



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Old Town Academy K-8 Charter

CDS Code: 37 68338 0123778

School Year: 2023-24

LEA contact information:

Devon Phillips

Executive Director & Principal

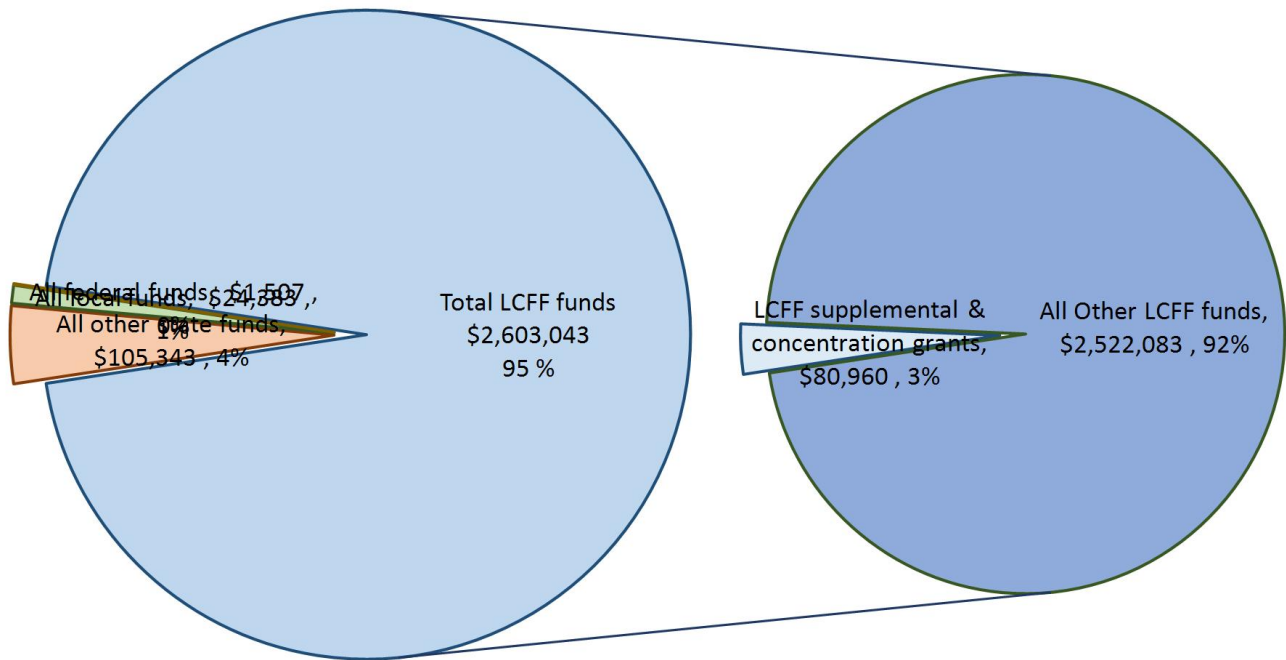
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

