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
Orange County Educational Arts Academy (OCEAA)	Mike Limon, Executive Director	mlimon@oceaa.org, 714-558-2787

Plan Summary 2021-2022

General Information

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

Founding, Mission and Student Body

An independent public charter school serving approximately 600 students in grades T K-8, Orange County Educational Arts Academy (OCEAA) was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well-rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. OCEAA serves a student population that is 94.2% Hispanic/Latino, 3.9% White, 1% Two or More Races, and less than 1% each of other identified federal categories. As a percentage of total enrollment, OCEAA students are: 68% Socioeconomically Disadvantaged, 47.3% English Learners, 7.7% Students with Disabilities, and 0.0% Foster Youth (2018-19 SARC)

High Impact Partnership and Vision

In 2018, OCEAA parents, teachers and board members overwhelmingly approved partnering fully with EL Education, a nationally recognized school reform model. EL Education was born in 1991 from a partnership between Harvard Graduate School of Education and Outward Bound, USA. EL Education joined the character-infused philosophy of Outward Bound founder Kurt Hahn, which focuses on teamwork, courage, and compassion with an active approach to learning crafted by leading Harvard scholars.

OCEAA is committed to the bold, holistic and expanded vision of excellence described in EL Education's Dimensions of Student Achievement. Based on the belief that when students have completed their academic career and entered adult life, they'll be judged not by performance on standardized tests—but rather, by the quality of their work and the quality of their character, the Dimensions of Student Achievement combine mastery of knowledge and skills, character development, and high quality student work in equal measure because lifelong success is built on strong character qualities, and character is shaped through engaging and challenging academic work that contributes to a better world. OCEAA graduates demonstrate excellence, in both Spanish and English, across EL Education's three Dimensions of Student Achievement.

Program Description and Educational Philosophy

OCEAA implements a Dual Language Immersion program, a federally recognized best practice. OCEAA follows one of the most effective models for second-language acquisition (Collier & Thomas; Lindholm-Leary), which is the 90:10 two-way model. Initially, 90% of the day is taught in Spanish. As students progress through the program, the instructional day balances to 50% English and 50% Spanish by the time students reach 5th grade. OCEAA uses the Guiding Principles for Dual Language Education to assess and refine the program model. OCEAA's educational philosophy is aligned with key design principles from EL Education which emphasize values of:

- Empathy and Caring
- Diversity and Inclusion
- Service and Compassion

Additionally, as a school committed to serving language minority and language majority students in a dual language program, OCEAA's philosophy is further grounded in global citizenship and social justice as requirements for 21st century learning, and where:

- Leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world
- Multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.
- The arts are used as a window into disciplinary content in academic subjects, and provide opportunities to explore diverse cultures, perspectives and regions of the world.
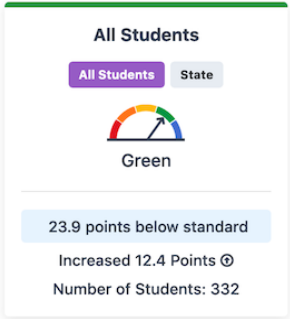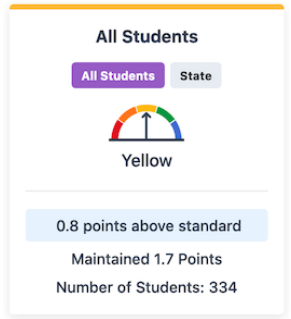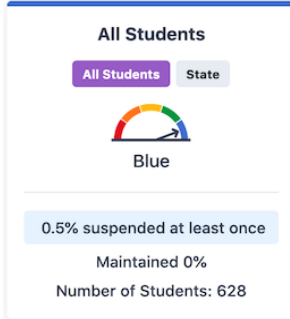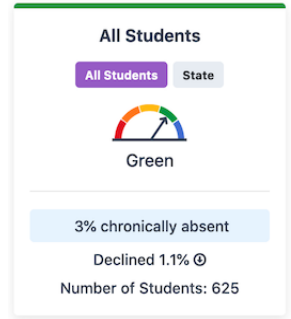
Reflections: Successes

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

1. **Charter Renewal**

OCEAA's 2020-2025 charter petition was approved by the Santa Ana Unified School District on December 17, 2019. The academic achievement data analysis narrative clearly and convincingly demonstrates: 1) that the academic performance of the charter school is at least equal to the academic performance of the schools in the district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school; and 2) that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, taking into account the composition of the pupil population that is served at the charter school. A detailed walk through the data and action steps taken until Governor Newsom ordered school closures in March, 2020, can be found on pages 8-17 of the charter petition.

2. **Review of OCEAA's California School Dashboard Indicators**

OCEAA has made progress on most indicators on the latest California School Dashboard year for which data is available. Below is a snapshot of expected and actual results from the 2019 Dashboard (Note: Homeless, White, and SWD subgroups do not have performance colors for academic indicators):

