

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: OCEAN CHARTER SCHOOL

CDS Code: 19647330102335

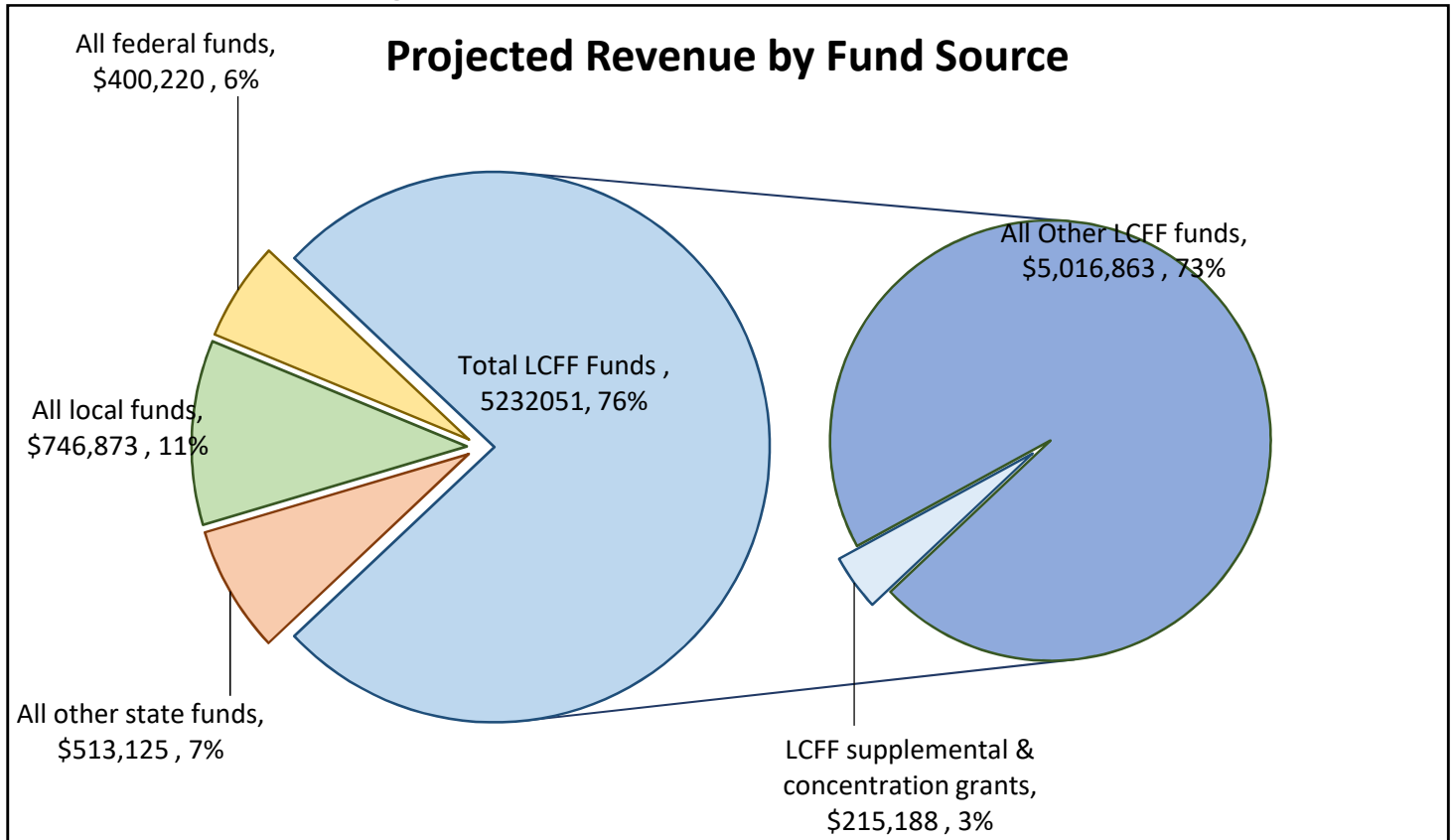
School Year: 2022 – 23

LEA contact information: Kristy Mack-Fett310-827-5511mskristy@oceans.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 2022 – 23 School Year

Projected Revenue by Fund Source

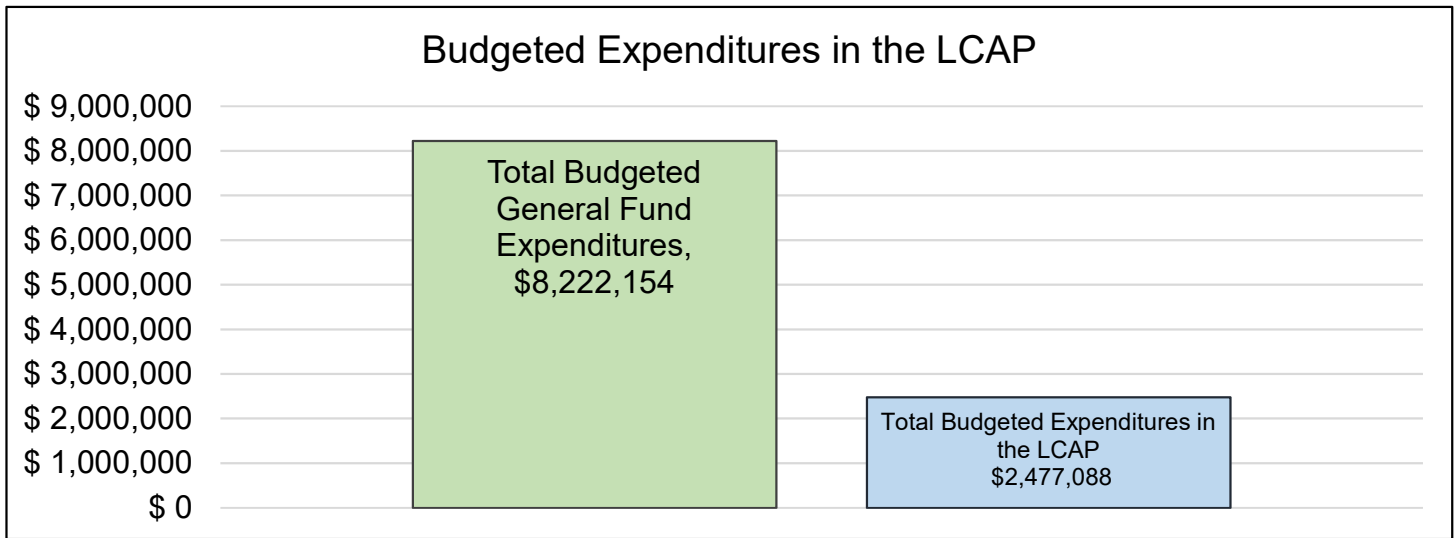


This chart shows the total general purpose revenue OCEAN CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for OCEAN CHARTER SCHOOL is \$6,892,269.00, of which \$5,232,051.00 is Local Control Funding Formula (LCFF), \$513,125.00 is other state funds, \$746,873.00 is local funds, and \$400,220.00 is federal funds. Of the \$5,232,051.00 in LCFF Funds, \$215,188.00 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 OCEAN CHARTER SCHOOL plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: OCEAN CHARTER SCHOOL plans to spend \$8,222,154.00 for the 2022 – 23 school year. Of that amount, \$2,477,088.00 is tied to actions/services in the LCAP and \$5,745,066.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