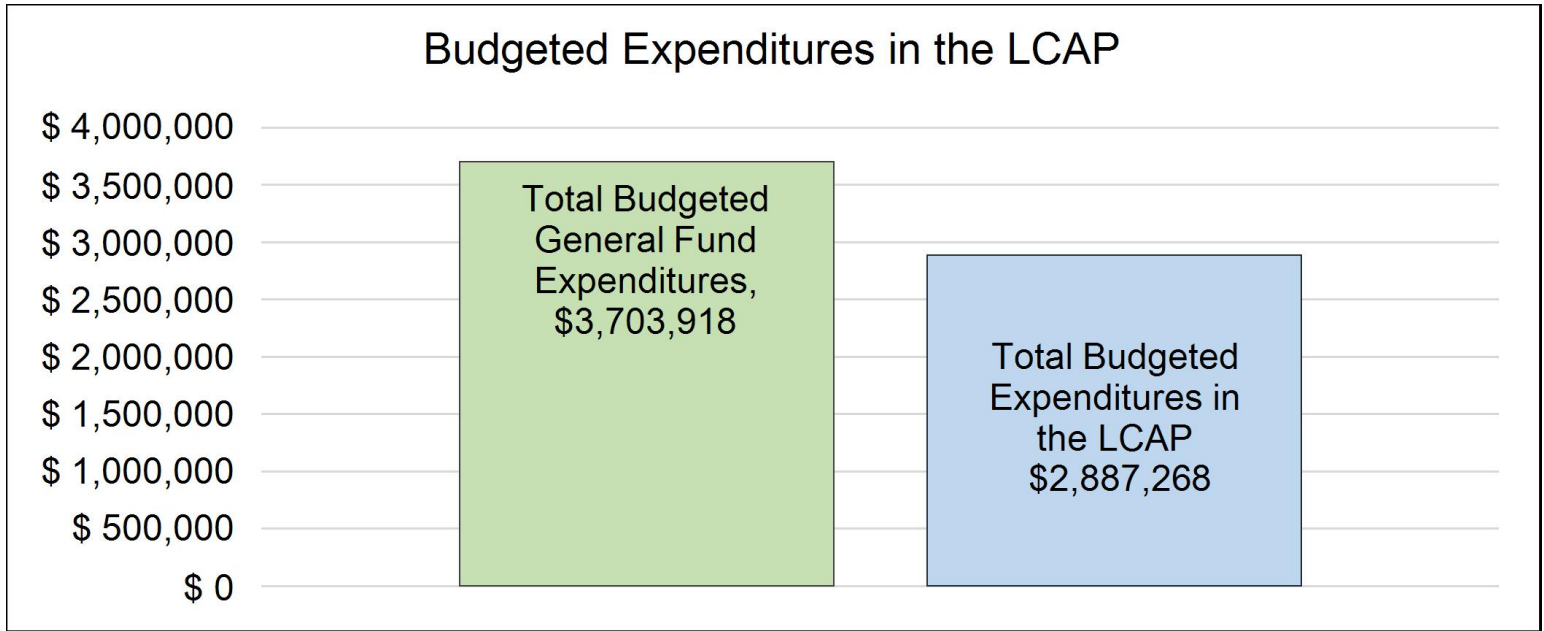


This chart shows the total general purpose revenue Old Town Academy K-8 Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Old Town Academy K-8 Charter is \$2,708,386, of which \$2,603,043 is Local Control Funding Formula (LCFF), \$105,343 is other state funds, \$24,383 is local funds, and \$1,507 is federal funds. Of the \$2,603,043 in LCFF Funds, \$80,960 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Old Town Academy K-8 Charter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

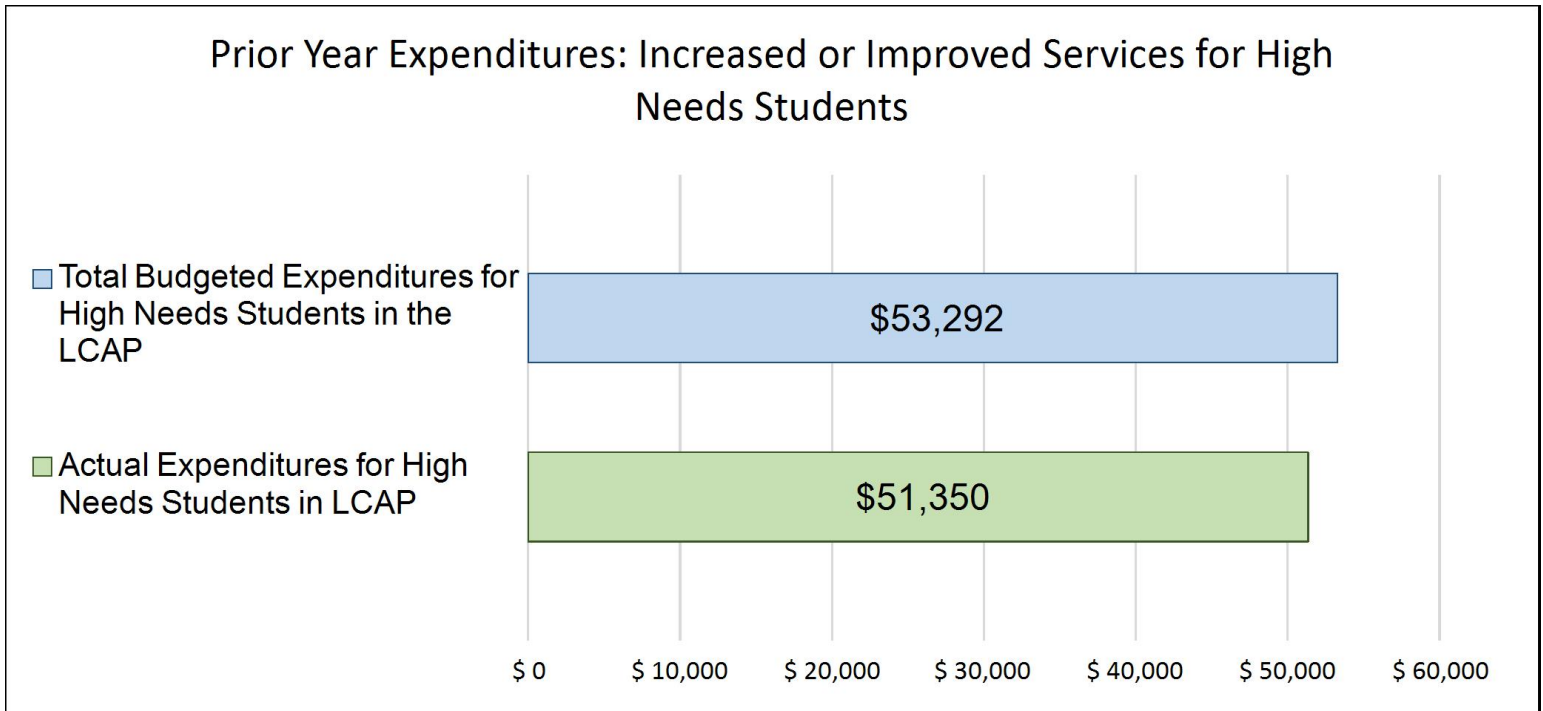
The text description of the above chart is as follows: Old Town Academy K-8 Charter plans to spend \$3,703,918 for the 2023-24 school year. Of that amount, \$2,887,268 is tied to actions/services in the LCAP and \$816,650 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Old Town Academy K-8 Charter is projecting it will receive \$80,960 based on the enrollment of foster youth, English learner, and low-income students. Old Town Academy K-8 Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Old Town Academy K-8 Charter plans to spend \$53,292 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



This chart compares what Old Town Academy K-8 Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Old Town Academy K-8 Charter 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, Old Town Academy K-8 Charter's LCAP budgeted \$53,292 for planned actions to increase or improve services for high needs students. Old Town Academy K-8 Charter actually spent \$51,350 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$1,942 had the following impact on Old Town Academy K-8 Charter's ability to increase or improve services for high needs students:

The impact will be known following the release of the 2023 state testing results.



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
Old Town Academy K-8 Charter	Devon Phillips Executive Director & Principal	dphillips@oldtownacademy.org (619) 574-6225

Plan Summary [2023-24]

General Information

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

Old Town Academy (OTA) is a small independent charter school serving students in grades TK-8 located in beautiful Old Town, San Diego, the “birthplace of California.” Our mission is to develop students who “are the leaders of tomorrow, with the skills and competencies to be collaborators, communicators, critical-thinkers and problem solvers. We are risk-takers that learn from experience in order to succeed in an ever-changing world.”

