytics shows an increase of 75% on our MTSS resource pages.

Challenges: Our greatest challenge in implementing this goal was when we were sidelined by the COVID 19 pandemic. Our staff had to rethink the way we provided these services and supports to our students and families. The challenge for TCS was Increasing student

participation in academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters. These activities were part of our Community Connections in-person activities, and moving to a virtual platform was not as effective

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cottonwood will monitor local and state guidelines related to in-person offerings. To increase and improve services, technology and professional development will be provided to staff and students.	\$5,000	[\$ 0.00]	Y
Expenditures associated with researching and access to virtual access to community resources.	\$4,500	[\$ 0.00]	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

#### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

##### Successes:

We were able to provide five days per week of quality instruction for all of our students. Our teachers were able to build relationships with students and differentiate instruction based on student needs. Teachers assessed students and targeted instruction based on student needs.

Additionally, our parents could work side by side with their students in a virtual setting. Online tutoring was provided for our at-risk students. We were able to meet the needs of our Special Education students, Foster Youth, low-income students, and English learners. The Cottonwood Staff used creative alternatives to celebrating schoolwide activities and special events.

**Challenges:**

We could not implement our in-person vendor offered interventions, creating an opportunity to be creative to support our at-risk students. Administrators had to constantly review the guidance frequently changes requiring them to update plans. At our site-based HS, custodial staff had to change cleaning protocols. We had to eliminate all of the community connections activities and parent engagement events.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format, including new Professional Development Coordinator	\$5,500	\$5,500	Y
Internal Common assessments to measure student progress and identify areas our students are struggling in.	\$35,556	\$37,300	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress.	\$31,350	\$31,350	Y
Additional devices to provide for general education students in need of a device to access their curriculum, online classes or virtual direct instruction.	\$50,000	\$50,000	Y
Cottonwood will provide MiFi (mobile internet connection) to English learners, students living in poverty, students placed in foster care, students experiencing	\$20,160	\$20,160	Y

homelessness, and those with exceptional needs at no cost. This will provide access to the internet and online curriculum, online community partners and other resources to support students in academic progress.			
Cottonwood has purchased online curriculum resources both academic for all students in all grades to provide immediate access to standards based curriculum. Including Brainpop and Brainpop ELL	\$23,733	\$23,733	Y
Costs to implement CC program include hot spots for connectivity, web cameras/tripods for the Community Coordinators Costs associated with staff	\$1,800	\$1,800	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

#### Successes:

The Cottonwood Staff and students quickly pivoted to using Chromebooks/laptops/mifis and Google Classroom for teaching and learning. TCS teachers use Google Suite and other online resources to deliver high-quality direct instruction. Our Staff learned new strategies for providing instruction. Additionally, our teachers had access to technology and virtual professional development based on their identified needs. Special education students continued to receive services in-person and virtually. Communication between students, teachers, and parents continued to be very effective. Our program teachers continued to use technology to deliver high-quality direct instruction.

#### Challenges:



More technology had to be purchased to continue to implement our distance learning. Supply chains were interrupted because of the pandemic, so it took months to receive some of the technology needed to implement distance learning for our families.

More phone calls and virtual conferences had to occur between teachers and parent(s) to keep students accountable for their learning.

Distance learning does not allow for hands-on science experiments and limits teachers to offering instruction virtually without providing immediate feedback.

Some families were unfamiliar with how to use Google Classroom.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cottonwood will provide standards based curriculum for students to access content and instruction in order for students to progress toward standards and make academic growth	\$1,212,500	\$1,212,500	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$3,500	\$3,500	Y
Staff and parent training related to understanding our English Language Development strategies	\$4,000	\$4,000	Y
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences	\$5,000	\$5,000	Y
Junior High Virtual Academy Program Coordinator	\$10,000	\$10,000	Y
Junior High Virtual High Academy Lead Teacher	\$8,752	\$8,752	Y