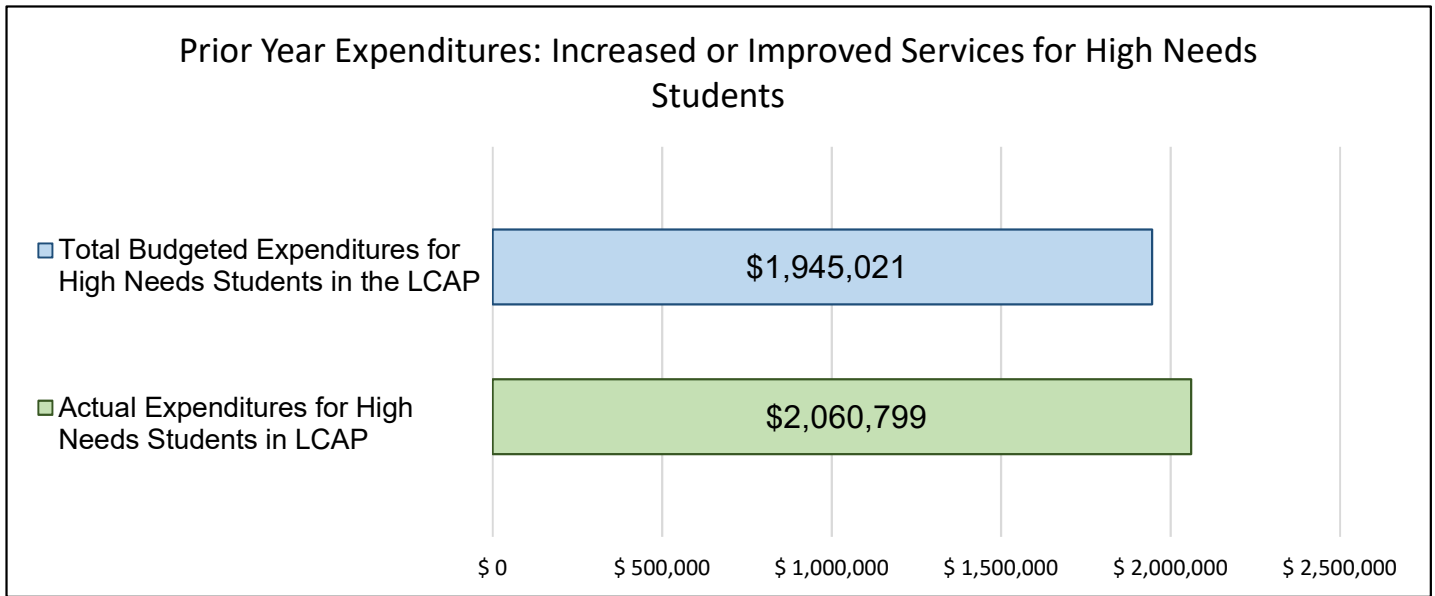
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

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

In 2022 – 23, OCEAN CHARTER SCHOOL is projecting it will receive \$215,188.00 based on the enrollment of foster youth, English learner, and low-income students. OCEAN CHARTER SCHOOL must describe how it intends to increase or improve services for high needs students in the LCAP. OCEAN CHARTER SCHOOL plans to spend \$2,015,087.43 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what OCEAN CHARTER SCHOOL budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what OCEAN CHARTER SCHOOL estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, OCEAN CHARTER SCHOOL's LCAP budgeted \$1,945,021.00 for planned actions to increase or improve services for high needs students. OCEAN CHARTER SCHOOL actually spent \$2,060,799.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean Charter School	Kristy Mack-Fett, Executive Director	mskristy@oceans.org 310-827-5511

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Educator Effectiveness \$117,818 to be spent by FY25-26, <https://www.cde.ca.gov/pd/ee/eef2021.asp>, - none spent yet

OCS engaged our educational partners for the Educator Effectiveness Block Grant in the following ways: a presentation of the grant was made and input was solicited from parents/caregivers during a Tea with the Directors on 11/30/21; a presentation of the grant was made and input was solicited from faculty during a faculty meeting on 12/1/21; a presentation of the grant was made for the OCS Board of Trustees’ discussion on 12/2/21; and, a presentation of the grant was made to the OCS Board of Trustees for public comment on 12/2/21.

Universal TK Planning and Implementation Grant: \$110,800, <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#accordionfaq> – none spent yet

OCS will engage our educational partners in the process of creating our Pre-K Planning and Implementation plan during March – May 2022. Educational partners include parents/caregivers, faculty and staff, Head Start, Waldorf Early Childhood Association of North America and related educators, the Alliance for Public Waldorf Education, and Gradalis.

IPI Grant: \$133,010 (opened school in person about 2 weeks after eligible)

OCS engaged our educational partners of teachers, teacher’s union, parents/caregivers, and students about what health and safety measures were needed for students and staff to return to in-person learning as well as what educational supports were needed.

Input was gathered through weekly community surveys, a re-opening task force representing all stakeholders, weekly faculty meetings, weekly administrative meetings, weekly Covid Compliance team meetings, and student input during classroom surveys and discussions.

Expanded Learning Opportunities Program (ELO -P): \$71,299 to be used by 6/30/23, <https://www.cde.ca.gov/ls/ex/elofaq.asp> - none spent yet

OCS is in the planning phase of this grant and will be partnering with our parents/caregivers, our aftercare program and community partners in enrichment fields to develop this plan.

ELC Testing Grant – 87,459.00 These funds have been spent by January 2022.

OCS engaged our educational partners for the ELC testing grant by working with LACOE, LA County Public Health Department; our back-office provider, ExEd; our Business Coordinator; our faculty; our administrative team who conducts testing; our Board of Trustees; our parents/caregivers; and our students.

- **Expanded Learning Opportunities Grant (G):** *OCS engaged our educational partners for the ELO(P) in the following ways: weekly Teas with the Directors to gather input from parents/caregivers; weekly faculty meetings with teachers; weekly administrative meetings with the administrative team; three (3) support staff meetings to gather input; and consultation with community partners including educational therapists, mental health agencies, and school counselors.*

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

Ocean Charter does not qualify for concentration grant funding under the Local Control Funding Formula.

OCS' certified UPP % is 22%

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

GEER (\$31,741) and **ESSER I** (\$33,014) - Fully spent in 20-21 – OCS engaged our educational partners through weekly community surveys, weekly Teas with the Directors, weekly faculty meetings, weekly administrative meetings, monthly or bi-monthly Reopening Task Force meetings, and monthly Board of Trustees meetings. Input emphasized the need for smaller group instruction during distance learning and as much classroom support for the return to in-person learning as possible both for health and safety protocols and for learning support.