2019 Academic Performance Indicator - Math	2019 Academic Performance Indicator - ELA	2019 School Climate Indicator	2019 Academic Engagement Indicator
All Students All Students / State Green 23.9 points below standard Increased 12.4 Points ⊕ Number of Students: 332	**All Students** All Students / State Yellow 0.8 points above standard Maintained 1.7 Points Number of Students: 334	**All Students** All Students / State Blue 0.5% suspended at least once Maintained 0% Number of Students: 628	**All Students** All Students / State Green 3% chronically absent Declined 1.1% ⊕ Number of Students: 625
Expected Outcome: Improve Yellow Indicator Status for All Students performance and improve Distance to Standard for all subgroups Actual Outcome: Goal met ● **ALL** subgroups increased (moved closer to standard) on the Dashboard; no groups in red or orange: 　○ EL (+8.2 points) 　○ Hispanic (+12.4 points) 　○ SED (+8.1 points) 　○ Homeless (+11.6 points) 　○ White (+31.9 points) 　○ SWD (+32 points)	Expected Outcome: Maintain Green Indicator Status for All Students performance and improve Distance to Standard for all subgroups Actual Outcome: Goal partially met ● All Students Distance to Standard performance Maintained (grew by less that 3 points) and indicator changed to Yellow ● Some subgroups increased while others maintained or declined; two subgroups in orange: 　○ Maintained: EL (+2.2 points) & Hispanic (+1 point) 　○ Declined: SED (-4 points) and Homeless (-3.9 points) 　○ Increased: White (+40.1 points) and SWD (+24.9 points)	Expected Outcome: Maintain suspension rate below 2% for all subgroups Actual Outcome: Goal met ● % of All Students suspended at least once maintained or declined for **all** subgroups and indicator status remained Blue 　○ EL (-0.0%) 　○ Hispanic (-0.0%) 　○ SED (-0.0%) 　○ Homeless (-0.0%) 　○ White (-0.0%) 　○ SWD (-0.8%)	Expected Outcome: Decrease Chronic Absenteeism by 0.5% Actual Outcome: Goal met ● All Students Chronic Absenteeism declined by 1.1% and indicator status changed to Green ● All subgroups except Homeless increased: 　○ EL (-1.5%) 　○ Hispanic (-1%) 　○ SED (-1%) 　○ Homeless (+2.9%) 　○ White (-4.2%) 　○ SWD (-0.8%)

3. EL Education Credentialing

Our partnership launch with EL Education has been successful according to various progress monitoring indicators, including two Mid-Year Reviews, an Implementation Review, parent and student focus groups and surveys. (Details are provided in the [Annual Update for Developing the 2021-22 Local Control and Accountability Plan](#).) The transition to Character development and schoolwide Habits of Character, along with the implementation of student Crew have become firmly established as school culture - even with distance learning extending through the entire 2020-2021 school year in some grades. Students at all grade levels completed a Case Study/High Quality Work project that is relevant to their lives and integrates arts, literacy and research or presentation skills. We expect to continue growing in all three Dimensions of Student Achievement and Power Core Practices to meet our charter goal of becoming a model EL Education school by 2025.

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.

OCEAA's 2019 Dashboard results show there are no All Students or significant subgroups in the "red" performance color, and there are no subgroups that are two performance colors below the "All Students" color. However, significant gaps exist for English Learners and Students with Disabilities. Another identified need which emerged through stakeholder engagement is Spanish language achievement.

1. Multiple English Learner progress indicators show the need to improve outcomes for ELs and close performance gaps.

OCEAA began a review of our English Learner (EL) program during the data analysis phase of strategic planning with EL Education in spring 2019, and continued during data analysis for charter renewal in fall 2019. Although our EL subgroup was making significant increases in meeting CAASPP ELA standards (and dramatic decreases in not meeting standards), most ELs were not reclassifying by the end of 5th grade as intended. When disaggregating current ELs and former/reclassified ELs, we can see more clearly that they are not as close to standard as first appears.

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
51.3 points below standard	31.3 points above standard	22.9 points above standard
Maintained 0.3 Points	Increased 3.2 Points ⊕	Maintained -1.4 Points
Number of Students: 125	Number of Students: 74	Number of Students: 98

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
70.7 points below standard	0.4 points below standard	0.9 points below standard
Maintained 2.5 Points	Increased 16.4 Points ⊕	Increased 17.2 Points ⊕
Number of Students: 125	Number of Students: 73	Number of Students: 97

Emergency school closure from March-June of 2020 brought on by COVID-19 interrupted the implementation and review cycles of those plans; however, efforts to ensure ELs received targeted supports were made by the EL Coordinator, who provided weekly ELD lessons for each grade span (TK-2nd, 3rd-5th, 6th-8th) over Zoom.

As part of planning for 2020-2021, the School Director, Literacy Coordinator, English Learner Coordinator and consulting experts have collaborated to provide significantly more ELD training and support to OCEAA's teachers. Included was a grounding in Academic ELD, the model for TK-2nd grade ELD in a dual immersion program. The activities that were implemented in 2020-2021 to improve our service to ELs include:
  ● Initial and follow-up PD in Academic English Language Development
  ● Improved Academic ELD units of study in TK-2nd grade
  ● Increased focus on small-group instruction during ELD in all grades
  ● Supported planning and data analysis for all teachers
  ● Use of differentiation platforms, such as Renaissance Learning's Freckle, to ensure that ELs get sufficient practice in foundational or gap skills needed to fully access grade-level content in English

Finally, OCEAA updated and approved its Dual Language EL Master Plan in September 2020 (overview here) to ensure compliance with legal requirements and best practices.