OTA is guided by its core value, Equity and Excellence for All Students. The school was founded in 2010 with a focus on providing all students with a rigorous academic program utilizing the Core Knowledge curriculum and strong instructional practices that include meaningful, challenging experiences such as project based learning.

Our demographic data for 2021-22 (Source: CA School Dashboard 2021) shows an enrollment of 249 students with the following racial/ethnic breakdown- White (56.6%), Hispanic/Latino (25.7%), African American (5.6%), Asian (4.4%) with special populations of English Learners (2.8%) and socioeconomically disadvantaged (9.2%) and students with disabilities (10%).

For 2022-23, the enrollment is 247 and the Unduplicated Pupil Percentage is 14.4%.

Due to the continuing pandemic, the enrollment decreased by 15 students from the prior year, as did our percentage of Socioeconomically Disadvantaged student group.

Reflections: Successes

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

In reflecting on the results from the California Assessment for Student Progress and Performance (CAASPP), our middle school students continue to have a greater percentage of students who meet/exceed standards in both language arts and math. OTA students have shown growth in both ELA and math, over the last several years. The data also shows that OTA has made adjustments to improve instruction when gains have not been as high as desired (2017) and continue to do so. Through collaborative data analysis, OTA staff continues to strive for increased academic achievement and has been very successful in doing so over the past 5 years.

Academics: From the more recent available state data in 2022, Old Town Academy demonstrated high levels of growth in all performance categories on the California Dashboard (green and blue indicators in each category).

Suspensions & Expulsions (Local data 2021-22; state data): Local data since the onset of the pandemic shows OTA maintained a high level of engagement with both students and families, and continues to exhibit a strong positive climate as we have had zero suspensions or expulsions during the current academic year. In 2019, OTA also had a blue indicator in Chronic Absenteeism and green Suspension Rates. OTA had good overall growth in the percentage of Special Education Students which increased 6.5 points from the previous year.

iReady Testing (Local Assessment data 2022-23): OTA administered iReady in 2022-23 as our local assessment for ELA and Math in grades K-8. The results have shown that approximately 86 % of students were proficient in ELA in the Fall. In the Winter that was slightly higher at 87% and We are still awaiting final results for the Spring. In mathematics, we saw a slight decline in percent of students meeting proficiency from Fall to Winter which was 58.4% in the Fall and 57.4% in the Winter.

School Climate: A return to on-site full time learning afforded students the opportunity to regain a sense of normalcy and routine. The reimplementing of the school virtues program reinforced behavioral expectation and provided a positive model for behavior that was lacking post pandemic. Each K-8 class was able to support the social emotional needs of each student through the successful roll out of the Second Step program, which provided practical tools for students to deal with the challenges brought on by the current climate. Additions to the staff included new instructional aids who offered greater support to the kindergarten and first grade students who were navigating the world of in person learning for the first time.

After School Program: Several meaningful improvements were made in light of the significant fiscal challenges that include a reduction in enrollment projections. After school programs were extended for all students through local partnerships and the YMCA. Lunches were

provided for students qualifying under the free and reduced lunch program. Additionally, office support staff was added to support and meet future challenges in regards to attendance and enrollment accountability and to ensure students impacted by COVID 19 were able to maintain continuity.

Staff PD: The school continues to make staff development a priority. All teachers began the school year with detailed training in the implementation of i-Ready, an online program that helps determine needs and personalize learning for students in reading and math. Follow up training was provided mid year to aid teachers in using i-Ready testing data to support student growth. In addition, a staff development in Project Based Learning was held mid year to maintain one of the key foundational elements of the school.

Technology: A clear commitment to improving technology on campus was made by upgrading the network to provide faster and more secure internet access. The school website was redeveloped to better meet the needs of students, parents, and staff. Technology was inventoried and students were trained on appropriate technology use. Finally, the second grade class was outfitted with 30 new Chromebook computers and a charging cart.

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.

Based on available 2022 CA School Dashboard data, we have no subgroups performing in the red performance band for ELA, however recognize disparities in performance of some of our smaller student groups. While all of these student groups continue to outperform State and County averages, we need to continue to provide targeted supports and interventions to improve the overall percentage of students meeting or exceeding standards.

CLASSROOM CLIMATE/CULTURE: Providing enough training to teachers and staff in order to meet the needs of each student is always a priority and therefore a need. The pandemic has magnified the necessity for Restorative Justice Practices to be updated through training for staff and to include strategies for blending the school virtues into the aforementioned program. Approximately 40% of the teaching staff have been at the school for less than two years. As a result, the need to provide training in foundational aspects of the charter is warranted. These areas include data analysis, The Core Knowledge Curriculum, project based learning, and classroom management. A focus and restoration of the original founding vision of establishing quarterly project based learning experiences that are based on Core Knowledge is needed.

ENGLISH LEARNER SUPPORTS: As our English learner numbers rise, offering more support for these students and additional training for classroom teachers and aides is necessary. By identifying an English Learner Lead Teacher who can also serve as the English Language Proficiency Assessments Coordinator, the school can better meet the needs of this growing population. Additionally, the lead should facilitate specific, targeted tutoring and other instructional support services for underperforming students.

EXPANDED LEARNING OPPORTUNITIES: There is a need to provide more extended day program offerings in order to meet the requirements of the Expanded Learning Opportunity Plan. There will be some difficulty in offering a nine hour day as less than 15% of the school population uses the service. Parent surveys have shown approximately 30% of families are interested in utilizing the program for the 2022-2023 school year; however, it will be based on the type of class offered rather than out of a need for extended care for students.