ESSER II \$125,339 to be spent by 9/30/23 – OCS engaged our educational partners through weekly meetings, especially parents/caregivers and teachers, at the start of the 2021-22 school year in determining the need for a long-term independent study option for the 2021-22 school year. Allocating funds to staffing teachers for the independent study program and having an online learning platform was prioritized as a result. Two independent study teachers were hired under the budgeted amount of \$124,385. to provide instruction to students through OCS’ independent study program. Roughly 27% of these funds have been spent as of 2/1/22. Also for the independent study program, OCS invested in EdGenuity for \$28,950 in 2021-22.

ESSER III \$225,358 to be spent by 9/30/24 of which at least 25% or \$56,339 to be spent on instructional assistants to be spent by 9/30/24

The ESSER III plan reflects input from various stakeholder groups in our community, including students, families, administrators and special education team members, teachers and our teachers’ union.

Students: Student input was gathered both through in class written surveys as well as verbal discussions with teachers about what their challenges have been during the pandemic.

Families: Family input was gathered through weekly written surveys over the past year, weekly public meetings with the directors on zoom, and individual meetings with families.

Administration and Special Education Admin/Providers: The administrative team gave input during weekly administrative team meetings and based on CARE team referrals from the past year and a half. The special education team, including the APEIS, provided further input on student needs.

Teachers gave input on needs coming from the pandemic in multiple areas, including health and safety, student academic needs, and student social- emotional and mental health needs. The teachers’ union, OCTA, also worked with administration on our Covid Safety Plan and Covid-19 Protection Plan and our Covid-19 Containment and Response Plan to ensure both student and employee safety during this time.

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

ESSER III Implementation – Successes and Challenges

Summary: The bulk of the \$281,697.00 received is planned to be spent in 22-23 on the following:

- Lead Supplemental Intervention Teacher \$80,000.
- Supplemental Informal Counseling \$10,000.
- Mental Health Support and training with Circle Ways \$11,000.
- Classroom assistants \$126,697.

To date, \$54,000 has been spent in 21-22 on Covid tests.

Success:

OCS' Covid-19 testing program has been successful in catching positive cases quickly to avoid transmission in school. It has also allowed the school to get students and employees back to work as quickly as possible after a positive case as they are able to test through the school to end their isolation.

Challenge:

Staffing for our testing program and Covid-19 management is still short. The demands have impacted administrative staffing and time as well as instructional assistant time.

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

Ocean Charter School is using its fiscal resources received for the 21-22 school year in a manner consistent with the applicable plans and in alignment with OCS' 2021-22 LCAP and Annual Update by focusing on the major priority areas of:

- Health and safety of students and staff in person in school
- Mental health services, supports and training
- Academic support strategies, staff and training
- Expanding learning opportunities with standards-aligned instruction, including mentoring support for teachers
- Creating a positive school climate for all with a focus on students with special needs, English Language learners, socio-economically disadvantaged students, and BIPOC students.

OCS' LCAP is a comprehensive planning document that aligns to the 8 State Priorities, schoolwide goals and actions that align to our multi-tiered system of supports and our public Waldorf educational model focused on improving student outcomes. All funds received are viewed through the lens and priorities of the LCAP with a focus on maximizing funds to address identified needs.

The following plans are referenced here:

Safe Return to In-Person Instruction and Continuity of Services Plan

ESSER III Expenditure Plan

Extended Learning Opportunity Grant Plan

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control 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
Ocean Charter	Kristy Mack-Fett Executive Director	mskristy@oceancs.org 0310 827 5511

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Ocean Charter School is a TK-8th grade independent charter authorized by LAUSD. Located in the Del Rey community, OCS serves approximately 565 students in our Common Core standards based curriculum that is informed by the Core Principals of Public Waldorf Education. 14% of our students have special needs, 20% of our students are unduplicated, and 51% are non-white as follows: African American 5%, Asian 8%, Two or More Races 13%, and Hispanic 26%.

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, urban environment. We are committed to achieving academic excellence through experiential learning and to enhancing the growth of curiosity and imagination through the rigorous practice of an arts integrated curriculum. This approach addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.

Reflections: Successes

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

Dashboard data is not available for the past year of 2021-22. In reflecting on successes based on local data, Ocean Charter is proud to have successfully served all (except roughly 8 who were in long term independent study) of our students in in-person learning on our new campus this past year. Meeting the academic, social, and mental health needs of our students was a big challenge as we continued to navigate the Covid-19 pandemic. Highlights of the year include:

- successfully keeping school transmission of the virus low
- offering mental health support to all students in need
- building our teacher and staff capacity to both meet student needs while managing their own stress through professional development in circle practice and Waldorf Education
- retaining teachers and staff
- student academic growth as measured by teacher assessments
- student social-emotional growth and self-management growth as evidenced by interactions with peers and conflict resolution

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.

One area for significant improvement is with our students who are socio-economically disadvantaged as they continue to demonstrate lower performance on academic measures.

While Dashboard data is not available this year, we also continue to see the need for improvement with our Latino/Hispanic and African American/Black students on academic measures based on local measures.

LCAP Highlights

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

Ocean Charter's LCAP 2022-23 builds on successes of 2021-22 in continuing our expanded mental health support for students in need. It also continues the additional academic support with ongoing professional development in ELA, Math, and ELD as well as for targeted student groups. OCS continues to fund instructional aides for all classes in all grades. The 2022-23 LCAP expands support for students, particularly socio-economically disadvantaged and EL students, through our expanded learning programs both before and after school. It also expands our TK program to younger students in a more targeted way with additional staffing and materials. Finally, it includes training for security and safety involving active shooters given the desire of our teachers and staff to be as prepared as possible in the event of this type of emergency.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

OCS' educational partners were engaged throughout the year as the LCAP was reviewed and revised for the coming year. The processes used to garner engagement and input include:

- Weekly Teas with the Directors: online zoom sessions where community members, particularly parents/guardians, were asked about priorities for the school for the coming year as well as for feedback on the current year.
- Monthly meetings with the Parent Collective Coordinators and a Diversity, Equity and Inclusion committee representative
- Monthly Board of Trustee Meetings: online zoom meetings open to the public in which Board members reviewed school performance measures and gave input on priorities
- Monthly Finance Committee Meetings: online public zoom meetings held monthly to review the budget, funding priorities, grant funding and allocation, and discuss focus areas for the coming year
- Monthly Diversity, Equity, and Inclusion Meetings: online public zoom meetings held monthly to analyze Ocean's progress in meeting the needs of our students and community members from traditionally marginalized groups and to give input on future goals, actions, and priorities
- Weekly Faculty Meetings: mostly in-person meetings with teachers to engage them in reflection and review of OCS' performance as well as gather input for ongoing priorities and needs
- Weekly staff meetings: online zoom meetings to ensure operations are meeting the needs of our community
- Classroom-based Student Surveys and Discussions: Teacher-led sessions to gather student input

A summary of the feedback provided by specific educational partners.

Parents/guardians emphasized the need for ongoing mental health support, teacher and staff professional development, and safety/security.

