LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	OCEAN CHARTER SCHOOL
CDS code:	19647330102335
LEA contact information:	Kristy Mack-Fett 310-827-5511 mskristy@oceancs.org
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF funds	$ 5,821,308
LCFF supplemental & concentration grants	$ 224,870
All other state funds	$ 657,340
All local funds	$ 939,720
All federal funds	$ 129,363
Total Projected Revenue	$ 7,547,731

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	$ 6,364,776
Total Budgeted Expenditures in the LCAP	$ 2,075,470
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 440,241
Expenditures not in the LCAP	$ 4,289,306

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,477,088
Actual Expenditures for High Needs Students in LCAP	$ 2,514,966

Not for Inclusion with the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: OCEAN CHARTER SCHOOL
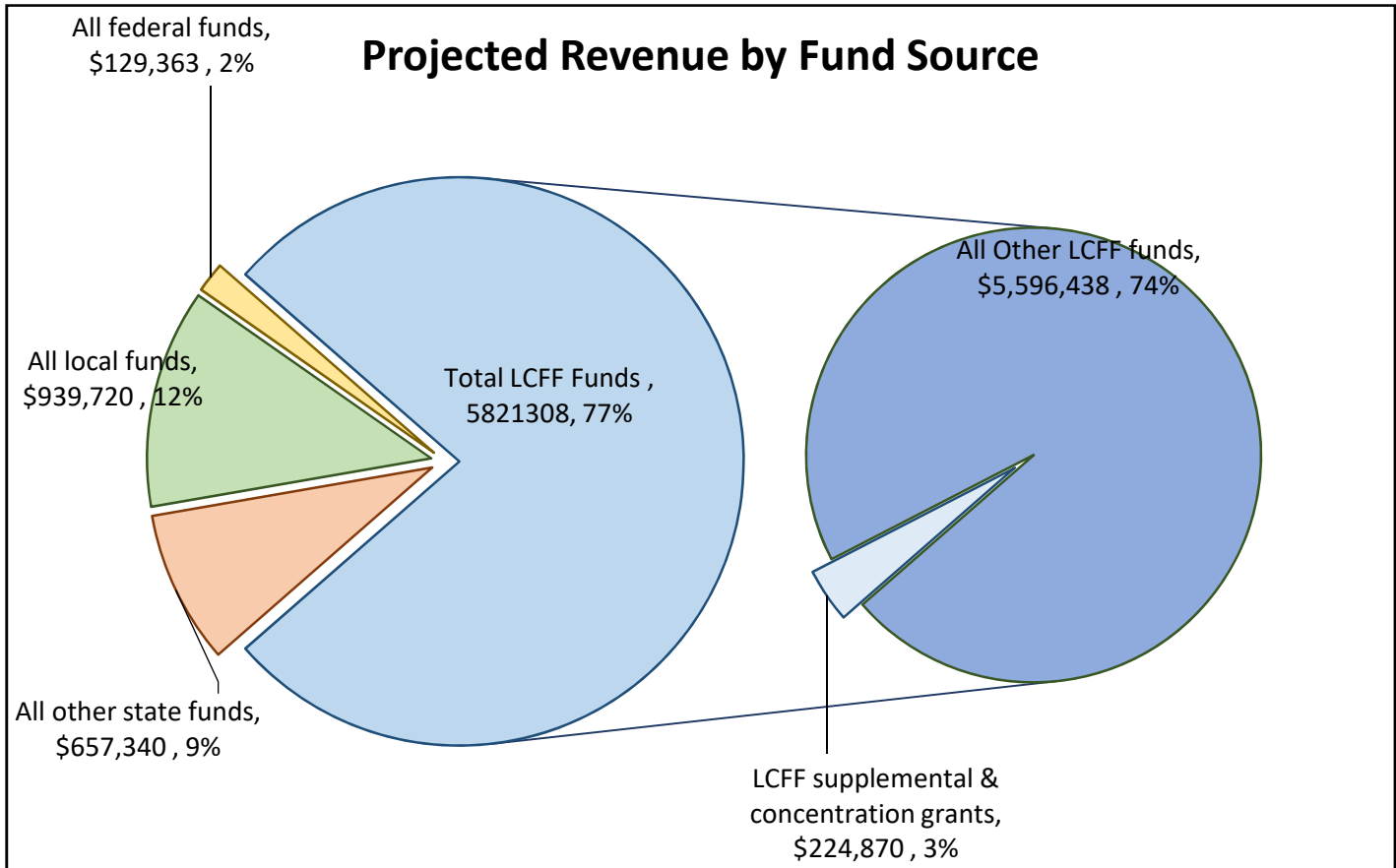
CDS Code: 19647330102335

School Year: 2023-24

LEA contact information: Kristy Mack-Fett310-827-5511mskristy@oceancs.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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $129,363 , 2%