Data Sources
  ● 2019 English Learner Progress Indicator (Source: CA Dashboard)
  ● Results from the 2019 Summative English Learner Proficiency Assessments for California (ELPAC) (Source: EL Coordinator presentation & CDE reporting)
  ● Reclassification Data (Source: Evaluation of Title III-Funded Services and Programs Form)

Section 2.2: Reclassification Data

	Number	Percentage
ELs reclassified in 2018-19	21	8%
(d-1) ELs reclassified in 2019-20	17	7%*
(d-2) ELs reclassified in 2020-21	0	00%*
(e) RFEP students meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability	43	61%**

*Number of ELs meeting reclassification criteria ÷ Total EL enrollment

***Number of RFEPs meeting academic standards ÷ Total RFEP enrollment

2. Students With Disabilities (SWD)

Although our SWD subgroup showed significant growth in the 2019 SBAC administration, there is not a consistent trend year to year. SWD distance from standard is the largest of all subgroups, yet they closed in with the highest point gains of 32 in Math and 24.9 in ELA. We theorize that a change from a pull-out to push-in service model had a positive impact, but more time is needed to see if these gains hold up.This subgroup is too small for a performance color, and the small sample size may also contribute to performance volatility.

Math Comparison		ELA Comparison	
All Students	**Students with Disabilities**	**All Students**	**Students with Disabilities**
All Students / State	Student Group / State	All Students / State	Student Group / State
Green	No Performance Color	Yellow	No Performance Color
23.9 points below standard	92.3 points below standard	0.8 points above standard	85.6 points below standard
Increased 12.4 Points	Increased 32 Points	Maintained 1.7 Points	Increased 24.9 Points
Number of Students: 332	Number of Students: 38	Number of Students: 334	Number of Students: 38

3. Multiple Spanish proficiency indicators show the need to improve outcomes for English and Spanish learners.

OCEAA participated in the California Spanish Assessment field test in the spring of 2019. Results were reported in three score ranges with the first number indicating grade level:

     300-348
     349-359
     360-399

Descriptors of each score range can be found here.

OCEAA students at all grade levels scored between -45 and -52, matching or slightly outperforming state-wide results. No grades performed in the high range, and performance scores were lower in the upper grades than in the lower grades. That said, OCEAA's overall score of 352 is comparable to other DLI programs in Orange County and surrounding areas.

2018–19 Detailed Test Results
Results for All Students

SPANISH READING/LANGUAGE ARTS

▼ Data Detail - All Students (accessible data)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number of Students Enrolled	69	65	65	49	43	21
Number of Students Tested	69	65	65	49	43	21
Number of Students with Scores	69	65	65	49	43	21
Mean Scale Score	352.9	452.3	549.7	648.7	745.1	845.5

Students' Spanish STAR, DRA and curriculum embedded assessment scores also indicate a need for improvement. This includes many students who enter and remain in our RtI program for 3+ years. Both teachers and parents have identified Spanish/DLI outcomes as a priority area for program development.

LCAP Highlights

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

The pause in LCAP planning from 2019 to 2021 created an opportunity to align it more closely to the program description and development outlined in OCEAA's 2020-2025 charter petition. Broad and Focus Goals are now synced with EL Education's Three Dimensions of Student Achievement, a Maintenance Goal sets the foundation by clustering Conditions of Learning priorities, and stakeholder input is represented throughout the plan.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

OCEAA supports shared leadership through various teams, committees and activities. These active forums provide formal and informal stakeholder engagement/feedback throughout the year:

The Instructional Leadership Team met in June 2020 and two times per month throughout the school year to develop a vision for distance learning and strategic plans for continued implementation of the EL Education model.
- ILT leaders and staff also participated in Crew and Case Study sub-committees.
- Teachers completed a Mid-year Review and end of year Implementation Review surveys, as well as exit tickets after EL Education-related PD.
- April 7th PD was dedicated to LCAP engagement with all teachers, with follow-up discussion in ILT meetings on May 6th and 20th.

The MTSS/Coordinator Team met weekly to plan and assess progress with implementing math, literacy and ELD instruction and interventions remotely, and support proficiency in related technology tools.
- Teachers complete PD feedback forms on a weekly basis to assist the ILT and Coordinator Team in responding to their support needs.

The Budget Committee met monthly to monitor expenses and make recommendations for board action.

The OCEAA Board of Directors met monthly and was updated by the School Director at each meeting on progress towards meeting LCAP/LCP goals, actions and services; these updates were conducted in open session in accordance with the Brown Act.

The School Site Council, a representative group of parents, teachers, staff and School Director, met monthly to develop, monitor and evaluate the Single School District Plan for Federal Title I funding, with a focus on reading and math interventions to close achievement gaps. LCAP engagement was agendized for the April 12th and May 10th meetings; the required quorum was not met.
(NOTE: Beginning January 1, 2019, charter schools that receive Title I funds can use their LCAP rather than drafting a Single Plan for Student Achievement. Beginning in 2021-2022 OCEAA will establish an LCAP Advisory Committee in lieu of a School Site Council. The group will continue to be an elected representative body who discuss the LCAP throughout the year, including the use of Title I and Title III funds. These meetings will be documented for the LCAP "stakeholder engagement" section, and for Federal Program Monitoring purposes.)

The English Learner Advisory Committee met monthly to review programs and services for English Learners, and presented their annual Needs Assessment Survey data to the School Director at the February 5 meeting. An ELAC member sits on the School Site Council.

The Executive Director and School Director engaged parents in ongoing program updates and discussions during monthly Coffee Chat meetings. LCAP engagement was facilitated at the May 13th and May 27th Coffee Chats and was attended by ELAC members.

OCEAA's EL Education School Designer, Sarah Purdy, conducted parent and student focus groups in March and April.