Board members and the Finance Committee members echoed the same themes as parents with the additional of fiscal sustainability for the school after the one-time funds end.

The DEI committee members emphasized focusing on our lowest performing groups (socio-economically disadvantaged students and EL students) as a top priority as well as creating an overall school culture of belonging for all traditionally marginalized groups.

Teachers emphasized the need for additional training in safety/security, for more hands-on experiences during trainings (less discussion), and for more collaborative teacher planning time.

Staff emphasized the need for adequate staffing to meet the growing needs of our community, in particular as related to Covid-19 and the expanding breakfast and lunch program.

Students expressed ongoing needs for mental health support and for opportunities that connect them with the school community as a whole and that increase the sense of belonging.

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

A new action related to safety/security was added as a result of specific input from parents/guardians, board members, and teachers. Ongoing funding for teacher professional development and support was prioritized as a result of specific feedback from parents and teachers.

Ongoing funding for DEI work among the faculty and within the school community was included, with the addition of the library position and materials, as a result of specific input from parents, teachers, students, and the DEI committee.

Ongoing funding for informal counseling and circle training/support for teachers was included as the result of specific feedback from students and teachers.

Goals and Actions

Goal

Goal #	Description
1	Support students' physical and mental well being by maintaining a safe, clean, and orderly physical environment as well as by providing mental health support for all students in need.

An explanation of why the LEA has developed this goal.

Even as we emerge from the pandemic, OCS stakeholders (teachers, parents, staff, and students) have shared how important cleanliness is to making them feel safe at school. Cleanliness should reduce absenteeism due to illness and encourage pride in our students about their school. It also supports learning in that students can focus on the curricular content and relationships rather than distractions due to mess.

In addition, our students will be traveling to one campus instead of two from now on due to moving to our new site. As a result, we will have double the traffic at morning drop-off and pick-up. Managing this increase safely so that pedestrians, bikers and those coming in cars can arrive and leave campus safely and efficiently, and in consideration of our neighbors, is a high priority for our community. Given the past year's multiple school shootings, our community wants our staff to be as prepared and our staff and students to be as safe as possible. Additional trainings to run through real life scenarios on our new site is part of our plan to increase safety. Finally and critical to overall student well-being is the commitment to provide mental health support for all students in need, from counseling to support groups to circle practice.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
% satisfaction on annual school climate survey for safety, cleanliness, and mental health support.	75% satisfaction in Winter 2019	80% of respondents indicated satisfaction with the level of safety and cleanliness. 95% of students with mental health needs received support.			90% or above satisfaction in school safety and cleanliness
Daily implementation of our Student Safety and Patrol Program	Pending Fall 2021	The Student Safety and Patrol Program was implemented daily throughout the 2021-22 school year and had a positive impact on safe			Participation of at least 15 students each semester in the Safety Patrol Program

		and efficient drop-off procedures.			
# of unwanted visitors on campus	0 intruders on campus	0 intruders on campus			0 intruders on campus
% of Teachers that are fully credentialed and appropriately assigned according to the Williams Settlement report	81.8% of teachers fully credentialed and appropriately assigned according to the Williams Settlement report	81.8% of teachers fully credentialed and appropriately assigned according to the Williams Settlement report			85% or above of teachers fully credentialed and appropriately assigned according to the Williams Settlement report
Middle school dropout rate	0 students	0 students			0 students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Daily professional cleaning	OCS will contract with a cleaning service to provide daily, reliable, thorough cleaning of all areas on campus.	\$169,978.86	No
2	Supervision and training for our Safety Patrol Program	A percentage of the Campus Safety and Maintenance Coordinator's, the Administrative Assistant's and the Campus Coordinator's salaries goes toward their work as supervisors and trainers in the Student Safety Patrol Program. This program increases student safety during morning drop-off and afternoon pick-up for pedestrians, bikers, and those riding in cars. It offers students leadership experience and community engagement opportunities. We are recruiting in particular EL students and students from low income families.	\$14,317.89	Yes
3	Overall campus safety, security and maintenance	The campus will be maintained regularly, safety will be enforced and upheld, and security will be monitored at all times when students are on site. Kindergarten assistants help keep our youngest students and their environment safe and healthy. Our campus coordinator oversees the campus and ensures that services are ordered, maintenance is scheduled, logistics are planned with safety in mind, and emergency supplies are refreshed and stocked.	\$157,008.00	No
4	Training that includes real-life scenarios for active shooters	ased on school shootings in the last year, our community feels it is necessary to support the preparedness and safety of our staff and students with training in active shooter scenarios and how to handle them on our new campus.	\$2,000.00	No
5	Providing mental health support to all students in need through a combination of counseling, support groups, and circle practice.	A focus on student well being and mental health has always been central to our school, and is more urgent now than ever as students continue to deal with the effects of the pandemic and anxiety. Mental health support through counseling as needed, support group availability and circle practice in all classrooms, students' mental health needs can be met.	\$10,000.00	No

Goal Analysis for 2021-2022

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There was a material difference of roughly \$48,000 more spent for cleaning and sanitizing due to Covid-19 demands and the size of the new campus with all students returning for in-person learning.

There was a material difference of roughly \$140,000 less spent on maintenance warranties and services as many of these warranties and services were still in place from the construction budget and covered by the project due to the extended completion date.

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

The actions were effective in making progress toward the goal as evidenced by the results of improved satisfaction on cleanliness and safety, no intruders on campus, mostly smooth daily drop-off procedures, and overall security and maintenance being enforced.

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

The added action of training in scenarios related to active shooters comes from our community's reflection on school shootings that have occurred over the past year. OCS is blessed to have a new campus with strong security systems already in place, according to our local police department. The high fence, locked gates, buzzer system, alarm system, security cameras and proximity to the local police station all support safety on campus. However, practice and training in what to do if an active shooter were to come on site is something the community feels is needed given the level of gun violence in our country.

The second change made to the planned actions is to provide mental health support via counseling, circle practice, and support groups so that all students who need mental health support get it. OCS was able to meet all students' needs in this area this year, including referrals to outside agencies, so we know that high level of needs and are committed to meeting it as we support our students emerging from the pandemic and its long-term effects.

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

Goal

Goal #	Description
2	Increase Latino scores on annual CAASPP in ELA and Math.

An explanation of why the LEA has developed this goal.