High School virtual Academy Program Coordinator	\$12,400	\$12,400	Y
Cost of math support intervention coordinator	\$30,000	\$30,000	Y
Cost of reading/literacy intervention coordinator	\$30,000	\$30,000	Y
Expenditure with the translation of communication and Learning Continuity Plan	\$3,000	\$3,000	Y
Cost associated with teacher devices	\$50,000	\$50,000	Y
Costs associated with staff using internet	\$33,250	\$33,250	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The pandemic has introduced a great deal of hardship into many students' lives. Moving forward, we will need additional tools to support students' social-emotional well-being. Ultimately, addressing students' learning loss will require a student-centered approach that puts family and student relationships first and a systemic transformation in addressing the overlapping learning, behavioral, and emotional needs that support effective learning and teaching.

Successes:

Teachers assessed students to develop a plan to address each student's needs.

Our Special Education teachers worked closely with their students to identify areas that needed more support. They also worked with the family with our distance learning model not to disrupt their routines and instruction.

Some students showed significant gains with tutoring.

Parents worked closely with teachers to deliver instruction to their students.

#### Challenges:

The cancellation of state tests in Spring 2020 left us with minimal information about student performance. We used local data to shed light on the inequities in learning that have been exacerbated due to the pandemic. We continue to encourage our families to complete our local assessments to obtain verified data for our dashboard.

Serving all of our students of poverty was a challenge as many did not have reliable internet access or support from home.

Tutoring in cohorts was not nearly as effective as our regular intervention blocks. One-on-one tutoring was much more effective but took considerable time to implement. Tutoring helped students stay safely in their cohorts but did not allow for flexible groupings and more targeted interventions.

The Governor is asking districts to extend the school year and offer summer school. We will have to be creative at providing these services.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

#### Successes:

Our staff understood how important it was to attend to the social and emotional needs that arose during these challenging times.

Families and teachers communicated more than ever before to support their children.

We encouraged each other to explore and express our emotions, build relationships, and support each other – children and adults alike.

The crisis presented an opportunity for us to make long-term improvements in our delivery of services and professional development in mental health.

The crisis showed how essential counseling and nursing services are to support our students' overall health and wellness.

Social-Emotional Learning offered a powerful means to support one another – children and adults – during this challenging time.

We understand the importance of demonstrating empathy and resilience, building relationships across distance, and calling upon our collective resolve to strengthen our school.

Our SEL program and staff have focused on the following actions:

- Built solid and caring relationships with students and families to give them a sense of belonging.
- Taught and modeled empathy, so students felt understood and could better understand others.
- Taught students' self-awareness, including the ability to name their own emotions, have accurate self-perceptions and display self-confidence and self-efficacy.
- Helped students manage their behavior through impulse control, stress management, and other positive skills.
- Improved students' social awareness and interactions with others.
- Taught students how to handle relationships, including with people whose backgrounds differ from their own.

Guided students to make responsible decisions.

Challenges:

The ongoing pandemic has strained our well-being and behavioral health. Its emotional toll includes rising levels of problems associated with anxiety, depression, and suicide, affecting our relationships, communities, staff, and students.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

The Cottonwood Staff continues to embrace multiple communication platforms to reach our families. The Cottonwood Staff spent more time having conversations with families and identifying individual needs to succeed. Zoom/Google Meets links were provided to families for meetings/conferences while allowing them to provide feedback safely.

We continue to use various communication strategies to build relational trust with families and boost student engagement. Our staff understands the importance of providing parents and students with consistent regular one-on-one conversations, daily schedules, and weekly email updates. Individualized communication with students and families is used to share student progress, highlight learning gaps, and set expectations for engagement.

We continue to provide ready-to-use resources and training for parents to use to help students learn foundational concepts through daily activities offline, including reading to students, listening to students read, learning math through household activities, and learning science concepts and cooking skills. We also asked parents what they needed help with—related to student learning—and provide educational opportunities around key issues such as navigating Google Classroom.