All local funds, $939,720 , 12%

All other state funds, $657,340 , 9%

Total LCFF Funds , 5821308, 77%

All Other LCFF funds, $5,596,438 , 74%

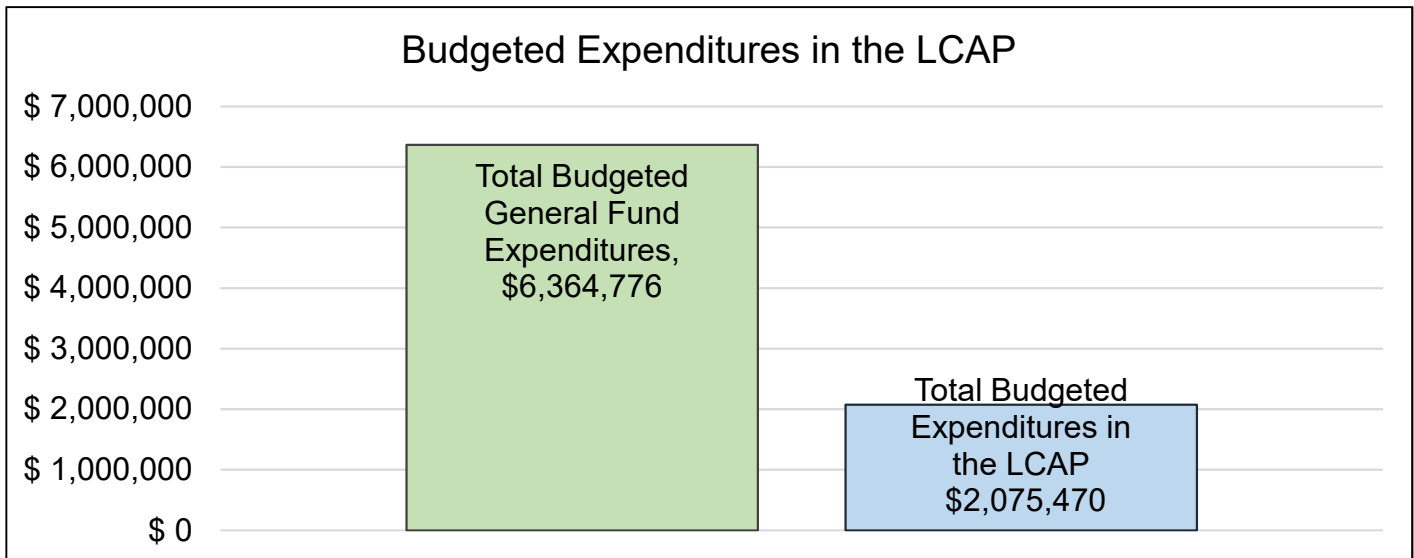LCFF supplemental & concentration grants, $224,870 , 3%

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 $7,547,731.00, of which $5,821,308.00 is Local Control Funding Formula (LCFF), $657,340.00 is other state funds, $939,720.00 is local funds, and $129,363.00 is federal funds. Of the $5,821,308.00 in LCFF Funds, $224,870.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,364,776	
	Total Budgeted Expenditures in the LCAP $2,075,470

(Y-axis: $0, $1,000,000, $2,000,000, $3,000,000, $4,000,000, $5,000,000, $6,000,000, $7,000,000)

This chart provides a quick summary of how much OCEAN CHARTER SCHOOL plans to spend for 2023-24. 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 $6,364,776.00 for the 2023-24 school year. Of that amount, $2,075,470.00 is tied to actions/services in the LCAP and $4,289,306.00 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.

OCS has consistently spent more than the minimum required on increasing and improving services for high-need students. While the amount we are spending this year is less than that in previous years, it more closely matches the allocation of our Supplemental and Concentration Grant ($224,870) with expenses ($440,240). We continue to provide services that benefit our high-need students using other funding sources.
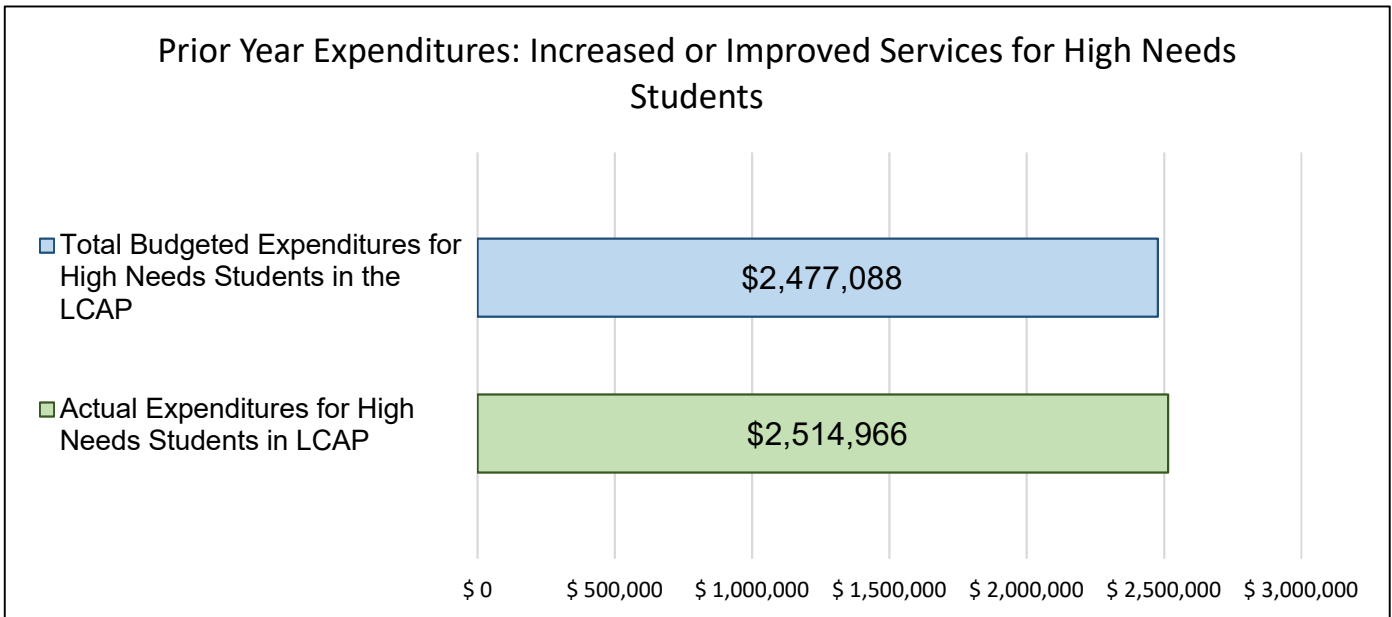
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

LCFF Budget Overview for Parents

In 2023-24, OCEAN CHARTER SCHOOL is projecting it will receive $224,870.00 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 $440,240.56 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,477,088
☐ Actual Expenditures for High Needs Students in LCAP	$2,514,966

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

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 2022-23, OCEAN CHARTER SCHOOL's LCAP budgeted $2,477,087.62 for planned actions to increase or improve services for high needs students. OCEAN CHARTER SCHOOL actually spent $2,514,965.97 for actions to increase or improve services for high needs students in 2022-23.