Our Latino students were previously in the green tier on the CA Dashboard according to their SBAC scores in 2018. In 2019, they fell to the yellow tier in both ELA and Math. Our goal is to see positive growth in their scores in both areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
% of teachers participating in professional development focused on Latino student success	90%	100% of class teachers participated in professional development focused on differentiation through multiple lenses and with multiple strategies, but the trainings was not focused exclusively on Latino student success. We tried to book a training specifically focused on Latino students, but were unable to coordinate the timing for this year given the demands of Covid-19. We have a plan to implement the Latino student focused training next school year.			100%
% of class teachers using consistent, grade level assessments in writing	75%	100% of class teachers used grade level assessments in writing, but they were not consistent across a grade			100%

		level. Having consistency across a grade level in writing assessments is a planned step for next year.			
% of teachers implementing CGI math practices during math lessons	25%	50% of teachers implemented CGI math practices during math lessons			100%
Annual professional development specifically for teachers in grades 1 - 3 in ELA	15%	All class teachers who began at the start of the year participated in professional development specifically for grades 1st - 3rd ELA. The one teacher who joined later in the year was unable to participate due to timing, but received training and support from our Intervention Coordinator.			100%
Dashboard indicator color of students scoring proficient or higher (green or blue) on CAASPP in ELA and Math	All: green in ELA and Math Latino: yellow in ELA and Math Socioeconomically Disadvantaged: yellow in ELA and orange in Math	CAASPP scores are not yet available so the outcome on this metric is not yet known.			The desired outcome is that all students in all statistically significant subgroups achieve at the green or higher level.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mentoring of teachers on particular strategies to support Latino pupil achievement in both ELA and Math.	In order to better support our Latino student achievement, OCS will offer mentoring for teachers by teachers who have a track record of success with this student group. Mentoring will cover specific strategies and practices that build Latino student engagement and proficiency in ELA and Math.	\$188,434.32	Yes
2	More consistent assessment and use of data in all classrooms and	More consistent assessment and analysis of assessment data will better support our Latino students in both ELA and Math. To achieve this goal, a percentage of our intervention specialists' salaries will be dedicated to assessment and analysis for all students in	\$394,375.81	Yes

	in the Intervention Program	intervention but particularly with our Latino students to help them achieve in the green tier rather than the yellow tier on the CA Dashboard. In addition, an ED will monitor this increase in assessment and analysis.		
3	Professional Development in ELA (Roadmap to Literacy)	Targeted training for our younger grades (1st - 3rd) teachers in ELA will better support our Latino, EL , and low income students with clearer scope and sequence in their lessons, more accuracy in teaching foundational literacy skills, and better understanding and use of ongoing assessment.	\$11,476.00	Yes

Goal Analysis for 2021-2022

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.

There were no substantive differences in planned actions and actual implementation except as noted in the reporting results section and as noted here:

- All teachers participated in professional development to differentiate instruction and support different types of learners, but it was not specifically focused on Latino students. It will be next year.
- All teachers used grade level writing assessments, but they were not consistent across a grade level. They will be next year.
- 50% of teacher implemented CGI math practices. More will do so next year.
- All teachers were supported with training in ELA for grades 1st - 3rd.

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

There was a material difference of an increase of roughly \$20,000 related to goal 2 as more staff were used in supporting our Latino students.

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

While CAASPP scores are not yet available as an indicator of progress, internal assessments indicate that our Latino students made progress.

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

The goal, metrics, desired outcomes and actions for the coming year have not changed.

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

Goal

Goal #	Description
3	Maintain the growth in scores of students with special needs in both ELA and Math.

An explanation of why the LEA has developed this goal.

On the CA Dashboard, students with special needs moved from the yellow to the green tier in ELA from 2018 to 2019. In Math, they moved from the orange to the yellow tier from 2018 to 2019. We want to continue this positive growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
100% of students with special needs receive student materials specific to their needs	90%	100% of students with special needs received student materials specific to their needs.			100% of students with special needs received student materials specific to their needs
Annual professional development focused on meeting the needs of students with special needs for all teachers	75% of teachers received training on students with special needs	100% of teachers received training on students with special needs.			100% of teachers receive training on meeting the needs of students with special needs
Weekly meeting between administrative liaison and APEIS	Every other week meetings	Weekly meetings were held between EDs and APEIS.			Weekly meetings between administrative liaison and APEIS
CA Dashboard indicator color	Green for ELA Yellow for Math	Unknown as results from 2021-22 CAASPP testing are not yet available.			The desired outcome is for all students with special needs to achieve at the green level in both ELA and Math according to the CA Dashboard.
Every student has standards-aligned instructional materials	100% of students have standards-aligned instructional materials	100% of students have standards-aligned instructional materials			100% of students have standards-aligned instructional materials

Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in student materials that support students with special needs.	Particular student materials (i.e. calendars, graph paper, pencil grips, one-legged stools, journals, sensory diet items, high interest reading materials) support engagement and skill development particularly with students with special needs who need additional support to succeed.	\$8,445.64	No
2	Professional Development (Grade level specific)	Often, students with special needs require more movement and variety of activities in their day to be able to focus and achieve at their highest potential. Integrating movement into the day and managing transitions clearly is key to their success. Teachers need training in how to accomplish these tasks to support all their students but in particular their students with attention/focus and impulse control challenges.	\$3,443.17	No
3	Administrative liaison for special education program	As OCS now contracts with LAUSD for special education services rather than running an in-house program as we did for 18 years, it is critical that OCS administration keeps strong communication between class teachers, parents, and the special education service providers. 10% of both ED salaries will be allocated to supporting this communication across the grades from TK - 8th grade. 15% of Compliance Coordinator salary is allocated to supporting the special education program paperwork.	\$32,265.93	No

Goal Analysis for 2021-2022

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

Roughly \$3,000 more was spent on professional development to support student needs as more teachers were able to participate in the Gradalis training program and related mentoring.

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

Progress on CAASPP is not yet known, however students with special needs did make progress according to other measures so the actions did support their progress.

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

Students with special needs will continue to be supported with the goals, metrics, and actions as planned.

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

Goal

Goal #	Description
4	Increase scores of socioeconomically disadvantaged students in both ELA and Math.

An explanation of why the LEA has developed this goal.

Socio-economically disadvantaged students' scores were in the yellow tier on the CA Dashboard in ELA in both 2018 and 2019. We want to see positive growth in their scores to the green tier. In Math, their scores dropped from the yellow tier to the orange tier from 2018 to 2019. We want to see positive growth in math from the orange tier to the yellow tier or higher.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Days/week of after school support for low income students	Every other week, 1 day provided after school for low income student support	Daily after school support was available for low income students.			3 days/week, low income students are provided after school support
Tracking of low income student growth in ELA and Math on a monthly basis	Monthly tracking of low income student performance in ELA and Math	Progress monitoring did occur in both ELA and Math every other week, but the measures were not always the same. For example, one week, the progress in writing was checked and then the next week progress in reading was checked.			Monthly tracking of low income student performance in ELA and Math
CA Dashboard color indicator	Yellow in ELA Orange in Math	CAASPP results from 2021-22 are not yet available.			The desired outcome is that all socioeconomically disadvantaged students achieve at the green indicator level in both ELA and Math according to the CA Dashboard.
Parental participation in programs for unduplicated pupils (UDPs)	75%	80%			95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Homework and after school tutoring/homework support for low income students	Low income students benefit from increased after school support in academic subjects. As their parents are often working multiple jobs and therefore less available to sit with them after school or do not have the resources to hire tutors or enroll them in after school enrichment programs, these students need additional support from the school. Through our aftercare program, targeted support will be provided for low income students in the core areas of reading, writing and math to support their growth from the yellow tier in ELA and from the orange tier in Math. A percentage of aftercare positions are dedicated to this action as is a percentage of teacher salaries.	\$263,445.20	Yes
2	Additional academic support in ELA and Math for low income students	Our classroom teachers, intervention program and classroom assistants will provide additional academic support both inside and outside of the classroom to low income students in both ELA and Math. 10% of intervention salaries, 60% of three LLMT salaries, and 10% of class teacher salaries are geared towards this action.	\$284,239.40	Yes

Goal Analysis for 2021-2022

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.