A parent LCAP survey was opened in April and has recorded 79 responses in English and Spanish as of May 8th.

A synthesis of stakeholder feedback reveals the following as significant areas for development in the 2020-2021 LCAP:

Despite the challenges of distance learning, all stakeholders agree that student Crew was implemented successfully and had a positive impact on students' sense of belonging and well being. Evidence for this can be found in the Mid Year Review (teacher survey and student/parent focus groups) and LCAP parent survey.

In the LCAP Parent survey:

- The following were most frequently selected by parents as the elements of OCEAA's academic program they have been most satisfied with:
  - Spanish responses: Dual Language Immersion, Mathematics, English Language Development
  - English reponses: Dual Language Immersion, Mathematics, Arts

- The following were most frequently selected by parents as the elements of OCEAA's academic program to prioritize:
  - Spanish responses: Dual Language Immersion, Mathematics, Technology
  - English reponses: Dual Language Immersion, Community Service and Case Studies, Arts/Tech/Science (3 way tie)

- The following were identified as the most helpful academic and social emotional supports for students
  - Spanish responses: Reading Intervention Program, Before and after school teacher tutoring, Crew, and Habits of Character
  - English reponses: Reading Intervention Program and Homework Help, Crew, and Habits of Character

In a review of LCAP goals and EL Education progress monitoring data, teachers and ILT members identified the following priorities:

- Strengthening the DLI program through clarifying Spanish outcomes (key assessments, vertical articulation and elevating the language through authentic products and presentations)
- Using data more effectively to meet individual and student subgroup goals with a focus on English Learners.
- Improving parent training to better support them in being effective partners in their child's education
- Ant-racist education work with an initial focus on building staff capacity that will transfer to curricular applications

The ELAC needs assessment identified parent support and training to access tech tools such as PowerSchool, ClassDojo, Seesaw, OCEAA website, and other platforms as a high priority area to improve capacity to use these tools to monitor their child's learning.

The School Site Council representatives who met on May 10th agreed with expanding the math intervention team, building parent crew, and providing technology training and other programming to help T1/T3 parents support their children.

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

The take-aways from stakeholder feedback fit naturally with EL Education's Three Dimensions of Student Achievement and Core Practices, which the Instructional Leadership Team uses to develop our ground-level strategic work plan. Thus, the LCAP has been thoroughly reorganized around goals explicitly linked to Mastery of Knowledge and Skills, Character development, High Quality Student Work and parent partnerships.

Goals and Actions

Goal Type - Maintenance

Goal #	Description/State Priorities: 1 2 3 4 5 6 7 8
Goal 1	**OCEAA ensures student access to qualified teachers, Special Education, a broad course of study, facilities in good standing, standards-aligned instructional materials, technology and physical wellness that supports their success.**

An explanation of why the LEA has developed this goal.

OCEAA has a positive track record of ensuring state priorities related to Conditions of Learning are met so that students can learn. By grouping related actions and services under a maintenance goal in this way, the remaining goals are more tightly focused on program development that builds from a solid foundation. With the support of COVID-19 related funding, OCEAA has been able to rapidly increase access to technology, closing the digital divide within our school population. It is our intention to maintain and improve this access to technology for all students over the next three years with support from federal funding.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC Teacher Credentialing Data	2020-2021 SY ● Full Credential - 32/32 ● w/out Full Credential - 0 ● Teaching Outside SA - 1 ● Missasignments - 0	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	2023-24 SY ● Full Credential - 100% ● w/out Full Credential - 0 ● Teaching Outside SA - 0 ● Missasignments - 0

	● Vacancies - 0				● Vacancies - 0
SARC Instructional Materials Data (includes hard copies and digital subscriptions)	2020-2021 SY 0% of students lacking own assigned copy of textbooks and other instructional materials	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	2023-24 SY 0% of students lacking own assigned copy of textbooks and other instructional materials
Course enrollment in PowerSchool	100% of students are enrolled in a broad course of study including arts and world language (Spanish)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of students are enrolled in a broad course of study including arts and world language (Spanish)
SARC Facility Good Repair Status	2020-2021 SY Overall Facility Rating: Good	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	2023-24 SY Overall Facility Rating: Good
Student:Device ratio & Promethean/Smartboards	1:1 iPads in grades TK-1; 1:1 Chromebooks in grades 2-8;, Promethean/Smartboards in all K-3 and 5th grade classrooms	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	1:1 iPads in grades TK-1; 1:1 Chromebooks in grades 2-8; Promethean/Smartboards in all classrooms

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staffing	Attract and retain high quality, credentialed bilingual teachers to staff OCEAA's 90:10 Dual Language Immersion program, providing standards based instruction and tiered interventions before or after school.	$3,349,894	Yes
2	Special Education	Provide Special Education services as required by law as a member of the El Dorado Charter SELPA.	$470,787	No