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 2023-2024

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 (OCS) is a TK - 8th grade independent charter school 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. Roughly 15% of our students have special needs, 19% are unduplicated, 53% are white, 24% are Latino, 10% are Two or More Races, 9% are Asian, and 4% are Black.

OCS 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.

Ocean Charter School celebrates the following successes based on our review of the California School Dashboard and local data.

English Learner Reclassification:
- Rate of "At Risk" English Learners is Same in comparison to the state average
- Rate of "LTELs" (Long-term English Learners) is Lower in comparison to the state average

Internal Assessment Participation Rates:
- 95% participation across all subgroups

CAASPP Results in Math, school-wide and by subgroup:
• The school-wide Dashboard Math Indicator Status Level is "Medium" with a Distance from Standard (DFS) of -7.9, which is higher than the State's DFS of -51.7.
• All numerically significant student groups have "Status/DFS" scores above the statewide DFS

o English Learner – Status "Medium"/DFS -14.2, which is higher than the State's DFS of -92.0
o Latino – Status "Low"/ DFS -32.3, which is higher than the State's DFS of -83.4
o Socioeconomically Disadvantaged – Status "Low"/ DFS -39.3, which is higher than the State's DFS of -84.0 o Students with Disabilities – Status "Low"/ DFS -87.7, which is higher than the State's DFS of -130.8
o Two or More Races – Status "Medium"/ DFS -7.3, which is higher than the State's DFS of -9.9
o White – Status "High"/ DFS 9.9, which is higher than the State's DFS of -13.4

CAASPP Results in ELA, school-wide and by subgroup:
• The school-wide Dashboard ELA Indicator Status Level is "High" with a Distance from Standard (DFS) of 33.7, which is higher than the State's DFS of -12.2.
• All numerically significant student groups have "Status/DFS" scores above the statewide DFS
o English Learner – Status "Low"/DFS -12.7, which is higher than the State's DFS of -61.2
o Latino – Status "High"/ DFS 12.8, which is higher than the State's DFS of -38.6
o Socioeconomically Disadvantaged – Status "Medium"/ DFS 6.8, which is higher than the State's DFS of -41.4 o Students with Disabilities – Status "Low"/ DFS -42.5, which is higher than the State's DFS of -97.3
o Two or More Races – Status "High"/ DFS 40.0, which is higher than the State's DFS of 25.1
o White – Status "Very High"/ DFS 48.0, which is higher than the State's DFS of 21.9

Suspension Rate:
• The school-wide Dashboard Suspension Rate Indicator Status is "Very Low" at 0.0% of students suspended at least once in the 2021-2022 school year, which is lower than the State at 3.1%.

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.

Our review of the Dashboard and local data identifies two areas of need: chronic absenteeism and participation rates in CAASPP testing in ELA for Black or African American students and in Math for American Indian or Alaska Native and Black or African American student groups.

Chronic Absenteeism:
• The schoolwide Dashboard Chronic Absenteeism Rate Indicator Status is "Very High" with 41.3% of students who were absent 10 percent or more in the 2021-2022 school year, which is higher than the State at 30.0%.

Attendance rate for Asian American Students:
Ocean Charter School was identified as a 2022 Additional Targeted Support and Improvement (ATSI) school.

CAASPP percent participation rate:
The school did not meet the 95 percent participation rate in ELA for the Black or African American (94%) student group.
The school also did not meet the 95 percent participation rate in Math for the American Indian or Alaska Native (50%) or Black or African American (94%) student groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.
OCS' LCAP 2023-24 builds on successes of 2022-23 and retains our commitment to serving our diverse learners in a wholistic, arts-integrated pedagogy based on the Core Principles of Public Waldorf Education. Included in this year's LCAP, OCS continues our expanded mental health support for all students in need. We also build on the successes of our expanded programming before and after school, particularly for students from low-income families. We address identified areas of need related to chronic absenteeism with a new action related to our targeted support and improvement plan to reach 95% attendance for all students. And finally, we focus on our participation rate in CAASPP testing so that OCS students meet the 95% goal for all subgroups.

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 we analyzed the data regarding our progress on goals for the update as well as planned for the coming year. The processes used to garner engagement and input include the following:
- Monthly "Tea with the Directors" on zoom to review goals, Dashboard and local indicator data, and internal data and to discuss priorities for the upcoming year based on identified needs.
- Monthly meetings wit the parent coordinators of our Parent Collective
- Monthly Board of Trustee meetings in person during which the Board heard public input and reviewed school performance measures in light of state and local priorities and indicators
- Monthly Finance Committee meetings in person during which the committee reviewed the budget, funding priorities, grand funding and allocation, and discussed focus areas for the coming year
-Monthly Diversity, Equity, Inclusion and Belonging Committee Meetings in person during which the committee reviewed our progress on the OCS Equity Plan in light of state, local, and LEA data with particular focus on meeting the needs of our students and community members from traditionally-marginalized groups to inform priorities
- Weekly Faculty Meetings in person with teachers to engage in reflection of successes and challenges based on state, local, and LEA data and to inform ongoing professional development, goals, actions, and funding priorities
- Weekly Administrative Meetings in person to ensure smooth operations in line with our goals and priorities and to adjust operations to address areas of need based on state, local, and LEA data
- Community Climate Survey that is conducted once per year to gather input from stakeholders on all aspects of OCS

- Student input gathered from class teachers in weekly Circle about school life, their needs and successes

Before finalizing the LCAP, the input received from these educational partners was considered and incorporated into the plan in ways that support OCS students' maximum achievement.