Daily after school support was available to low income students through the aftercare program so students received more support than originally planned. Tracking of student growth for low income students in ELA and Math occurred, although not necessarily using the same measures each time.

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

Roughly \$83,000 more was spent on supporting socio-economically disadvantaged students than budgeted as the needs were determined to warrant additional support as students returned from distance learning. Additional staffing and hours account for the increase in spending.

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

Results on the CAASPP for 2021-22 are not yet available so progress towards the goal is still unknown. That said, low income students did benefit from the actions both after school and during school.

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.

In reflecting on the metric of bi-weekly assessment, our stakeholders felt that it was too frequent. Monthly seems more appropriate and meaningful for our community so we are updating that metric. Our reflection also pointed to how we might restructure part of the after school support to make it more targeted to support low incomes students' academic needs.

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

Goal

Goal #	Description
5	Maintain or improve our reclassification rate for EL students.

An explanation of why the LEA has developed this goal.

EL students have shown positive growth in reclassification rates over the past two years. We want to maintain or improve on the reclassification rate to continue to support our EL students at the highest levels of achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
# of hours of targeted EL instruction	10 hours/week	14 hours/week			increase or maintain based on total number of EL students
Maintenance of online ELD program	program maintained	program maintained			program maintained
Staff participation in training on ELD strategies	no specific training provided	Training provided for 90% of teachers on ELD strategies			Training on effective ELD strategies for all teachers (100% of teachers)
Percentage of English learners who progress in English proficiency as measured by the ELPAC	Growth of one level in ELPAC per year for each English language learner	Growth of one level in ELPAC per year for each English language learner - 90% of ELs			Our desired outcome is that English learners make at least one level of progress annually as measured by the ELPAC.
English learner reclassification rate	43% reclassification rate	OCS' reclassification rate was 40% with 17 of 42 EL students reclassifying according to CALPADS 2.16 - English Language Acquisition Status - ELs Reclassified RFEP (EOY3) report on 3/4/22.			Our desired outcome is that OCS English language learners are reclassified at a rate of 35% or better annually which is substantially better than the state average. The ideal desired outcome is that we maintain our 43% rate of reclassification.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted ELD instruction	Our intervention program staff also supports EL students with their English development towards reclassification, and after reclassification to ensure continued success. This support prior to reclassification is provided in targeted ELD instruction. After reclassification, and sometimes once a student is nearing reclassification, the support is provided in the integrated classroom setting to maximize grade level achievement. A portion of the program staff's salaries is therefore allocated specifically to this action.	\$32,020.20	Yes
2	ELD curriculum	A targeted ELD program meets the specific needs of our EL students. Offered in both digital and print, the program provides students with the building blocks to achieve English language proficiency under the guidance and direction of their teachers.	\$8,133.91	Yes
3	Professional development for class teachers on ELD strategies	uilding teachers' understanding of EL students and strategies that support English language acquisition and therefore reclassification is key to EL student success. By providing manageable, ongoing professional development of ELD strategies at various levels, OCS can better equip our teachers to meet the needs of their EL students. Therefore, 5% of one of our ED salaries is allocated to providing this ongoing PD.	\$28,316.69	Yes
4	Implementation of ELD strategies in the classroom	Classroom teachers implement the ELD strategies in the classroom to support all EL students. This action will contribute to improved services as implementation of these strategies has not been consistent across the grades in the past but should be more consistent this year with this particular focus.	\$90,747.16	Yes

Goal Analysis for 2021-2022

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

Roughly \$15,000 more was spent than budgeted due to additional staff time delivering ELD instruction and supporting teachers in meeting the needs of their EL students in the classroom.

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

While we do not have the reclassification rate yet from 2021-22, we do know that 40% of EL students were reclassified in 20-21 which points to the effectiveness of these actions.

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.

Reflecting on the past year indicates that OCS should continue to goals and actions in place as there is strong evidence that they successfully support our EL students' reclassification.

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

Goal

Goal #	Description
6	Recruit and retain more diverse (BIPOC, low SES, ELs) students.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

OCS is committed to having and supporting a diverse student body. Despite the changing demographics of the neighborhood in which our school resides which shows decreasing numbers in these subgroups, our community (students, teachers, staff, and parents) deeply values a diversity and equity and wants to ensure that our school supports our diverse students and therefore retains the students we have as well as attracts increasing diversity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
% of books read in class that feature a protagonist of a non-dominant group	40%	45%			75%
Rate of satisfaction among parents of color in terms of communication and support on annual survey	65%	This information was not gathered this year due to how the survey was administered. OCS is correcting this issue so it can be gathered moving forward.			95% rate of satisfaction among parents of color in terms of communication and support on annual survey
Parents report being able to give input in decision-making involving their child.	65% of parents report being able to give input in decision-making involving their child	This information was not gathered in a manner that the school could determine accurately what percentage of parents feel they are able to give input in decision-making involving their child. OCS is correcting this issue so			95% of parents report being able to give input in decision-making involving their child

it can be accurately gathered moving forward.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Diversify the student materials used in the classrooms to better reflect our diverse student population.	To ensure that every student sees themselves in the curriculum, OCS will focus on diversifying the types of students materials we purchase.	\$12,065.20	Yes
2	Outreach to recruit more diverse families	In order to attract more diversity in our applicant pool, OCS will recruit diverse families at outreach events, through cultivating personal relationships with local diverse community centers, and through targeted radio advertising. A percentage of an ED salary goes towards these efforts in addition to the cost of the radio advertising and of our Enrollment Coordinator's salary for her efforts to conduct outreach and support of diverse potential families.	\$14,978.33	Yes
3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	We know that retention of our diverse families requires communication and support. Specific communications and opportunities will be created to engage and support these families in the coming year. Therefore, a percentage of the ED salaries, administrative assistant salary, HR/Enrollment Coordinator and teacher salaries are allocated to this action.	\$184,805.74	Yes
4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	Building a culture of not only inclusion but belonging involves a multi-pronged approach. Using the library as one of the cultural hubs on campus is a way to build belonging for groups that have traditionally been marginalized. Research indicates that students who feel that they belong do better on all measures of academic progress and mental health.	\$6,610.93	Yes

Goal Analysis for 2021-2022

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.

There were no substantive differences in planned actions and actual implementation, however the survey administered did not collect the data we needed for one of the metrics on satisfaction among parents of color with communication at OCS. This situation will be rectified in the survey next year.

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

NA

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

We are still gathering data on the demographics of returning families so cannot yet speak to retention of BIPOC students. However, the feedback from BIPOC and LGBTQIA students indicates growth in the school's culture around inclusion and belonging.

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.

A new action has been included to capture the work being done through our Library to build inclusion and belonging among traditionally marginalized groups at OCS.