3	Classified Operations Staffing	Attract and retain high quality bilingual staff who provide critical operations support across multiple departments (reception, enrollment, HR, accounting, database coordination, etc.) and direct support to families of low income, English Learner and Homeless students.	$1,019,296	Yes
4	Student Access to Quality Materials For a Broad Course of Study	Purchase standards-aligned instructional materials required to implement high quality core instruction in Spanish & English language arts, math, science, social studies, and the arts. Includes consumables, textbooks, tradebooks and digital subscriptions (e.g. STEMscopes, Eureka, Adelante)	$73,139	No
5	Clean and Safe Facilities	a.Daily general cleaning by custodial staff will maintain campus cleanliness using only "green" products; Annual and monthly facility inspections will screen for safety hazards b.Annually, all school employees will be trained on the elements of the School Emergency Response Plan and other mandatory health and safety topics. Students and staff will participate in Fire, Earthquake, and other safety drills. c.Invest in safety-related facilities improvements as recommended during the annual safety review.	$137,808	No
6	Physical Health and Wellness	a.Maintain a bilingual Nutritional Services Supervisor to promote participation in the Federal Free and Reduced Breakfast and Lunch programs, instruct teachers, staff, students and parents in the various components of OCEAA's Wellness Policy, and work with representatives to update OCEAA's Wellness Policy, monitor policy implementation, and dialogue with stakeholders for continuous improvement. b.Maintain a bilingual F/T Health Clerk to manage student medications, administer first aid, and coordinate screenings. c.Maintain a bilingual PE team (1 lead teacher and up to 3 supervisors) to provide structured play recess 2x per day and weekly PE classes. d. Provide required screenings and health education classes in partnership with UC Irvine's School of Nursing.	$201,786	Yes
7	Technology Hardware, infrastructure and maintenance	a. Devices to achieve/maintain student:device ratio of 1:1 and equip staff with devices as needed b.Update applications on devices and evaluate app/software purchases to support instructional needs and charter goals, including the set-up of core and supplemental Ed Tech licenses c.Repair, replace, and maintain tech devices as needed; be responsive to staff requests for tech assistance d. Replace overhead projectors/ELMO cameras with Promethean or other smartboards to improve instructional technology integration	$238,501	Yes
8	Continuous Improvement	Administer the California Healthy Kids Survey, School Climate Survey and Parent School Survey (CAL-SCHLS System) every other year; results of surveys will be shared with stakeholders for discussion and follow-up	$660	No

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal Type - Broad

Goal #	Description/State Priorities: 1 2 3 4 5 6 7 8
Goal #2	**OCEAA teachers effectively use data, student engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English.**

An explanation of why the LEA has developed this goal.

OCEAA seeks to improve progress monitoring now that the initial implementation phase of new core curricula in math, Spanish language arts and English language arts has passed. This includes refining vertical articulation of key grade level knowledge and skills, using a variety of high quality assessment data to boost achievement with a focus on English Learner and SWD subgroups, and maintaining focus on these established priorities. This goal is responsive to parent and teacher stakeholder feedback regarding prioritizing Dual Language Immersion/Spanish outcomes and continued growth in math achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Implementation Review Rubric Power Practice 23: Leading Evidence-Based Strategic Improvement	Spring 2021: 2 Moderate subscores and 2 Initial subscores	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	4 Exemplary subscores
EL Implementation Review Rubric Power Practices 18-20: Student Engaged Assessment	Spring 2021: 9 Moderate subscores and 2 Initial subscores	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	6 or more Exemplary subscores
GLAD Implementation Plan	To be determined in Fall 2021	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	To be developed from baseline
SBAC ELA	2019 Dashboard ELA indicator is yellow with EL and SED subgroups in orange; SWD increased	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	ELA indicator is green with no subgroups in orange or red; SWD increasing
SBAC Math	2019 Dashboard Math indicator is green with EL and SED subgroups in yellow; SWD increased	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math indicator is green with no subgroups in orange or red;SWD increasing

Pathways to Biliteracy Awards	2020-2021 SY 3rd - 18% 6th - 30% 8th - 44%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	K - 35% 3rd - 50% 6th - 70% 8th - 90%
CA Spanish Assessment	2019 SY No grade level averages in the highest score range x60-x99	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	3rd-5th grade averages in the highest score range x60-x99
Summative ELPAC	2019 Dashboard 49.8% of ELs making progress towards English language proficiency	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	70% of ELs making progress towards English language proficiency
Reclassification rate	2019 SY Percentage = 7% Number = 17	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Percentage = 25% Number = based on enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Leadership Team	The Instructional Leadership Team (EL Workplan Team) designs and communicates the EL work plan that will guide continuous improvement of curriculum, instruction, assessment, school culture and leadership in the next 3 years. The School Designer supports and facilitates this process. Meets 2x per month. (stipends for 6 certificated representatives)	$9,000	No
2	Professional Development	• General: Summer planning, EL Education direct service days and other trainings, Teacher Induction (BTSA), data analysis and other trainings • SWD: EL Dorado SELPA/Futures training • School Director development & support	$29,425 $23,221 T2 $11,354 T4	Yes
		• English Learner Focused: Guided Language Acquisition Design (GLAD) and implementation materials	$43,566 2019-20 T3	No