A summary of the feedback provided by specific educational partners.

The big takeaways from parent, teacher and student input include:
1. Professional development and mentoring about public Waldorf Education for teachers and support staff who work directly with children
2. Continuation of OCS' gardening program
3. The need for improved recess supervision and equipment/options for students
4. As much outdoor time and as many visits to the park nearby as possible
5. Targeted strategies to support families whose students struggle with chronic absenteeism and how to share this information most effectively with families in this group
6. Targeted outreach strategies to support Black and American Indian or Alaska Native families so they feel comfortable having their child participate in CAASPP testing

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

The following aspects of the LCAP that were influenced by specific input from our educational partners:
- Goal 1, new Action 6 to develop OCS ATSI plan to address chronic absenteeism and provide targeted support to all families experiencing chronic absenteeism, including Asian American students.
- Goal X, new Action X to incorporate strategies to support 95% or higher participation rates among all subgroups in CAASPP testing for both ELA and Math
- Ongoing support of teacher professional development and mentoring for Waldorf and Common Core Standards, both in house and with outside organizations
- Ongoing support of student mental health services through CharterChoice counselors and Circle Ways
- Ongoing support of EL students through professional development
- Ongoing professional development for teachers related to DEIB (Diversity, Equity, Inclusion and Belonging)

Goals and Actions

Goal

Goal #	Description
1	Achieve excellent attendance by supporting students' physical, mental, and academic 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.

Supporting excellent attendance rates for all our students helps them achieve at their highest level. Attendance is supported by cleanliness that reduces absenteeism due to illness and encourages pride in our students about their school. Cleanliness also supports learning in that students can focus on the curricular content and relationships rather than distractions due to mess. In addition, managing drop-off and pick-up procedures safely, and in consideration of our neighbors, is a high priority for our community. Moreover, given the reality of school shootings, our community wants our staff to be as prepared and our staff and students to be as safe as possible. Ongoing trainings to run through real life scenarios is part of our plan to increase safety. Another key component to supporting strong attendance rates is student well-being so OCS is committing to providing mental health support for all students in need, from counseling to support groups to circle practice. Finally, OCS understands that supporting families struggling with attendance with a rigorous attendance support plan is key to our success with this goal.

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.	85% of respondents indicated satisfaction with the level of safety and cleanliness. 97% 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 and efficient drop-off procedures.	The Student Safety and Patrol Program was implemented daily throughout the 2022-23 school year and had a positive impact on safe and efficient drop-off procedures.		Participation of at least 15 students each semester in the Safety Patrol Program

# of unwanted visitors on campus	0 intruders on campus	0 intruders on campus	0 unwanted 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	We do not yet have access to the Williams report but expect that OCS will not yet meet the 85% threshold of fully credentialed and appropriately assigned teachers.		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		0 students
Chronic absenteeism rate on the CA Dashboard for all subgroups	In 2022, the CA Dashboard Chronic Absenteeism Rate Indicator Status for OCS was "Very High" with 41.3% of students absent 10 percent or more in the 2021-22 school year. In addition, OCS was identified for Additional Targeted Support and Improvement (ATSI) based on our attendance rate for Asian American students.	CA Dashboard data is not yet available for the year 1 outcome.			95% or higher attendance rate for all students and all subgroups

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.	$167,458.50	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.	$12,533.82	No
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	$152,571.26	No

				$820.68	No
4	Training that includes real-life scenarios for emergency situations, including active shooters	Based on the reality of emergency situations including school shootings, our community feels it is necessary to support the preparedness and safety of our staff and students with training in emergency preparedness, including active shooter scenarios, and how to handle them on our new campus.		$820.68	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 will continue to help OCS meet our students' mental health needs.		$48,962.00	No
6	School level targeted support and improvement plan for chronic absenteeism	OCS' school-level targeted support and improvement plan to improve student chronic absenteeism outcomes involves multiple steps, including: revising the independent study policy to allow for shorter term absences; updating attendance letters to include strategies to support families that are struggling with attendance; follow-up support for families that continue to struggle with attendance; offering before/after school care; offering selected vacation camp; offering tutoring, intervention and counseling when student needs indicate such supports would be beneficial.		$5,619.00	No

(Note: the first partial row at top reads: "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.")

Goal Analysis for 2022-2023

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.

OCS implemented the planned actions as intended. The emergency training scenarios were not limited to active shooter drills, but included other emergency scenarios as well.

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.

Expenditures for Goal 1 were made as planned with the following adjustments:
Action 3: OCS had budgeted $157,000 but spent $107,433 as maintenance contracts came in lower than budgeted.
Action 5: OCS had budgeted $10,000 but spent $60,000 on mental health services as student needs were higher than planned.

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

The planned actions were effective in making progress toward the goal. Keeping campus clean, keeping drop-off and pick-up safe and as smooth as possible, practicing emergency drills, providing mental health support and supporting families experiencing chronic absenteeism with effective strategies and support have had a positive affect on our progress towards our goal.

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

The major change in metrics, desired outcomes and actions for the coming year involves the school level targeted support and improvement plan for chronic absenteeism for all students, but specifically for Asian American students per our ATSI plan.   This new action addresses the needs identified related to chronic absenteeism and involves OCS implementing our improvement plan in its entirety to achieve our goal.

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 scores on annual CAASPP in ELA for the following subgroups: English Language Learners, Students with Special Needs and Socioeconomically Disadvantaged Students.

An explanation of why the LEA has developed this goal.