Challenges:

We had to rethink how we would deliver our family engagement events like Halloween parades/parties, field trips, holiday celebrations, and other family night events.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Cottonwood’s non classroom based charter school is not required to offer meals to students unless students are required to attend a site-based activity for more than two hours (Assembly Bill 1871).

The site-based school offers shelf stable breakfast for the school population which is currently under 50 students.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Shelf Safe Breakfast	\$1,000	\$1,000	Y
School Psychologist	Cottonwood has a school Psychologist to offer aid to students in crisis and virtual mentoring for students to support their academic and growth mindset which will support them in improving their overall wellbeing and access to curriculum.	\$44,000	\$44,000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Many lessons were learned this past year with our distance learning programs but perhaps the most important lesson is the need for human connectedness. Students and staff worked hard to keep students in cohorts and masks and deliver quality instruction. Student engagement has become a high priority regardless of how the instruction is delivered. COVID changed the way we interacted with one another.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To address pupil learning loss, we will use our local assessments and verified assessments and teacher input to create flexible interventions and targeted instruction. Our teachers will analyze student data and plan appropriate interventions and lessons. TCS plans to add paraprofessionals for small group instruction and one-on-one support for our most at-risk students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Material Differences between 2020-21 LCP Budgeted Expenditures and Estimated Actual Expenditures:

All additional actions included in 2020-21 LCP have no material differences between the budgeted expenditures and estimated actual expenditures.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our overall assessment was that there was much accomplished this year and as a school.

Academically, as we review our measurements for success in teaching and learning, we see that we have appropriately credentialed teachers supporting our students and that all students had access to appropriate curriculum. Our professional development with our teachers focused on how better to instruct our students in the distance learning environment; the whole learner with SEL support will continue to be beneficial as we move forward. We believe it allows for a multimedia-rich climate, which has proved helpful for all students, especially our English learners.

Our parents and stakeholders, as trusted partners, continuously give us their input as to what we have and could continue to engage the students. For many, motivating students will continue to be necessary and getting them assistance as well. In addition, the stakeholder requests for more CTE, VAPA, and other engaging opportunities for students are continually being met through our community connections and access.

The pandemic showed us many challenges and some areas for further consideration. Our need to provide social and emotional learning and a solid Multi-Tiered System of Support for every child and family became more apparent. All of the TCS staff worked together as the basis for ascertaining short-term and long-term needs. We did everything in our power to meet the need and then utilized a network of stakeholders and partnerships created by the division. Finally, our work with Reading and Math Intervention and English learner development course has shown that our students do well with online direct instruction. It is an avenue for TCS to demonstrate continual improvement. These are areas we will carry into the LCAP 2021-24.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth



students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

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

## Plan Summary 2021-22

### General Information

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

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

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

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

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

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

## Reflections: Successes

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

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

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

Grades 1-6: Increased 11.24%

Middle School: Increased 1.54%

High School: Decreased -5.02%

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

Grades 1-6: Increased 2.83%

Middle School: Increased 8.76%

High School: Increased 4.92%

Parent engagement has also proven successful in TCS. We offer opportunities to attend parent education events focused on understanding school programs and supporting learning at home. The Homeschool Parent Development programs took deep dives into curriculum and instructional practices. Over 160 of our stakeholders (parents, students, and staff) participated in the annual LCAP Surveys. When asked "How satisfied are you with student engagement", our data indicate that 88% of parents are Very Satisfied with their student's engagement. That 62% of parents agree that "The Cottonwood School is effective in strengthening and promoting academic achievement of all students." 65% of parents agree with the statement, "The Cottonwood School has high expectations for all students."

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

## LCAP Highlights

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

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

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

Significant actions and services include the following:

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

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

# Comprehensive Support and Improvement

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

## Schools Identified

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

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

## Support for Identified Schools

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

## Monitoring and Evaluating Effectiveness

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



# Stakeholder Engagement

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

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

Annual Surveys:

Parent Survey – Administered online

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

Student Survey (Gr 4-12) – Administered online

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

Staff Survey – Administered online

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

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional materials aligned with the Common Core State Standards for all grade levels, TK-12 • Instructional materials for Special Education • Instructional materials for	Staff will regularly review of evidence based aligned with the CCS curriculum with all stakeholders  As we continue to review and adopt new curriculums.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Staff has regularly reviewed of evidence based aligned with the CCS curriculum with all stakeholders  All newly adopted curriculums have been reviewed and vetted.