3	MKS Committee	Stipend-based committee that leads curriculum mapping, adaptation and enhancement for biliteracy outcomes. (4-5 members)	$3,000	No
4	Multi-tiered System of Supports (MTSS)	Math and literacy specialists lead OCEAA's Multi-tiered System of Supports (MTSS) and provide tiered interventions to students, principally directing services to low income students and language learners; provide instructional coaching and professional development to teachers; coordinate local and state assessments (CAASPP, DRA, STAR)	$209,773	Yes
5	Bilingual Math and Reading Intervention Aides	Under direction of the Literacy and Math coaches, two literacy and two math intervention aides provide supplemental instruction based on data, principally directing services to low income students and language learners.	$143,953 T1	No
6	Bilingual English Learner Coordinator	LCFF: Ensures the implementation of required services for English Learners as articulated in OCEAA's Dual Language EL Master Plan including ELD instruction, ELPAC testing, ELAC. Title III: provides instructional coaching and professional development to teachers in supporting language learners through GLAD strategies; provides/coordinates supplemental parent education programming for parents of ELs.	$59,889	Yes: LCFF No: Title III
7	Bilingual Instructional Technology Coordinator	Provides support to teachers and students with integrating technology and mastering ISTE standards, with an emphasis on ensuring subgroup populations achieve technological literacy.	$19,963	Yes
8	Bilingual Classroom Instructional Aides (TK-K)	Provide classroom assistance to students to ensure access to the core curriculum, principally directing services to low income students and language learners.	$92,898	Yes
9	Supplemental Instructional Materials	e.g., Freckle, iStation, Accelerated Reader, Accelerated Math, Learning.com, Learning A-Z	$24,413	Yes
10	Data Management & Assessment Systems	Illuminate, Educlimber, STAR Math and Reading	$12,060	Yes

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal Type - Focus Goal

Goal #	Description/State Priorities: 1 2 3 4 5 6 7 8
Goal #3	All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.

An explanation of why the LEA has developed this goal.

In alignment with the Guiding Principles of Dual Language Education and EL Education Model, OCEAA is establishing curricular expectations for High Quality Student Work (HQW), the second dimension of student achievement, by building out integrated science, social studies and arts Case Studies as stepping stones to Expeditions at each grade level. Creating real work for real audiences motivates students to meet standards and engage in revision. This Goal and related Actions are principally directed at engaging low income students, students with disabilities, and language learners. Parents and teachers identified HQW as a means to inspire students to persevere through challenging tasks, and to inspire students to use Spanish for authentic purposes and audiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HQW Scope and Sequence	2020-2021 SY 1 case study implemented at each grade level, some expert collaborations.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Curriculum maps include case study sequences/ expeditions, expert collaborations, fieldwork and service learning in all grades
HQW Protocol	2019 HQW Protocol 2020 Case Study Showcase (COVID-19 adaptation)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Work samples from each grade level demonstrate growth in complexity, craftsmanship and authenticity
EL Implementation Review Rubric Power Practices 3:Designing Case Studies, and 8:Planning for and Producing High-Quality Work	Spring 2021: 1 Exemplary subscore, 3 Moderate subscores and 7 Initial subscores	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	6 or more Exemplary subscores

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development focused on HQW	EL Education direct service days & conferences, arts training, HQW protocols.	$11,354 T4 See Goal 2, Action 2	No

2	HQW Committee	Stipend-based committee that leads the development of case study sequences/ expeditions that provide authentic opportunities to use Spanish and are formalized in curriculum maps.(4-5 members)	$3,000	No
3	Fieldwork, Experts & Service Learning	Transportation, fees and materials to support student collaboration with professional experts and community members; active investigations and application of the research tools, techniques of inquiry, and standards of presentation used by professionals in the field.	$30,000	Yes
4	Supplies for HQW lessons and products.	Arts supplies and other materials needed to implement case study sequences and expeditions.	$5,000	Yes

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

 Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal Type - Broad

Goal #	Description/State Priorities: 1 2 3 4 5 6 7 8
Goal 4	**All OCEAA students develop strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world.**

An explanation of why the LEA has developed this goal.

As part of a Multi-tiered System of Supports, the integration of Character development, the third dimension of student achievement, and crew spirit into daily experiences at school is a critical tool for attending to student social emotional learning needs. This Goal and related Actions are principally directed at supporting low income students, students with disabilities, homeless students and language learners holistically to ensure they are accessing opportunities to learn. Parents identified Crew, schoolwide Habits of Character and social emotional learning in general as priorities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Surveys (Crew and CHKS)	To be determined in Fall 2021	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	To be determined by Fall 2021 baseline
Attendance Rate	2020-2021 SY 94.79%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	97%
Chronic Absenteeism Rate	2019 Dashboard Performance Color-Green All Students = 3%; no subgroups in orange or red	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Performance Color-Green & All Students = 2%; no subgroups in orange or red
Suspension Rate - % of students suspended at least once	2019 Dashboard Performance Color-Blue All Students = 0.5%; no subgroups in orange or red	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Performance Color-Blue & maintain suspension rate below 1% for all subgroups;; no subgroups in orange or red

Expulsion Rate	2020-2021 SY 0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 0% expulsion rate
EL Implementation Review Rubric Power Practices 13-15:Culture and Character Producing High-Quality Work	Spring 2021: 1 Exemplary subscore, 12 Moderate subscores and 1 Initial subscore	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	8 or more Exemplary subscores