In 2022, based on the state's new rating system of very low, low, medium, high, and very high in relation to standard, OCS students performed well in ELA for all students (33.7 points above standard) but below standard for some subgroups as follows:

ELA:
English Language Learners: low, 12.7 below standard (state was 61.2 below)
Students with Special Needs: low, 42.5 below standard (state was 97.3 below)

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	100% of class teachers participated in training focused on supporting EL students and lower income students, but not a training broadly focused only on Latino students.		100%

		student focused training next school year.			
% 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 level. Having consistency across a grade level in writing assessments is a planned step for next year.	90% of class teachers used grade level assessments in writing, however we were not able to achieve the goal yet of those assessments being consistent across a single grade level for multiple classes.		100%
% of teachers implementing CGI math practices during math lessons	25%	50% of teachers implemented CGI math practices during math lessons	55% 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.	All teachers in grades 1 - 3 participated in professional development that in part focused on ELA in these formative years.		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.	CAASPP results on the CA Dashboard used a different metric this year. Instead of colors, the levels were very low to very high. Using this new metric, the following results were achieved: ELA EL and Sped: low SED: medium Hispanic/Latino and Two or More Races: high White: very high African American/Black:		The desired outcome is that all students in all statistically significant subgroups achieve at the green or higher level.

no performance level
Asian: no performance
level

Math:
Hispanic: low
SED: low
Sped: low
EL: medium
Two or More Races:
medium
White: high
African American/Black:
no performance level
Asian: no performance
level

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mentoring of teachers on particular strategies to support pupil achievement in both ELA and Math on the CAASPP.	In order to better support our student achievement in ELA particularly for EL, Sped and SED students , OCS will offer mentoring for teachers by teachers who have a track record of success with these student groups. Mentoring will cover specific strategies and practices that build student engagement and proficiency in ELA. In order to better support student achievement in Math particularly for SED, Hispanic/Latino, Sped, and EL students, teachers with proven success supporting students in these subgroups will offer mentoring/training on specific strategies to boost Math achievement.	$106,291.00	Yes
2	More consistent assessment and use of data in all classrooms and in the Intervention Program	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 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.	$429,097.00	No
3	Professional Development in ELA and Math based on proven strategies to support student achievement, especially in our identified subgroups	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.	$9,000.00	No
4	Increase participation rates in CAASPP testing so all subgroups are at 95%	To improve participation rates for all subgroups, teachers will support students in preparing for CAASPP testing in ways that reduce anxiety and help students and parents feel confident and comfortable participating in the testing. Specific outreach by teacher to	$10,704.72	No

families hesitant about testing will occur on an individual basis while school-wide communications about OCS' approach and support of students during testing will be sent from administration.

Goal Analysis for 2022-2023

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.

Mentoring and professional development was provided to all teachers with a focus more on EL strategies and on supporting low income students than on Latino students generally.

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.

Expenditures were made as planned with the following exception:
Action 2: OCS budgeted $394,000 but spent $418,000 on more consistent assessment due to increased intervention staffing to support this action.

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

It is difficult to compare progress given the new level system at the state level. However, according to internal data, Latino students did make progress towards mastering grade level standards in ELA and Math.

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 participation rate of certain subgroups in CAASPP testing was lower than the 95% goal. Therefore, OCS is reaching out to families to encourage participation by stressing the value of testing and the low stress environment that OCS creates for standardized testing. We also explain how students are prepared by their teachers and how the results are used to assess progress and inform instruction. Finally, targeted outreach is done to work with families individually who are expressing hesitation to encourage them to allow their child to participate in testing.

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 or improve our reclassification rate for English Language Learners students.

An explanation of why the LEA has developed this goal.
English Language 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	14 hours/week		increase or maintain based on total number of EL students
Maintenance of online ELD program	program maintained	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 provided for 100% of class 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	90% of ELs grew one level on the ELPAC.		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.	OCS' reclassification rate is not yet posted on the Dashboard.		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.	$36,202.00	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.	$500.00	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.	$25,126.00	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.	$99,103.84	Yes

Goal Analysis for 2022-2023

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.

The planned actions of tutoring and homework support were implemented for low income students.

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

No material differences between budgeted expenditures and estimated actual expenditures to note.

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

These actions were effective in offering low income students support that they otherwise were not able to receive. They had higher rates of completing homework and scoring better on classroom assessments overall if they participated in these additional supports.

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.

None

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 on annual CAASPP in Math for subgroups: Hispanic/Latino Student, Socioeconomically Disadvantaged Students, Students with Special Needs, English Language Learners, and Students of Two or More Races.

An explanation of why the LEA has developed this goal.

In 2022, based on the state's new rating system of very low, low, medium, high, and very high in relation to standard, OCS students in the following subgroups performed below standard in Math:

Hispanic/Latino: low, 32.3 below (state was 83.4 below)
Socioeconomically Disadvantaged Students : low, 39.3 below (state was 84 below)
Students with Special Needs: low, 87.7 below (state was 130.8 below)
English Language Learners: medium, 14.2 below (state was 92 below)
Students of Two or More Races: medium, 7.3 below (state was 9.9 below)

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.		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 teacher received training on supporting the needs of their 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 were held between EDs and APEIS, or more frequently as needed.		Weekly meetings between administrative liaison and APEIS
CA Dashboard	Green for ELA	Unknown as results from	According to the		The desired outcome is for all

indicator color	Yellow for Math	2021-22 CAASPP testing are not yet available.	Dashboard results using the new level system, SPED students were in the low level at 42.5 points below standard in ELA (compared to the state at 97.3 points below) and in the low level for Math at 39.3 points below standard (compared to the state at 84 points below).		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.		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.	$1,500.00	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.	$20,000.00	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.	$21,893.33	No

Goal Analysis for 2022-2023

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.

The planned actions were implemented with fidelity. Teachers received training also specific to inclusion to better understand how to support and include our students

with the most severe special needs.

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.
Expenditures were made as planned with the following exception. Action 1: OCS had budgeted $263,000 but spent $150,000 on after school tutoring as we had hoped to offer teacher stipends to certificated staff however teachers did not choose to participate.

An explanation of how effective the specific actions were in making progress toward the goal.
Based on internal assessments, students with special needs made progress toward the goal at least in part due to the specific actions taken.