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

Goal

Goal #	Description
7	Support our students and families as they navigate an increasingly digital world, especially as we emerge from over a year of distance learning, so they can make informed decisions about using technology. (Cyber Civics 100%, pd about \$2,500)

An explanation of why the LEA has developed this goal.

OCS has always had a focus on the mindful implementation of technology to empower students as digital decision-makers and users. This focus has intensified as all our students have spent the last year and a half in front of their screens during distance learning. Parents have shared their concerns about their children becoming addicted to their screens, students have shared a similar concern, and teachers have echoed them both. Our community desires the mindful integration of technology so that our students can balance its use in creative, efficient ways that enhance, not detract, from their healthy development as children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Use of Cyber Civics in grades 5th - 8th classrooms	75% Met - 3 of 4 grade levels (grades 6th - 8th, but not 5th)	100% Met - 4 of 4 grade levels (5th - 8th)			100% met in all classrooms grades 5th - 8th
At least one parent education event for digital citizenship and literacy	met	Parent education around digital citizenship and literacy happened on a classroom basis, but not a wider school-wide basis.			met annually
Functionality of devices and internet on campus	Was 95% when in person in 2019	95% functionality was achieved during 2021-22. The 5% of issues were addressed in a timely manner either through repair, reconfiguration, or replacement.			100% functionality on campus of devices and internet.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Digital citizenship and	The Cyber Civics program is needed now more than ever as students emerge from over a	\$39,669.79	No

	literacy program (Cyber Civics), PD, and Parent Education	year of intense screen time. This program walks students through a developmentally sequenced program over 4-5 years so they can make informed, ethical, intentional choices about how they use technology. This program and the professional development that comes with it for teachers as well as the parent education aspect improves services for our students as we are expanding the grade levels that will have access to it from 6th - 8th to 4th - 8th and offering not one but two parent sessions in the coming year. Classroom teachers implement the program so a portion of their salaries is allocated to this goal.		
2	Technology management	In order to ensure our students and teachers have the technology they need, we are allocating 30% of our Fundraising and Technology Coordinator's salary to supporting tech needs. This role will manage all devices and connectivity and bring in outside consultants as needed to ensure instruction is as consistent and issue free as possible. She will also train teachers and staff on the efficient use of technology. OCS has not previously had a staff member assigned to this role so this action is an increase in services. As of 2022-23, the role of IT support will be contracted out to ArcDesigns rather than held by the Business Manager or other office staff. The Campus Coordinator will manage communication with the IT consultant to address needs and issues in a timely and efficient manner to ensure reliable access for all students and staff.	\$23,049.99	No

Goal Analysis for 2021-2022

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.

There were no substantive differences in planned actions and actual implementation, other than the parent education happened on a class by class basis rather than on a whole-school basis.

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

NA

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

Students and families desperately needed support in weening themselves from constant screen time during the pandemic. Progress was made towards this process, but more work is needed as evidenced by student exposure to inappropriate content online that thus influences behaviors and attitudes at school. OCS is committed to ongoing work with and support for students and families to make healthy, mindful choices around technology use.

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

The action related to IT management (action 2) was updated for 2022-23 to reflect OCS' plan to contract with an IT consultant for IT support moving forward. As of 2022-23, the role of IT support will be contracted out to ArcDesigns rather than held by the Business Manager or other office staff. The Campus Coordinator will manage communication with the IT consultant to address needs and issues in a timely and efficient manner to ensure reliable access for all students and staff.

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

Goal

Goal #	Description
8	Maintain our school's unique Waldorf-informed practices and specialty program that support students' wholistic growth in the head, the heart, and the hands.

An explanation of why the LEA has developed this goal.

Community members and students have expressed how important both our unique Waldorf-informed main lessons and our specialty program are to our students' overall success. From developing their fine motor skills, to giving them chances to shine and be challenged in new ways, to bringing them together in varied social situations, to developing their artistic skills, to deepening their knowledge of themselves and others, to cultivating their imaginations, our Waldorf main lessons and specialty program are critical components of our students' engagement, motivation and success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Waldorf training for all class teachers	50%	All class teachers and many specialty experts participated in Waldorf training during the 2021-22 school year through the Gradalis program.			100%
Offering specialty programs in Japanese, Movement and Handwork to all students grades 1 - 8	met	All students in grades 1st - 8th participated in specialty programs including Japanese, Handwork, and Movement.			All students participate in grades 1st - 8th in specialty programs
Attendance rates	94%	88%			OCS believes that we will achieve our desired outcome of 94% or better attendance rates due to our strong academic program and Waldorf-informed curriculum.
Chronic absenteeism rates	African American - red ELs - orange Hispanic - yellow Socioeconomically	The CA Dashboard data is not available for 2021-22.			The desired outcome is that all subgroups indicate green or higher for chronic absenteeism.

	Disadvantaged - yellow Sped - green White - green			
Suspension rates	Yellow	The CA Dashboard data is not available for 2021-22.		The desired outcome is that our suspension rate is green or blue.
Expulsion rate	0%	The CA Dashboard data is not available for 2021-22.		The desired outcome is that Ocean Charter continues to have a 0% expulsion rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Providing students with multi-sensory, multi-modal, integrated, wholistic, hands-on, learning experiences	OCS is founded on the principle that students are complex human beings whose health development depends on nurturing not only their intellect but also their hearts and bodies. By integrating this principle into main lesson every day and into specialty classes such as Handwork, Woodwork, Strings, Japanese, Games, Percussion, Band, Visual Arts, Creative Writing, Photography, and more, we make a well-rounded education accessible for all our students, especially those who would otherwise not have access to these types of classes. This action is dedicated to deepening our practice of Waldorf principles in main lesson and to maintaining our unique specialty program.	\$481,120.65	Yes

Goal Analysis for 2021-2022

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.

There are no substantive differences in planned actions and actual implementation of actions.

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

There were additional costs of roughly \$20,000 for staffing in our specialty and elective programs.

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

By providing students a truly well-rounded education, our Waldorf-informed program addresses students' needs in head, heart and hands. The wholistic approach at OCS nurtures children's overall well-being and thus results in strong academic performance, greater physical and mental well-being, and stronger engagement with school and the world beyond.

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

No changes were made.

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

Goal

Goal #	Description
9	OCS will adapt to the new TK requirements by implementing a Waldorf-informed TK program that focuses on the unique needs of this early childhood group while also giving them developmentally appropriate opportunities to interact with older students.

An explanation of why the LEA has developed this goal.

OCS has had a two year kindergarten program since we opened that had combined TK and K students. The new state mandate requires shifts to our program, including students starting at a younger age and necessitates the need to separate our students into a TK classroom separate from the K students. Our commitment, however, remains to providing meaningful interactions with mixed age groups to support health development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire additional staff to support TK program, including before and after school care.	Having additional staff who is specifically trained in early childhood education is critical to meeting the needs of our youngest TK students.	\$13,138.81	No
2	Purchase TK appropriate learning materials	Materials that are specifically geared to our TK students will help them practice the skills they need and have the developmentally-based experiences they need to grow healthily into kindergarten students.	\$3,000.00	No

Goal Analysis for 2021-2022

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.