<p>English Learner education</p> <ul style="list-style-type: none"> <li>• Supplemental instructional materials for all subject areas, TK-12</li> </ul>					
<p>Effectiveness of online curriculum implementation</p>	<p>Irregular &amp; ineffective use of report features in online curriculum</p> <p>Ongoing training as needed for effective implementation</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>100% Effective use of report features in online curriculum</p> <p>Ongoing training as needed to continue our effective implementation</p>
<p>Increase the number of students who have access to a computer and internet access</p>	<p>We have identified 15% of our students are in need of technology</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>100% of our student that are in need have computer and internet access</p>
<p>Content of professional development (PD) opportunities - culturally responsive practices</p>	<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>All staff trained on strategies to engage students and families in addressing students' social-emotional health academic needs</p>
<p># students College Career Ready as indicated by the Readiness Preparation matrix</p>	<p>6.54% (28 students) have participated in at least 1 College Career Readiness Preparation</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>100% of graduating students College Career Ready as indicated by the Readiness Preparation matrix</p>

# students completing a College Career Readiness Preparation pathway	9 students have completed a pathway as of 5/2021	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of High school students complete a pathway
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Engaging, High-quality, Culturally Responsive Curriculum, and Instruction	Provide regular PD opportunities for culturally responsive practices, including curriculum implementation support, book clubs, in-service days, newsletters	\$25,000	Y
2	Removal of academic barriers	Cottonwood has purchased online curriculum resources both academic for all students in all grades to provide immediate access to standards based curriculum. Including Brainpop and Brainpop ELL, My Big Life Journals, 7Mindset.	\$48,000	Y
3	Support for College and Career Readiness	Expand opportunities to dually support students' college and career readiness, including access to CTE pathways, targeted support for low-income students, and expanded post-secondary linkages to provide work-based learning opportunities. Improve career pathways data tracking, program completion & participation in college readiness and career readiness activities, including enrollment in academic bridge courses	\$30,000	Y
4	Access to online curriculum, technology	Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress. Additional devices to provide for general education students in need of a device to access their curriculum, online classes or virtual direct instruction.	\$101,510	Y

## Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

## Goals and Actions

### Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Develop and implement social/emotional intervention programs.	Expand on our SEL program with the addition of 7Mindsets, continue with Growth Mindset activities and journal with My Big Life	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of teachers teach growth mindset to all of their students
Provide systems of support and personnel for English Learners, SocioEconomic Disadvantaged, Homeless, Foster, and SPED students to intervene and support their academic success.	Develop and expand our tutoring or other one-on-one or small group learning supports by adding paraprofessionals serving in supplemental programs available to all students.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	A fully developed in-house tutoring or other one-on-one or small group learning supported by paraprofessionals serving in supplemental programs available to all students.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Verified Data Collection	Internal Common assessments to measure student progress and identify areas our students are struggling in.	\$50,000	Y

2	Staff will meet monthly to analyze student achievement share and discuss best practices and resources for supporting learning in a virtual environment.	Monitor grade level growth for all subgroups, Sharing monthly writing & math SBAC-aligned prompts	\$48,000	Y
	PD will be provided monthly on academic assessment and SEL growth	Teach growth mindset to all students, ensure all staff understand the importance of mindsets and have resources to implement teaching of mindsets by including mindset trainings in PD days and regularly sharing Mindset Monday lessons	\$218,393	Y
3	Provide access to a variety of resources to meet their academic needs, online, virtual and in-person instruction.	Effectively implement online curriculum & digital instructional tools, including use of reports, student level data and PD for implementation	\$200,000	Y

## Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.



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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure all students in the The Cottonwood School and their families are engaged in learning.