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	EL Education direct service days & conferences, PBIS/MTSS, Diversity & Inclusion, LGBTQIA, SEL, Mindfulness, UDL, etc.	$10,000	Yes
2	Crew & Character Committee	Stipend-based committee that leads the development of OCEAA's crew culture. 4-5 members meet 1x per month.	$3,000	No
3	Daily Student Crew	Materials and supplies that support implementation of daily crew lessons.	$7,500	Yes
4	Overnight field trips and college tours	Outdoor Science School and college tours (2 per year in MS)	$30,000	Yes
5	Bilingual Counselor	F/T School Counselor to support character development and a spirit of crew throughout the school by providing behavioral and educational counseling to individuals and small groups of students; assisting students in understanding and seeking solutions to social, emotional, or academic problems and issues; serving as a resource in developing student behavior management strategies, solving welfare and attendance problems and concerns; participating in the Crew and Character Committee.	$99,856	Yes
6	Bilingual Homeless (Mckinney-Vento) Liaison	As part of classified support staff: Training, tools and assigned personnel to act as Homeless Liaison, responsible for assuring that homeless/highly mobile children are fully integrated into the mainstream school setting and offered appropriate educational support with a focus on decreasing homeless student chronic absenteeism	$5,000	Yes
7	Bilingual Attendance Tracking and Intervention	As part of classified support staff: Training, tools (PowerSchool) and assigned personnel for decreasing chronic truancy and maintaining high Average Daily Attendance	$11,578	Yes
8	Assemblies and Recognitions	Crew & Character Committee establishes an assembly schedule, tracks character trait nominations, and coordinates recognitions (medals, certificates, etc.)	$3,000	Yes

9	Extracurricular Activities	Stipends & supply budgets for teacher leaders to sponsor activities including but not limited to: Math Club, Speech & Debate Club, Yearbook, GSA, Student Leadership, Safety Monitors. Equitable access to participation by EL, low income and SWD will be embedded in the design and promotion of extracurricular activities.	$15,000	Yes

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal Type - Focus

Goal #	Description/State Priorities: 1 2 3 4 5 6 7 8
Goal 5	**OCEAA staff engage families in the life of the school, developing strong partnerships that support the well being of students and prepare them for entering a college preparatory high school program.**

An explanation of why the LEA has developed this goal.

OCEAA staff members recognize that families are key partners in the education of their children and strive to make families welcome, build relationships with families, and communicate effectively with families. This goal has been developed to align our family engagement practices with the EL Education model and Core Practice 24.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Google survey or other structured feedback to parent engagement, education and participation activities to support continuous improvement.	To be determined in Fall 2021	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	To be determined by Fall 2021 baseline
Attendance at Student Led Conferences 2 times per year	Fall 2020 attendance	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of families attend student led conferences 2x per year
Participation in shared leadership (FSO, SSC, ELAC, Board); meetings are compliant with state, federal or local requirements and bylaws as applicable and records are accessible to the public	Some leadership positions are filled; SSC and ELAC are in compliance per Federal Program Monitoring; Board, SSC and ELAC records are accessible online.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All parent leadership positions are filled; all meetings are conducted per compliance requirements where applicable and all records are accessible
ELAC Needs Assessment (responses with the lowest % of parent satisfaction)	Questions 5 (52%), 6 (68%) & 7 (71%)				Parent satisfaction improves to 85% or higher
Participation in the annual LCAP survey and biannual School Parent Survey	79 participants in the 2021 LCAP survey; 173 participations in 2017-18 School Parent Survey	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	225+ parents participating in annual parent surveys

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement and Participation in the Life of the School	School Director will host an annual Title I meeting to involve parents in the development of a parent involvement policy and parent-school compact: ● OCEAA will promote and work with parent leadership organizations to promote their input in school decision making including, but not limited to: Families Supporting OCEAA (FSO), English Learner Advisory Committee (ELAC), LCAP Advisory Committee, Wellness Committee. ● OCEAA will support parent volunteer opportunities as well as the organization of parent initiated community events ● OCEAA will strive to maintain frequent, open communication with parents through a variety of formats, including, but not limited to: weekly bulletins, monthly Coffee Chats, direct messaging through Class Dojo or similar platform, social media. (Funds for refreshments and other facilitation needs.)	$1,500 T1	No
2	Child care & translation at parent events, board meetings, SSC meetings, Title I meetings, etc.	Staff coordinates overtime hours for qualified support staff to provide needed support such as child care and translation services at all school events, thus removing barriers to attendance for parents of English Learners. Collaborates with Nutritional Services Supervisor	$5,000 T3	No
3	Student Led Conferences (SLCs)	Materials needed to implement: 2 SLCs each year in which students share their progress on identified goals in the three dimensions of student achievement: Mastery of Knowledge and Skills, Character and High Quality Work	$3,000	Yes
4	Parent Programming: Adult Crew	EL School Designer to support staff in facilitating parent crew and parent/staff crew opportunities to build community and trust. (Funds for refreshments and other facilitation needs.)	$500	Yes
5	Parent Programming: technological proficiency and college preparatory culture	EL Coordinator provides direct training and/or coordinate community services to increase the ability of low income and EL parents to monitor their child's progress through digital platforms (PowerSchool, ClassDojo, email, Seesaw, etc.), and to coordinate 2 college visits annually for parents and their students. (Funds for outside presenters, refreshments and other facilitation needs.)	$2,500 T3	No

6	Parent Programming - supporting your child's physical and socio-emotional wellness	Counselor, Psychologist and Nutritional Services Supervisor provide direct training and/or coordinate community services to increase the ability of low income and EL parents to attend to the physical, social and emotional needs of their children. (Funds for outside presenters, refreshments and other facilitation needs.)	$1,500 T3	No
7	Parent Programming - supporting your child's academic development	Math and Literacy Coaches provide direct training and/or coordinate community services to increase the ability of low income and EL parents to support their children's development as readers, writers and mathematicians. (Funds for outside presenters, refreshments and other facilitation needs.)	$1,500 T3	No
8	Parent Programming - High school information sessions	Database Coordinator to schedule and promote charter high school information sessions for parents (Legacy College Prep, Samueli Academy, Nova Academy, Vista Global Academy, Middle College) and promote information related to SAUSD fundamental high school application deadlines (Segerstrom, Godinez). (Funds for refreshments and other facilitation needs.)	$500	Yes
9	Parent Communication	Purchase of communication and/or LMS platforms to assist parents in home-school communications and monitoring the attendance and academic progress of their students. (Parent Square, ClassDojo, Seesaw, Schoology, etc.)	$3,500	Yes
10	Annual LCAP/School Parent Survey	School Director to coordinate at a minimum, an annual survey to determine parent satisfaction and improvement priorities	$660 See Goal 1, Action 7	