Goal 9 was added for 2022-23 so there are no actual actions yet.

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

NA

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

NA

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.

NA

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

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

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

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

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	18:1	
Staff-to-student ratio of certificated staff providing direct services to students	20:1	

Action Tables

2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,450,948.81	\$0.00	\$0.00	\$26,138.81	\$2,477,087.62	\$2,057,287.15	\$419,800.47

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Daily professional cleaning	All, English learner (EL)	\$169,978.86	\$0.00	\$0.00	\$0.00	\$169,978.86
1	2	Supervision and training for our Safety Patrol Program	English learner (EL), Low Income	\$14,317.89	\$0.00	\$0.00	\$0.00	\$14,317.89
1	3	Overall campus safety, security and maintenance	All	\$157,008.00	\$0.00	\$0.00	\$0.00	\$157,008.00
1	4	Training that includes real-life scenarios for active shooters	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
1	5	Providing mental health support to all students in need through a combination of counseling, support groups, and circle practice.	All	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
2	1	Mentoring of teachers on particular strategies to support Latino pupil achievement in both ELA and Math.	English learner (EL), Low Income	\$188,434.32	\$0.00	\$0.00	\$0.00	\$188,434.32
2	2	More consistent assessment and use of data in all classrooms and in the Intervention Program	English learner (EL), Low Income	\$394,375.81	\$0.00	\$0.00	\$0.00	\$394,375.81
2	3	Professional Development in ELA (Roadmap to Literacy)	Low Income, English learner (EL)	\$11,476.00	\$0.00	\$0.00	\$0.00	\$11,476.00
3	1	Invest in student materials	Student with	\$8,445.64	\$0.00	\$0.00	\$0.00	\$8,445.64

		that support students with special needs.	Disabilities (SWD)					
3	2	Professional Development (Grade level specific)	Student with Disabilities (SWD)	\$3,443.17	\$0.00	\$0.00	\$0.00	\$3,443.17
3	3	Administrative liaison for special education program	Student with Disabilities (SWD)	\$32,265.93	\$0.00	\$0.00	\$0.00	\$32,265.93
4	1	Homework and after school tutoring/homework support for low income students	Low Income	\$263,445.20	\$0.00	\$0.00	\$0.00	\$263,445.20
4	2	Additional academic support in ELA and Math for low income students	Low Income	\$284,239.40	\$0.00	\$0.00	\$0.00	\$284,239.40
5	1	Targeted ELD instruction	English learner (EL)	\$32,020.20	\$0.00	\$0.00	\$0.00	\$32,020.20
5	2	ELD curriculum	English learner (EL)	\$8,133.91	\$0.00	\$0.00	\$0.00	\$8,133.91
5	3	Professional development for class teachers on ELD strategies	English learner (EL)	\$28,316.69	\$0.00	\$0.00	\$0.00	\$28,316.69
5	4	Implementation of ELD strategies in the classroom	English learner (EL)	\$90,747.16	\$0.00	\$0.00	\$0.00	\$90,747.16
6	1	Diversify the student materials used in the classrooms to better reflect our diverse student population.	English learner (EL), Low Income	\$12,065.20	\$0.00	\$0.00	\$0.00	\$12,065.20
6	2	Outreach to recruit more diverse families	English learner (EL), Low Income	\$14,978.33	\$0.00	\$0.00	\$0.00	\$14,978.33
6	3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	English learner (EL), Low Income	\$184,805.74	\$0.00	\$0.00	\$0.00	\$184,805.74
6	4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	English learner (EL), Low Income, Foster Youth	\$6,610.93	\$0.00	\$0.00	\$0.00	\$6,610.93
7	1	Digital citizenship and	All	\$39,669.79	\$0.00	\$0.00	\$0.00	\$39,669.79

		literacy program (Cyber Civics), PD, and Parent Education						
7	2	Technology management	All	\$23,049.99	\$0.00	\$0.00	\$0.00	\$23,049.99
8	1	Providing students with multi-sensory, multi-modal, integrated, wholistic, hands-on, learning experiences	English learner (EL), Low Income	\$481,120.65	\$0.00	\$0.00	\$0.00	\$481,120.65
9	1	Hire additional staff to support TK program, including before and after school care.	All	\$0.00	\$0.00	\$0.00	\$13,138.81	\$13,138.81
9	2	Purchase TK appropriate learning materials	All	\$0.00	\$0.00	\$0.00	\$3,000.00	\$3,000.00

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
\$5,016,863.00	\$215,188.00	4.29%	0.00% - No Carryover	4.29%	\$2,015,087.43	0.00%	40.17%	Total:	\$2,015,087.43	
									LEA-wide Total:	\$1,296,708.87
									Limited Total:	\$718,378.56
									Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Supervision and training for our Safety Patrol Program	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans,4th - 8th	\$14,317.89	0.00%
2	1	Mentoring of teachers on particular strategies to support Latino pupil achievement in both ELA and Math.	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$188,434.32	0.00%
2	2	More consistent assessment and use of data in all classrooms and in the Intervention Program	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$394,375.81	0.00%
2	3	Professional Development in ELA (Roadmap to Literacy)	Yes	Limited	Low Income, English learner (EL)	Specific Grade Spans,1st - 3rd	\$11,476.00	0.00%

4	1	Homework and after school tutoring/homework support for low income students	Yes	Limited	Low Income	All Schools	\$263,445.20	0.00%
4	2	Additional academic support in ELA and Math for low income students	Yes	Limited	Low Income	All Schools	\$284,239.40	0.00%
5	1	Targeted ELD instruction	Yes	Limited	English learner (EL)	All Schools	\$32,020.20	0.00%
5	2	ELD curriculum	Yes	Limited	English learner (EL)	All Schools	\$8,133.91	0.00%
5	3	Professional development for class teachers on ELD strategies	Yes	Limited	English learner (EL)	All Schools	\$28,316.69	0.00%
5	4	Implementation of ELD strategies in the classroom	Yes	Limited	English learner (EL)	All Schools	\$90,747.16	0.00%
6	1	Diversify the student materials used in the classrooms to better reflect our diverse student population.	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$12,065.20	0.00%
6	2	Outreach to recruit more diverse families	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$14,978.33	0.00%
6	3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$184,805.74	0.00%
6	4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$6,610.93	0.00%
8	1	Providing students with multi-sensory, multi-modal, integrated, wholistic, hands-on, learning experiences	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$481,120.65	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
No Records Found					

2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
			\$0.00 - No Difference	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
No Records Found							

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
		0.00%	0.00%		0.00%	0.00%	- No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals						\$26,138.81

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	5	Providing mental health support to all students in need through a combination of counseling, support groups, and circle practice.						\$10,000.00	\$10,000.00
9	1	Hire additional staff to support TK program, including before and after school						\$13,138.81	\$13,138.81

		care.							
9	2	Purchase TK appropriate learning materials						\$3,000.00	\$3,000.00

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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