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.
What were Goals 3 and 4 were expanded into a new Goal 3 to include all subgroups that did not achieve at or above standard according to the Dashboard's system. These groups include for ELA: EL, Sped, SED, and Black. And in Math, they include: Hispanic/Latino, SED, Sped, EL, Two or More Races, Black and Asian.

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	Recruit and retain more diverse (Black, Indigenous, People Of Color, Socioeconomically Disadvantaged, English Language Learners) 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%	50%		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.	Overall rates of parent satisfaction with their child being reflected in the curriculum and in communication with the school were at 80% or higher. Continued tweaking with our annual survey to gather more specific data is needed.		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	High rates of parents feeling they are able to give input in decision-making for their child were found on our annual survey (85-90% of respondents).		95% of parents report being able to give input in decision-making involving their child

| | | is correcting this issue so 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.	$3,599.20	No
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.	$7,182.66	No
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 Coordintor and teacher salaries are allocated to this action.	$196,552.00	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.	$6,615.72	Yes

Goal Analysis for 2022-2023

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.

The four actions related to reclassification were implemented as planned.

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.

Expenditures were made as planned with the following exception:

Action 4: OCS budgeted $91,000 but spent $187,000 as classroom teachers took a more active role in implementing English Language Development in the classrooms so a portion of their salaries was attributed as an expense.

An explanation of how effective the specific actions were in making progress toward the goal.
OCS continues to have a strong reclassification percentage although official reclassification rates are not yet available. Given internal analysis, the actions are supporting progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
None

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	Support our students and families as they navigate an increasingly digital world, so they can make informed decisions about using technology.

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. 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)	80% of 5th - 8th grade classes implemented the Cyber Civics curriculum		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.	Parent education around digital citizenship and literacy happened on a class by class basis, not as a school-wide event.		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.	95% of devices functioned after repairs/adjustments were implemented.		100% functionality on campus of devices and internet.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Digital citizenship and literacy program (Cyber	The Cyber Civics program is needed now more than ever as students emerge from over a year of intense screen time. This program walks students through a developmentally	$35,061.00	No

	Civics), PD, and Parent Education	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.	$35,429.00		No

Goal Analysis for 2022-2023

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.

The actions that were successfully implemented as planned were increasing the diversity of student materials, outreaching to recruit more diverse families, focusing on improved communication with families of BIPOC, EL, and low income students, and offering more reflective book offerings in our library.

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

No materials differences between budgeted expenditures and estimated actual expenditures to note.

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

Students eagerly reported how much they enjoyed seeing themselves and their peers more reflected in the materials and books on campus. Parents reported improved satisfaction with the school in particular to issues involving DEIB.

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.

Outreach efforts continue to be challenging given the demographics of the surrounding community (increasingly expensive to live in this neighborhood). However, as OCS continues to make progress in representing our diverse students and families in our curriculum, practices, events and staffing, we believe that the diversity of our student population will grow over time.

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	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.	All class teachers and many specialty experts participated in Waldorf training during the 2022-23 school year.		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 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%	93%		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 schoolwide chronic absenteeism is "very high" with 41.3% of students who were absent 10% or	The CA Dashboard data is not yet available for 2022-23 data.		The desired outcome is that all subgroups indicate green or higher for chronic absenteeism.

	Disadvantaged - yellow Sped - green White - green	more in the 21-22 school year.			
Suspension rates	Yellow	0%	0%		The desired outcome is that our suspension rate is green or blue.
Expulsion rate	0%	0%	0%		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.	$629,165.00	No

Goal Analysis for 2022-2023

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.

The actions were implemented at 90% as not all class teachers fully implemented the program.

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

No materials differences between budgeted expenditures and estimated actual expenditures to note.

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

When implemented, students, parents and teachers report high satisfaction with the constantly evolving digital citizenship and literacy program, especially given the increasing level of addition and misuse of technology among teens and pre-teens.

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.

None, other than intending to ensure 100% implementation of the program across all 5th - 8th grade classrooms and to provide 1 - 2 school-wide parent education events on digital literacy and citizenship.

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	Implement a Waldorf-informed Transitional Kindergarten (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 Kindergarten (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
Additional staff in TK classroom	1 additional assistant	1 additional assistant	1 additional assistant		.5 - 1 additional assistant with the TK class
Student materials appropriate to the younger TK students	Appropriate materials for TK students were provided	Appropriate materials for TK students were provided	Appropriate materials for TK students were provided		Appropriate materials for younger TK students provided annually
Scheduling of outdoor time when Kindergarten students are on the yard also	Scheduled outdoor time to coincide partially with Kindergarten students	Scheduled outdoor time to coincide partially with Kindergarten students	Scheduled outdoor time coincided partially with older kindergarten students		Annual schedule for outdoor play that coincides with Kindergarten outdoor time

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.	$4,082.00	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.	$1,584.00	No

Goal Analysis for 2022-2023

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.
The actions were implemented as planned with additional staffing and materials.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
No materials differences between budgeted expenditures and estimated actual expenditures to note.

An explanation of how effective the specific actions were in making progress toward the goal.
Having additional staff to support our youngest students meant they were safer and better able to get the support they needed to participate in the vigorous school day.

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.
None

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 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$224,870.00	

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
3.86%	0.00%	$0.00	3.86%

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

Required Descriptions

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

Goal 2, Action 1:
The needs of foster youth, English learners, and low-income students were considered first in this action of mentoring teachers on strategies effective for grade level performance in ELA and Math on CAASPP by focusing on these students in our mentoring and professional development in terms of strategies presented and practiced, as well as in how to gather and analyze performance data to inform instruction.
The mentoring was effective in meeting the goals for these students as we saw growth in their internal assessments (NWEA) and expect to see growth on their CAASPP results.