The actions in this goal address the following state priorities:

- Priority 3 - Parental Involvement
- Priority 5 - Pupil Engagement
- Priority 6 - School Climate

The combined actions included in this goal are centered on academic engagement as this is an attribute of successful schools.

The metrics associated with this goal are regularly reviewed to monitor progress.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Parent & Family Engagement Indicator	1. Developing the capacity of staff to build trusting and respectful relationships with families	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	1. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work

2. Creating welcoming environments for all families in the community

3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children -

4. Providing professional learning and support to teachers and administrators to improve a school's capacity to partner with families -

together to support improved student outcomes -  
Full Implementation and Sustainability

2. Creating welcoming environments for all families in the community -  
Full Implementation and Sustainability

3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Full Implementation

4. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability

5. Providing families with information and resources to support student learning and development at home Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes -

5. Providing families with information and resources to support student learning and development at home Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes -  
  
Full Implementation and Sustainability

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Cooperative Learning	Teachers provide learning opportunities , educational experiences through the daily use of practices that promote equity and access, foster interdependence, individual accountability, and equal participation for all students.	\$950,000	Y
2	Positive Behavior Intervention Supports (PBIS)	School administrators and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students.	\$48,000	Y
3	MDIP (Multicultural Diversity & Inclusion Perspectives)	Ensure that all programs are culturally and linguistically responsive to the needs of our students and their families.	\$ 75,500	Y
4	Pathways for LCAP Input	Director of School Accountability and Compliance provides pathways for stakeholders to offer input on the development of the district Local Control Accountability Plan (LCAP) through:  Annual parent/guardian, staff, and student (grades 4-12) surveys. Fall and spring community forums.	\$0	N

		<p>Staff and parent email communications.</p> <p>An online platform that collects input on the draft LCAP prior to School Board approval.</p> <p>An LCAP Advisory Committee comprises parents, staff, and representatives who analyze feedback to determine community priorities.</p>		
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## Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.87%	\$1,607,197

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

## Required Descriptions

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

### 1 Professional Development for Intervention –

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

### 2. Plan of Actions for Student Success –

A review of diagnostic data from our verified data (locally administered assessments) for our foster youth, English learners, and low-income students who are not meeting English Language Arts and/or Mathematics standards reveals these students display gaps in understanding. To address these learning gaps, the HST writes an Assignment Work Record, AWR, for all students that outline the foundational areas the student struggles in and communicates with the family in addressing these learning needs.

### 3. Collaboration for Struggling Students –

"By promoting a culture of collaboration focused on knowing a team's collective impact, leaders have the potential to support school improvement in ways that positively influence teachers' collective efficacy beliefs and thus promote student achievement." (Donohoo, Hattie & Eells, 2018). Considering the unique and pervasive needs of foster youth, English learners, and low-income students, teacher collaboration is critical to their success.

### 4. Newcomer Support

English Language Development classes are in place to provide increased services for our English Learners during the school day. The number of English learners (ELs) in the U.S. has risen 10 percent in the last decade, representing about 4.5 million public K–12 students. In

The Cottonwood School 6.56, EL students represent approximately 6.56% of the total student population. Computer-based supplemental literacy programs support teachers in providing designated instruction in meeting the diverse language and academic needs of English learner students in TCS. Computer-based instructional materials offer engaging, interactive platforms, with high-interest materials that improve student learning and help teachers with the assistance of instructional aides provide personalized

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

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

Programs and services using supplemental grant funding support the academic achievement and engagement needs of our student groups with a significant achievement gap, English learners, low-income students, and foster youth. Programs and services principally directed for these student groups include: professional development for teachers in literacy, remediation, cultural proficiency, motivation, classroom engagement, and English language development (ELD); progress monitoring, early identification, and pre-referral supports for academic needs; during the school day universal access (designated) instruction; supplemental literacy and English development remediation materials; and additional personnel focused on supporting students and engaging their families in education.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

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



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22.</b>

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

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

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

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



## **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.