STAFFING: Unfortunately, shortages in hiring additional support staff for the special education program continues to be a concern. Similarly, the school looks to improve counseling services that support student mental health.

LCAP Highlights

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

The 2022-23 LCAP has undergone significant revision. As discussed in the plan summary, feedback from the community and other educational partners in the spring of 2022 provided the impetus to thoroughly evaluate the core instructional program and zero in on the needs of our students and families through continued local and state data analysis. The big difference between the initial development of our LCAP and the revisions implemented is a community-wide commitment to continuous school improvement through reflection and engagement.

To accomplish this, the following goals have been established for 2022-2023:

- Goal 1 Conditions of Learning: Cultivate a learning community whereby all educational partners are committed to providing a safe, substantive environment for all students to reach high levels of achievement.

While this goal existed broadly in the prior LCAP, OTA seeks to provide transparency to the community on the use of state and federal dollars to ensure that we maintain a robust and challenging instructional program that meets the needs of all students. As such, this goal now includes all of the "conditions of learning" metrics and actions which support to entire school.

- Goal 2 Academic Achievement in English Language Arts: Ensure all students demonstrate annual progress in English/language arts as evidenced by local and state measures.

Prior to the goal revisions, goals 2 and 3 were addressed in a single goal. In order to provide clarity OTA has addressed the core subject matters of ELA, math, and science through two separate and more detailed goals that better align with the metrics for pupil outcomes.

- Goal 3 Academic Achievement in STEM: Ensure all students demonstrate annual progress in Math and Science as evidenced by local and state measures.

**See goal 2

- Goal 4 Community Engagement and School Climate: Maximize opportunities for engagement in the school's mission/vision to support a positive school climate for all educational partners.

Community engagement is at the core of OTA, and as part of the goal realignment it was necessary to revise the overall scope and depth of this goal as it existed in the prior LCAP. Again, this allows for more precise and measured accountability for the metrics that align with engagement.

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.

OTA has not been identified for Comprehensive Support Improvement (CSI).

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

In planning for the 2023-2024 LCAP, Old Town Academy utilized a variety of avenues to introduce priorities contained in the plan. The leadership and teachers engaged educational partners on a regular basis during the 2022-2023 school year. These engagement opportunities included: monthly Coffee with the Principal; Kindergarten Meet and Greet (August 25th) and New Parent Night (August 26th); Back to School Night (September 14th); Parent Conferences were also held following the completion of the first quarter. Many of the families were inspired to attend the Parent Foundation meetings the first Monday of each month. Parents, staff, and community also had an opportunity to attend board meetings throughout the year. Students also had a voice through the Principal Advisory Committee in which each class representative was able to meet with the principal once per month and report out from the meeting to their class.

A summary of the feedback provided by specific educational partners.

In summary, several common themes emerged which were then incorporated into the goals and actions and services listed in our LCAP. The common elements include increasing supports for students struggling with mental health challenges and more SEL training for teachers. Parents shared that they appreciated the sense of community and belonging that OTA provided. In addition, they valued the teaching staff and the opportunity for student voice. They advocated for math and literacy supports. This will be addressed by an effort by OTA to engage teachers in PD and math and literacy improvement. OTA will continue providing these services in future LCAP plans.

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

Based on student achievement data, OTA will increase our focus on Core Skills Using Spiraling Methods. Our data has shown that students did demonstrate grade level growth this past year as in years past, indicating a need to address skills acceleration consistently and effectively. Our data also demonstrates a need to continue to focus on supporting students and providing higher level of personalization, promote project-based learning, and including increase communication with our families. OTA will examine site-level data to determine best practices and consider piloting a skills acceleration practices group that can serve as a model for sites statewide in the future. Specific actions and metrics relating to student achievement outcomes, including unduplicated and EL students, can be found in our 2021-24 LCAP under each goal.

Goals and Actions

Goal

Goal #	Description
1	<p>Conditions of Learning Cultivate a learning community whereby all educational partners are committed to providing a safe, substantive environment for all students to reach high levels of achievement through a robust standards-based curriculum, focused interventions, and sound instructional practices for heightened effectiveness.</p> <p>[State Priorities Addressed: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access]</p>

An explanation of why the LEA has developed this goal.

This goal was developed as an overarching goal meant to address engagement, climate and the core components of the K-12 instructional program provided by OTA.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are maintained in good repair (Priority 1)	100% Facilities in “Good Repair” as measured by the FIT	100% Facilities in “Good Repair” as measured by the FIT	100% Facilities in “Good Repair” as measured by the FIT		0 Instances of facilities not meeting "good repair" standard
Every student has sufficient access to standards-aligned instructional materials (Priority 1)	100% teachers/students provided standards aligned instructional materials	100% teachers/students provided standards aligned instructional materials	100% teachers/students provided standards aligned instructional materials		100% teachers/students provided standards aligned instructional materials
Teachers appropriately assigned and	100% teacher fully credentialed and	100% teacher fully credentialed and	100% teacher fully credentialed and		100% teacher fully credentialed and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed/meet federal and state requirements (Priority 1)	appropriately assigned	appropriately assigned	appropriately assigned		appropriately assigned
Implementation of the academic content and performance standards adopted by the state board (Priority 2)	N/A	2022 California Dashboard Local Indicator for Implementation of Standards ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5	2023 California Dashboard Local Indicator for Implementation of Standards ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5		California Dashboard Local Indicator for Implementation of Standards ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5
Access to a broad course of study (Priority 7)	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study		100% of students have access to a broad course of study