Goal 5, Actions 3:
The needs of foster youth, English learners, and low-income students were considered first in this action of improved communication with families as the goal itself focuses on these groups specifically. Engaging families, especially families that have been traditionally marginalized and where home circumstances make participating in their child's education more challenging, is a proven way to improve student performance. Increased communication to parents with information about how their child is performing, what their areas for growth are, where their strengths are, and how parents and the school can support them has proven to be very effective for supporting our students' growth in both ELA and Math.

Goal 5, Action 4:
The needs of foster youth, English learners, and low-income students were considered first in this action as finding books that center their lives was the priority in selecting new literature for our library. Students and families tremendous joy in seeing themselves reflected in our library and they participated more in school events generally and communicated more with teachers as a result.

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

OCS is continuing to prioritize foster youth, English learners, and low-income students through providing mental health services; before and after school support for childcare, homework support, and tutoring; meal service before and after school, and in focusing on supporting students academically in our classrooms through targeted professional development.

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.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20 or 28: 558	
Staff-to-student ratio of certificated staff providing direct services to students	1:25 or 22: 558	

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,837,240.73	$191,315.00	$0.00	$38,098.00	$2,066,653.73	$1,686,853.53	$379,800.20

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Daily professional cleaning	English learner (EL), All	$167,458.50	$0.00	$0.00	$0.00	$167,458.50
1	2	Supervision and training for our Safety Patrol Program	All	$12,533.82	$0.00	$0.00	$0.00	$12,533.82
1	3	Overall campus safety, security and maintenance	All	$152,571.26	$0.00	$0.00	$0.00	$152,571.26
1	4	Training that includes real-life scenarios for emergency situations, including active shooters	All	$820.68	$0.00	$0.00	$0.00	$820.68
1	5	Providing mental health support to all students in need through a combination of counseling, support groups, and circle practice.	All	$48,962.00	$0.00	$0.00	$0.00	$48,962.00
1	6	School level targeted support and improvement plan for chronic absenteeism	All	$5,619.00	$0.00	$0.00	$0.00	$5,619.00
2	1	Mentoring of teachers on particular strategies to support pupil achievement in both ELA and Math on the CAASPP.	Low Income, English learner (EL)	$106,291.00	$0.00	$0.00	$0.00	$106,291.00
2	2	More consistent assessment and use of data in all classrooms and in the Intervention Program	Low Income, English learner (EL)	$421,149.00	$0.00	$0.00	$7,948.00	$429,097.00

2	3	Professional Development in ELA and Math based on proven strategies to support student achievement, especially in our identified subgroups	English learner (EL), Low Income, Hispanic or Latino, Student with Disabilities (SWD), Two or More Races	$9,000.00	$0.00	$0.00	$0.00	$9,000.00
2	4	Increase participation rates in CAASPP testing so all subgroups are at 95%	African-American, American Indian or Alaska Native	$10,704.72	$0.00	$0.00	$0.00	$10,704.72
3	1	Targeted ELD instruction	English learner (EL)	$16,332.00	$0.00	$0.00	$19,870.00	$36,202.00
3	2	ELD curriculum	English learner (EL)	$500.00	$0.00	$0.00	$0.00	$500.00
3	3	Professional development for class teachers on ELD strategies	English learner (EL)	$14,846.00	$0.00	$0.00	$10,280.00	$25,126.00
3	4	Implementation of ELD strategies in the classroom	English learner (EL)	$99,103.84	$0.00	$0.00	$0.00	$99,103.84
4	1	Invest in student materials that support students with special needs.	Student with Disabilities (SWD)	$1,500.00	$0.00	$0.00	$0.00	$1,500.00
4	2	Professional Development (Grade level specific)	Student with Disabilities (SWD)	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
4	3	Administrative liaison for special education program	Student with Disabilities (SWD)	$21,893.33	$0.00	$0.00	$0.00	$21,893.33
5	1	Diversify the student materials used in the classrooms to better reflect our diverse student population.	Low Income, English learner (EL)	$3,599.20	$0.00	$0.00	$0.00	$3,599.20
5	2	Outreach to recruit more diverse families	English learner (EL), Low Income	$7,182.66	$0.00	$0.00	$0.00	$7,182.66
5	3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	English learner (EL), Low Income	$196,552.00	$0.00	$0.00	$0.00	$196,552.00
5	4	Support BIPOC, low SES, ELs, Sped students, and	Foster Youth, Low Income, English	$6,615.72	$0.00	$0.00	$0.00	$6,615.72

		LGBTQIA students through Library offerings (books and programs).	learner (EL)					
6	1	Digital citizenship and literacy program (Cyber Civics), PD, and Parent Education	All	$35,061.00	$0.00	$0.00	$0.00	$35,061.00
6	2	Technology management	All	$35,429.00	$0.00	$0.00	$0.00	$35,429.00
7	1	Providing students with multi-sensory, multi- modal, integrated, wholistic, hands-on, learning experiences	English learner (EL), Low Income	$437,850.00	$191,315.00	$0.00	$0.00	$629,165.00
8	1	Hire additional staff to support TK program, including before and after school care.	All	$4,082.00	$0.00	$0.00	$0.00	$4,082.00
8	2	Purchase TK appropriate learning materials	All	$1,584.00	$0.00	$0.00	$0.00	$1,584.00

2023-2024 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
$5,821,308.00	$224,870.00	3.86%	0.00% - No Carryover	3.86%	$440,240.56	0.00%	7.56%	**Total:**	$440,240.56
								LEA-wide Total:	$309,458.72
								Limited Total:	$130,781.84
								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 (%)
2	1	Mentoring of teachers on particular strategies to support pupil achievement in both ELA and Math on the CAASPP.	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$106,291.00	0.00%
3	1	Targeted ELD instruction	Yes	Limited	English learner (EL)	All Schools	$16,332.00	0.00%
3	2	ELD curriculum	Yes	Limited	English learner (EL)	All Schools	$500.00	0.00%
3	3	Professional development for class teachers on ELD strategies	Yes	Limited	English learner (EL)	All Schools	$14,846.00	0.00%
3	4	Implementation of ELD strategies in the classroom	Yes	Limited	English learner (EL)	All Schools	$99,103.84	0.00%
5	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	$196,552.00	0.00%
5	4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$6,615.72	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$2,477,087.62	$2,514,965.97