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.7%	$1,368,440

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

Required Descriptions

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

1. Goal 1, Actions 1,7 are provided schoolwide while being principally directed towards meeting the needs of English learners and low-income students: OCEAA implements a 90:10 Dual Language Immersion program (DLI), a federally recognized best practice for supporting the high achievement of English Learners. Certificated staffing is intentionally bilingual to implement the program and support ELs and their families; ELs are also well represented in our low income and homeless populations. As detailed in their job descriptions, teachers provide supplemental instruction before or after school to students based on data. COVID 19 has allowed OCEAA to close the digital divide and with 1:1 device access, which must be maintained from this point forward.

2. Goal 2, Actions 2,7,9,10 are provided schoolwide while being principally directed towards meeting the needs of English learners and low-income students: Implementing the EL Education model schoolwide, as described in our 2020-2025 charter petition, is a primary strategy for supporting ELs and low-income youth in meeting high academic standards. The Instructional Technology Coordinator role ensures that EL and low income students not only have access to devices, but that the technology enables them to participate in rich learning experiences and demonstrations. While supplemental instructional materials are available to all students, they are specifically intended to ensure ELs and low-income students have access to individualized learning pathways that close achievement gaps; a strong data collection and reporting system is critical for schoolwide and subgroup progress monitoring.

3. Goal 3, Action 3 is provided schoolwide while being principally directed towards meeting the needs of English learners and low-income students: The use of fieldwork, experts and service learning as part of the El Education model benefit all students, and are best practices for engaging ELs and low income students and supporting them in reaching high academic expectations.

4. Goal 4, Actions 1,3,5,8,9 are provided schoolwide while being principally directed towards meeting the needs of English learners and low-income students: Implementing the EL Education model as described in our charter is a primary strategy for developing the habits of work and character that ELs and low-income students need to become effective learners and ethical people; the advisory model known as Crew is a key implementation strategy. A bilingual counselor, accessible to all students, provides critical support to ELs and low-income students and families. Assemblies and extracurricular activities contribute to a positive schoolwide culture for all students while creating enhanced opportunities for ELs and low-income students to feel a strong connection to school.

5. Goal 5, Action 3 is provided schoolwide while being principally directed towards meeting the needs of English learners and low-income students: Student-led conferences are grounded in the EL Education model of student engaged assessment and elevate ELs and low-income students as leaders of their own learning.

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

All contributing actions that increase or improve services for English learners and low-income students are shown in the table below and are aligned with the goals and program development outlined in our 2020-2025 charter petition.

GOAL	Action/Service	Description	Total Funds	Contributing	All Students	
1	1	Bilingual Certificated Staffing (15% for supplemental instruction)	$502,484	Yes	Yes*	
	7	Technology Hardware, infrastructure and maintenance	$238,501	Yes	Yes*	
2	2	Professional Development	$29,425	Yes	Yes*	
	4	Multi-tiered System of Supports (MTSS)	$209,773	Yes	EL/LI*	
	6	Bilingual English Learner Coordinator	$30,000	Yes	EL/LI*	
	7	Bilingual Instructional Technology Coordinator	$19,963	Yes	Yes*	
	8	Bilingual Classroom Instructional Aides (TK-K)	$92,898	Yes	TK-Kinder*	
	9	Supplemental Instructional Materials	$24,413	Yes	Yes*	
	10	Data Management & Assessment Systems	$12,060	Yes	Yes*	
3	3	Fieldwork, Experts & Service Learning	$30,000	Yes	Yes	
4	1	Professional Development	$10,000	Yes	Yes*	
	3	Daily Student Crew	$7,500	Yes	Yes*	
	4	Overnight field trips and college tours	$30,000	Yes	Middle School*	
	5	Bilingual Counselor	$99,856	Yes	Yes*	
	6	Bilingual Homeless (Mckinney-Vento) Liaison	$5,000	Yes	Homeless*	
	7	Bilingual Attendance Tracking and Intervention	$11,578	Yes	Chronic Absentees*	
	8	Assemblies and Recognitions	$3,000	Yes	Yes*	
	9	Extracurricular Activities	$15,000	Yes	Yes*	
5	3	Student Led Conferences (SLCs)	$3,000	Yes	Yes*	
	4	Parent Programming: Adult Crew	$500	Yes	EL/LI Parents*	
	8	Parent Programming - HS information sessions	$500	Yes	EL/LI Parents*	
	9	Parent Communication	$3,500	Yes	EL/LI Parents*	
			$1,378,951	Total of contributing actions		
			$1,368,440	Total increased apportionment		

* principally directed to ELs & low-income (LI) students and parents

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

·   **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

·   **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

·   **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

o   Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

c)   Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d)   Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e)   Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

· Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

· Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

· Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **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**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

● Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

● Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions

identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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