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Facilities	OTA site-lease through private facility houses the K-8. Amount includes insurance and maintenance fees.	\$777,000.00	No
1.2	Safety Equipment and Supplies	Cleaning supplies for site, and COVID mitigation measures	\$20,000.00	No
1.3	Staffing - Certificated Teachers and Administrators	Provide highly qualified staff to implement a rigorous academic program and support the social emotional needs of all students. Costs include the salaries and benefits for certificated staff:	\$1,587,845.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 13 certificated teachers, 1 • SAI instructor • 1 Special Education Coordinator • 1 Special Education Teacher • 1 Administrator 		
1.4	Staffing - Classified Support	<p>Three clerical staff provide support to families in the areas of attendance, home/school and bilingual communications, enrollment, registration, food services, compliance and HR support.</p> <p>One certificated classified employee is the Technology Director who manages and provides support for technology on campus and in the classroom.</p> <p>Three special education aides provide services to students with disabilities and may include English language learners and socioeconomically disadvantaged students.</p> <p>Two classroom aides provide services to English language learners and socioeconomically disadvantaged students.</p>	\$266,315.00	No
1.5	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics	<ul style="list-style-type: none"> • Carolina Biological • Core Knowledge • American Acoustics • Math support materials • Amplify Learning 	\$12,000.00	No
1.6	Supplemental Curricula	Supplemental materials from Teachers Pay Teachers used to support student achievement	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Professional Development	Professional learning for teachers: <ul style="list-style-type: none"> • Provide ongoing support to all teachers to align their teaching to California State Standards ELA. • Provide training, coaching, and ongoing support to all teachers to align their teaching to the new ELD standards for English learners and understand cultural competencies through SDAIE training • Continued training for all teachers to align their teaching to the California state standards in mathematics and to ensure high quality re- engagement lessons are occurring as needed. • Support for English learners • Providing Teachers with Strategies and On- Going Support for Teaching English Language Learners At-Risk • Restorative Justice Practices for behavior mitigation • IT Professional Development 	\$5,000.00	Yes
1.8	Supplemental Materials for Underperforming Student Groups	Supplemental materials to support the use of culturally relevant texts and support programs and staff support training.	\$1,000.00	Yes

Goal Analysis [2022-23]

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

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

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

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

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Though all actions in this goal have been determined to be effective in helping the LEA to meet this goal, specific actions that have been identified by school wide data and educational partner feedback to be particularly instrumental in meeting this goal is action 7.

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.

An additional action (1.8) was added to this goal to support students in specific underperforming student groups to support the use of culturally relevant texts and support programs.

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

Goals and Actions

Goal

Goal #	Description
2	<p>English Language Arts Achievement</p> <p>As students progress by grade level, their command of reading and writing will build upon and complement the language and skills developed in the prior year, thereby aiding students in demonstrating growth towards meeting or exceeding standards in English Language Arts (ELA) through the use of local formative and summative assessments as well as academic marks.</p> <p>[State Priorities Addressed: 2 State Standards, 4 Student Achievement]</p>

An explanation of why the LEA has developed this goal.

The goal establishes clear expectations for academic growth in the foundational areas of reading and writing. The school uses i-Ready to assess students three times throughout the school year and provides specific reading growth data for each student in the K-8 classroom. Data from the Smarter Balanced Summative Assessment will also be available for the first time since 2019 for students in grades 3-8 to help assess the goal. Additionally, the consistent use of formative assessments at all grade levels as well as quarterly classroom grades serve as a measure for assessing growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA - Statewide assessments for grades 3-8 (Priority 4)	<p>English/Language Arts</p> <p>Met/ Exceeded (DFS)</p> <p>All. 80% (+63.5)</p> <p>White 82% (+69.2)</p> <p>Latino 71% (+53.1)</p> <p>Asian N/A (+56.6)</p> <p>SED</p> <p>71%</p> <p>+13.6</p>	<p>N/A</p> <p>SBAC data will be available in Fall 2022</p>	<p>English/Language Arts</p> <p>Met/ Exceeded (DFS)</p> <p>All. 80% (+73.10)</p> <p>White 82% (+80.96)</p> <p>Latino 71% (+51.02)</p> <p>Asian N/A</p> <p>SED</p> <p>71%</p> <p>+23.53</p>		All students in specific subgroups will achieve at a rate with .5% of the average for other populations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SWD 43%</p> <ul style="list-style-type: none"> • 4.5 <p>Sources: CDE CAASPP 2018-19 and CA School Dashboard 2018-19</p> <p>Originally reported in 2021-22 LCAP: Students achieve at DFS at +45</p>		<p>SWD 43%</p> <ul style="list-style-type: none"> • 4.5 <p>Sources: CDE CAASPP 2021-22 and CA School Dashboard 2021-22</p> <p>Originally reported in 2021-22 LCAP: Students achieve at DFS at +45</p>		
Local ELA Assessments for grades 3-8	<p>Growth on iReady during the academic year (BOY Fall to EOY Spring) in the following areas:]</p> <ul style="list-style-type: none"> • Language Arts <p>Originally reported in 2021-22 LCAP: “Grade level reports on fall testing annually.”</p>	<p>At the time the draft LCAP was presented, OTA had not completed the final iReady assessment for 2021-22. OTA administered three assessments of NWEA in 2020-21. Reading: All groups were high achieving. Grades 2 and 3 showed positive growth. Grades K, 4-8 showed some level of regression.</p>	<p>OTA grades K-8 showed positive growth from BOY to EOY in ELA for a majority of students in all grades.</p>		<p>Growth from Fall baseline to Spring EOY: #% Language Arts #% Mathematics</p> <p>Originally reported in 2021-22 LCAP:All students will display growth from the baseline in the fall measures greater than national normed expectations of 1 years growth in 1 year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners making progress toward English proficiency as measured by ELPAC (Priority 4)	<p>CA School Dashboard English Learner Progress Indicator 2018-19 N/A (Source: CA School Dashboard 2019. NOTE: Less than 11 students - data not displayed for privacy)</p> <p>Summative ELPAC 2018-19 N/A (Source: CDE Summative EPLAC 2018-19 NOTE: In order to protect student privacy, data is suppressed because 10 or fewer students tested.)</p>	<p>N/A ELPI data will be available in Fall 2022</p> <p>Summative ELPAC 2021-22 N/A (NOTE: CDE - Data suppressed due to privacy)</p>	<p>All English Learners show annual increase in EL proficiency</p> <p>Summative ELPAC 2022-23 N/A (NOTE: CDE - Data suppressed due to privacy)</p>		All English Learners show annual increase in EL proficiency
English Learner Progress Indicator (Priority 4)	<p>NOTE: In order to protect student privacy, data is suppressed because 10 or fewer students tested.)</p>	<p>N/A ELPI data will be available in Fall 2022</p> <p>Summative ELPAC 2021-22 N/A (NOTE: CDE - Data suppressed due to privacy)</p>	<p>All English Learners showed annual progress</p> <p>Summative ELPAC 2022-23 N/A (NOTE: CDE - Data suppressed due to privacy)</p>		All English Learners show annual progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate (Priority 4)	Annual Reclassification Rate 0% (Source: CDE Annual Reclassification Report for 2020-21)	Annual Reclassification Rate 2021-22 0% (Source: CDE Annual Reclassification Report for 2020-21)	Annual Reclassification Rate 2022-23 0% (Source: CDE Annual Reclassification Report for 2020-21)		>0% Annual Reclassification Rate