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Daily professional cleaning	No	$169,978.86	$170,735.68
1	2	Supervision and training for our Safety Patrol Program	Yes	$14,317.89	$14,502.32
1	3	Overall campus safety, security and maintenance	No	$157,008.00	$107,433.43
1	4	Training that includes real-life scenarios for active shooters	No	$2,000.00	$2,087.01
1	5	Providing mental health support to all students in need through a combination of counseling, support groups, and circle practice.	No	$10,000.00	$59,888.75
2	1	Mentoring of teachers on particular strategies to support Latino pupil achievement in both ELA and Math.	Yes	$188,434.32	$188,482.19
2	2	More consistent assessment and use of data in all classrooms and in the Intervention Program	Yes	$394,375.81	$418,657.32
2	3	Professional Development in ELA (Roadmap to Literacy)	Yes	$11,476.00	$11,619.75
3	1	Invest in student materials that support students with special needs.	No	$8,445.64	$8,526.58
3	2	Professional Development (Grade level specific)	No	$3,443.17	$3,800.62
3	3	Administrative liaison for	No	$32,265.93	$33,562.22

		special education program			
4	1	Homework and after school tutoring/homework support for low income students	Yes	$263,445.20	$150,091.74
4	2	Additional academic support in ELA and Math for low income students	Yes	$284,239.40	$290,266.22
5	1	Targeted ELD instruction	Yes	$32,020.20	$32,869.09
5	2	ELD curriculum	Yes	$8,133.91	$8,364.59
5	3	Professional development for class teachers on ELD strategies	Yes	$28,316.69	$28,672.77
5	4	Implementation of ELD strategies in the classroom	Yes	$90,747.16	$187,482.63
6	1	Diversify the student materials used in the classrooms to better reflect our diverse student population.	Yes	$12,065.20	$13,045.45
6	2	Outreach to recruit more diverse families	Yes	$14,978.33	$16,376.72
6	3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	Yes	$184,805.74	$194,245.44
6	4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	Yes	$6,610.93	$6,998.91
7	1	Digital citizenship and literacy program (Cyber Civics), PD, and Parent Education	No	$39,669.79	$39,870.35
7	2	Technology management	No	$23,049.99	$25,275.43
8	1	Providing students with multi-sensory, multi- modal, integrated, wholistic, hands-on, learning experiences	Yes	$481,120.65	$485,890.93
9	1	Hire additional staff to support TK program, including before and after school care.	No	$13,138.81	$13,725.35

9	2	Purchase TK appropriate learning materials	No	$3,000.00	$2,494.48

2022-2023 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)
$218,350.00	$2,015,087.43	$2,047,565.75	($32,478.32)	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)
1	2	Supervision and training for our Safety Patrol Program	Yes	$14,317.89	$14,502.00	0.00%	0.00%
2	1	Mentoring of teachers on particular strategies to support Latino pupil achievement in both ELA and Math.	Yes	$188,434.32	$188,482.19	0.00%	0.00%
2	2	More consistent assessment and use of data in all classrooms and in the Intervention Program	Yes	$394,375.81	$418,657.32	0.00%	0.00%
2	3	Professional Development in ELA (Roadmap to Literacy)	Yes	$11,476.00	$11,619.75	0.00%	0.00%
4	1	Homework and after school tutoring/homework support for low income students	Yes	$263,445.20	$150,091.74	0.00%	0.00%
4	2	Additional academic support in ELA and Math for low income students	Yes	$284,239.40	$290,266.22	0.00%	0.00%
5	1	Targeted ELD instruction	Yes	$32,020.20	$32,869.09	0.00%	0.00%
5	2	ELD curriculum	Yes	$8,133.91	$8,364.59	0.00%	0.00%

5	3	Professional development for class teachers on ELD strategies	Yes	$28,316.69	$28,672.77	0.00%	0.00%
5	4	Implementation of ELD strategies in the classroom	Yes	$90,747.16	$187,482.63	0.00%	0.00%
6	1	Diversify the student materials used in the classrooms to better reflect our diverse student population.	Yes	$12,065.20	$13,045.45	0.00%	0.00%
6	2	Outreach to recruit more diverse families	Yes	$14,978.33	$16,376.72	0.00%	0.00%
6	3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	Yes	$184,805.74	$194,245.44	0.00%	0.00%
6	4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	Yes	$6,610.93	$6,998.91	0.00%	0.00%
8	1	Providing students with multi-sensory, multi- modal, integrated, wholistic, hands-on, learning experiences	Yes	$481,120.65	$485,890.93	0.00%	0.00%

2022-2023 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)
$5,271,590.00	$218,350.00	0.00%	4.14%	$2,047,565.75	0.00%	38.84%	$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	$38,098.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
2	1	Mentoring of teachers on particular strategies to support pupil achievement in both ELA and Math on the CAASPP.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$106,291.00
2	2	More consistent assessment and use of data in all classrooms and in the Intervention	$7,948.00							$429,097.00

		Program							
3	1	Targeted ELD instruction	$19,870.00						$36,202.00
3	3	Professional development for class teachers on ELD strategies	$10,280.00						$25,126.00
8	1	Hire additional staff to support TK program, including before and after school care.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,082.00
8	2	Purchase TK appropriate learning materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,584.00

Instructions

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]).

    o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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%).

o 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

- o 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

  - o 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)

  - o 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

  - o 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)

  - o 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 (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o 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)

- o 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 %)

  - o 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)

  - o 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)

  - o 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)

  - o 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).

California Department of Education
January 2022