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	System of Internal Assessments	<p>iReady internal assessments in English/language arts. Assessments administered 3 times per year. Students that are reported to be behind grade level expectations will display achievement in all sub categories 1.0 or greater of standard achievement over time.</p> <p>The data derived from assessments will be used for instructional planning to address within the classroom (Tier I), small groups (Tier II), and determination on whether more intensive interventions should be implemented (Tier III).</p>	\$6,000.00	No
2.2	Document Tracking System (DTS)	Academic Data Assistance	\$4,000.00	Yes

Goal Analysis [2022-23]

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

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

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

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Though all actions in this goal have been determined to be effective in helping the LEA to meet this goal, specific actions that have been identified by school wide data and educational partner feedback to be particularly instrumental in meeting this goal, action 2.1 was particularly instrumental.

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

No changes made to the planned goal, metics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Math and STEM Achievement</p> <p>Based upon OTA’s focus on STEM, all students will demonstrate growth towards meeting or exceeding standards in Math and Science through the use of local formative and summative assessments as well as academic marks.</p> <p>[State Priorities Addressed: 2 State Standards, 4 Student Achievement]</p>

An explanation of why the LEA has developed this goal.

As a STEAM school, growth in Math and Science is vital. The school uses i-Ready to assess students three times throughout the school year and provides specific math growth data for each student in the K-8 classroom. Data from the Smarter Balanced Summative Assessment will also be available for the first time since 2019 for students in grades 3-8 to help assess the goal. Additionally, the consistent use of formative assessments at all grade levels as well as quarterly classroom grades serve as a measure for assessing growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math - Statewide assessments for grades 3-8 (Priority 4)	<p>Mathematics</p> <p>Met/ Exceed DFS</p> <p>All 77%</p> <p>+45.1</p> <p>White 80%</p> <p>+47.1</p>	<p>N/A</p> <p>SBAC data will be available in Fall 2022</p>	<p>Mathematics</p> <p>Met/ Exceed DFS</p> <p>All 65.69%</p> <p>+45.1</p> <p>White 70.59%</p> <p>+47.1</p>		All students in specific subgroups will achieve at a rate with .5% of the average for other populations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Latino 67% +20.8 Asian 91% +89.7 SED 64% +22.8 SWD 63% +4.6 Sources: CDE CAASPP 2018-19 and CA School Dashboard 2018-19</p> <p>Originally reported in 2021-22 LCAP: Students achieve at DFS at +45</p>		<p>Latino 53.07% +20.8 Asian N/A SED 64% +22.8 SWD 63% +4.6 Sources: CDE CAASPP 2021-22 and CA School Dashboard 2021-22</p> <p>Originally reported in 2021-22 LCAP: Students achieve at DFS at +45</p>		
Local Math Assessments for grades 3-8	<p>Growth on iReady during the academic year (BOY Fall to EOY Spring) in the following areas: Mathematics</p> <p>Originally reported in 2021-22 LCAP: “Grade level reports</p>	<p>At the time the draft LCAP was presented, OTA had not completed the final iReady assessment for 2021-22. OTA administered three assessments of NWEA in 2020-21. Math: All groups were high achieving.</p>	<p>OTA grades K-8 showed positive growth from BOY to EOY in ELA for a majority of students in all grades.</p>		<p>Growth from Fall baseline to Spring EOY: #% Language Arts #% Mathematics</p> <p>Originally reported in 2021-22 LCAP:All students will display growth from the baseline in the fall</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on fall testing annually.”	Grades 2 and 3 showed positive growth. Grades K, 4-8 showed some level of regression.			measures greater than national normed expectations of 1 years growth in 1 year
Annual growth on CA Science Test (CAST) [Priority 4]	Science Met/ Exceed All 61% White 65% Latino * Asian * SED * SWD * Source: CDE CAST Results 2018-19	N/A SBAC data will be available in Fall 2022	Science Met/ Exceed All 64.28% White 65% Latino * Asian * SED * SWD * Source: CDE CAST Results 2021-22		All students in specific subgroups will achieve at a rate with .5% of the average for other populations

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	System of Internal Assessments	<p>iReady internal assessments in math. Assessments administered 3 times per year. Students that are reported to be behind grade level expectations will display achievement in all sub categories 1.0 or greater of standard achievement over time.</p> <p>The data derived from assessments will be used for instructional planning to address within the classroom (Tier I), small groups (Tier II), and determination on whether more intensive interventions should be implemented (Tier III).</p>	\$6,000.00	No

Goal Analysis [2022-23]

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

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

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

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Though all actions in this goal have been determined to be effective in helping the LEA to meet this goal, specific actions that have been identified by school wide data and educational partner feedback to be particularly instrumental in meeting this goal, action 3.1 was particularly instrumental.

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

No changes made to the planned goal, metics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Climate and Engagement Maximize opportunities for engagement in the school’s mission/vision to support a positive school climate for all educational partners by cultivating an environment of diversity, equity, and inclusion where all voices are valued.</p> <p>(State Priorities: 3 Parent Involvement, 5 Pupil Engagement, 6 School Climate)</p>

An explanation of why the LEA has developed this goal.

Student behavior issues have arisen following a return from the pandemic. There is a clear need to share and expand the school vision with all educational partners. This includes updating handbooks with more accurate information on expectations, responsibilities, policies and procedures. As well as showcasing school and community events and meetings that align with our mission (i.e. projects based learning, virtues).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent opportunities for input in decision-making [Priority 3 Parent Involvement – CA Dashboard Local Indicator]	Opportunities for parent input in decision-making: 10 Board Meetings 8 Coffee with the Principal/Town Hall	Meetings held in 2021-22: 12 Board Meetings 5 Coffee with the Principal/Town Hall	Meetings held in 2022-23: 12 Board Meetings		Maintain a minimum of 10 board meetings per year. Maintain a minimum of 4 Coffee with the Principal/Town Hall meetings per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey [Priority 3 – CA Dashboard Local Indicator]	Two parent surveys per year: one in the fall and one in the spring.	Due to a change of leadership mid-year, only one survey was distributed to parents in May, 2022	Two parents surveys were given: one toward the beginning of the year and one in April		Distribute two parent surveys per year: one in the fall and one in the spring
Student Survey - including measure of safety and connectedness [Priority 6 School Climate – CA Dashboard Local Indicator]	Two student surveys per year: one in the fall and one in the spring	Awaiting Data	Student safety and connectedness was surveyed through classroom representatives and 8th grade student board members		Distribute two student surveys per year: one in the fall and one in the spring
Expulsion Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	OTA has an expulsion rate of 0.0%	OTA has an expulsion rate of 0.0%	OTA has an expulsion rate of 0.0%		Maintain an expulsion rate of below 1.0 %
Middle School Dropout Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	N/A	N/A	N/A		Maintain middle school dropout rate <1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate [Priority 5 Pupil Engagement]	See Below	See Below	See Below		Maintain/exceed 95% ADA Rate
Chronic Absenteeism Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	OTA has a chronic absenteeism rate of 4.0% (Source: DataQuest 2018-19)	1.1% Chronic Absenteeism Rate (Source: CDE DataQuest 2020-21)	8.3% Chronic Absenteeism Rate (Source: CDE DataQuest 2020-21)		Maintain a chronic absenteeism rate <2.0 %
Suspension Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	OTA has a suspension rate of 0.4%	Awaiting Data	OTA has a suspension rate of 0.4%		Maintain an expulsion rate of below 1.0 %
Teacher Survey [Priority 6 School Climate – CA Dashboard Local Indicator]	Two teacher surveys per year. One in the fall and one in the spring.	A formal teacher survey was distributed in May 2022. Several surveys were distributed throughout the year relating to credentialing, teaching and learning.	A formal teacher survey was distributed in January 2023. Several surveys were distributed throughout the year relating to credentialing, teaching and learning.		Distribute a minimum of two teacher surveys per year: one in the fall and one in the spring.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Education Partner Surveys	External development costs, and release time or additional hours for review	\$250.00	No
4.2	Family Engagement Events	Conduct frequent parent engagement events (including parent university, educational workshops, exhibition nights, open houses, etc.) to promote a positive school climate and support families with identified needs. Purchase refreshments and supplies.	\$2,000.00	No
4.3	Family Communication	Use various means of communication to inform and engage families such as: 1. A text, email, and call system to notify families of school events. 2. Flyers for upcoming events in Spanish and English. 3. Marquee announcements.	\$5,600.00	No

Goal Analysis [2022-23]

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.

Surveys were provided to parents twice throughout the year. No substantive differences identified.

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.

The additional action item (4.3) was not outlined in the 2021-2022 LCAP and lead to an increase of a \$5,600 to the goal. The LEA had planned to use these as LCFF funds but did not change the overall website communication method until the start of the 2022-23 school year.

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

Though all actions in this goal have been determined to be effective in helping the LEA to meet this goal, specific actions that have been identified by school wide data and educational partner feedback to be particularly instrumental in meeting this 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.

An additional action (4.2) was added to this goal to support the LEA's community engagement. The LEA has been identified as in need of targeted support
An additional action (4.3) was added to this goal to support LEA's community parent involvement.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
80,960	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.11%	5.66%	\$118,125.22	8.77%

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.

- 1.1: Maintenance of facilities needed to ensure foster youth, English learners, and low-income students are provided with facility for learning
- 1.2: Safety Services for school needed to ensure foster youth, English learners, and low-income students are provided with safe school for learning
- 1.3: Staffing:
 - (1): All foster youth, English learners, and low-income students are placed in appropriate courses, offered a broad range of courses (including electives), and are taught by highly-qualified and appropriately credentialed teachers.
 - (2): An appropriately credentialed, highly-qualified staff is effective in meetings academic and socio-emotional; goals for unduplicated students because of the services and attention they are able to offer high needs students.

1.3-4: Professional learning:

(1): Professional learning is data driven and emphasis is put on training staff how to support at-risk students and students designated as English learners.

(2): Best practices for supporting unduplicated students are learned and applied in all courses in which these students are enrolled, and as school-wide practices when appropriate.

1.5: Core Curriculum:

(1): A needs assessment is conducted prior to purchasing curricular materials and the needs of at-risk and unduplicated students are considered as a primary factor in the purchase of curricular materials and additional curricular supports.

(2): The curricular supports purchased directly contribute to improved and increased services and the success of unduplicated students.

1.6: Supplemental Curriculum:

(1): Materials and supplies needed for programs that support unduplicated students are purchased first and the needs of these students is taken into consideration in all purchasing within this action.

(2): This action allows for students in the unduplicated group to access curricular materials and school programs.

2.1: System of Internal Assessment

(1): Device distribution and use in classrooms is prioritized for foster/homeless, English learners, and low-income students. Students in need of increased and improved services are also given WiFi portable units to access internet services at home to work on i-Ready my path.

(2): Devices are used to run programs that support the learning of these students through additional and supplementary curriculum supports.

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

After assessing the needs, conditions, and circumstances of our low income and English learners it was determined that these groups are aligned. All of our student's needs are considered in each staff meaning when planning instruction and activities for our students. We

systematically contact families to assure that thorough communication is given to all of our students including foster youth, English learners and low-income students. All families are aware of the progress of their student and are taught how to have access to all information about their student. During ELPAC meetings, our English learners are considered first as we educate and share how the needs of the students are handled. These actions bond the team of student, staff and parent together for optimal results. Special support is being addressed for the 2022-2023 academic year through educational classroom aids designed to support the afore mentioned groups.

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.

Using for classroom assistance...increasing funds to meet needs of students

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		N/A
Staff-to-student ratio of certificated staff providing direct services to students		N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,270,372.00	\$317,514.00	\$75,000.00	\$32,124.00	\$2,695,010.00	\$1,854,160.00	\$840,850.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	School Facilities	Students meeting the the State Standard low socially economic disadvantge All	\$777,000.00				\$777,000.00
1	1.2	Safety Equipment and Supplies	All	\$20,000.00				\$20,000.00
1	1.3	Staffing - Certificated Teachers and Administrators	Students IN Tier 2 or 3 level supports All	\$1,163,207.00	\$317,514.00	\$75,000.00	\$32,124.00	\$1,587,845.00
1	1.4	Staffing - Classified Support	All	\$266,315.00				\$266,315.00
1	1.5	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics	All	\$12,000.00				\$12,000.00
1	1.6	Supplemental Curricula	All	\$2,000.00				\$2,000.00
1	1.7	Professional Development	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.8	Supplemental Materials for Underperforming Student Groups	English Learners	\$1,000.00				\$1,000.00
2	2.1	System of Internal Assessments	All	\$6,000.00				\$6,000.00
2	2.2	Document Tracking System (DTS)	English Learners	\$4,000.00				\$4,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	System of Internal Assessments	All	\$6,000.00				\$6,000.00
4	4.1	Education Partner Surveys	All	\$250.00				\$250.00
4	4.2	Family Engagement Events	All	\$2,000.00				\$2,000.00
4	4.3	Family Communication	All	\$5,600.00				\$5,600.00

2023-24 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
2,603,043	80,960	3.11%	5.66%	8.77%	\$10,000.00	0.00%	0.38 %	Total:	\$10,000.00
								LEA-wide Total:	\$10,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	School Facilities				Specific Schools: Old Town Academy K-8	\$777,000.00	
1	1.7	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.8	Supplemental Materials for Underperforming Student Groups	Yes	LEA-wide	English Learners	All Schools	\$1,000.00	
2	2.2	Document Tracking System (DTS)	Yes	LEA-wide	English Learners		\$4,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,686,410.00	\$522,926.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	School Facilities	No	\$777,000.00	514,203.00
1	1.2	Safety Equipment and Supplies	No	\$20,000.00	8,723.31
1	1.3	Staffing - Certificated Teachers and Administrators	No Yes	\$1,587,845.00	
1	1.4	Staffing - Classified Support	Yes	\$266,315.00	
1	1.5	Core Curriculum: Science & Annual Replenishment of Consumables for ELA and Mathematics	No	\$12,000.00	
1	1.6	Supplemental Curricula	Yes	\$2,000.00	
1	1.7	Professional Development	No	\$5,000.00	
2	2.1	System of Internal Assessments	Yes	\$6,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Document Tracking System (DTS)	No	\$4,000.00	
3	3.1	System of Internal Assessments	No Yes	\$6,000.00	
4	4.1	Education Partner Surveys	Yes	\$250.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
58,207	\$1,443,772.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Staffing - Certificated Teachers and Administrators	Yes	\$1,163,207.00			
1	1.4	Staffing - Classified Support	Yes	\$266,315.00			
1	1.6	Supplemental Curricula	Yes	\$2,000.00			
2	2.1	System of Internal Assessments	Yes	\$6,000.00			
3	3.1	System of Internal Assessments	Yes	\$6,000.00			
4	4.1	Education Partner Surveys	Yes	\$250.00			

2022-23 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)
\$2,087,743	58,207	2.87	5.66%	\$0.00	0.00%	0.00%	\$118,125.22	5.66%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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