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 Limón Executive Director	mlimon@oceaa.org (714) 619-2966

Plan Summary 2024-25

General Information

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

Founding, Mission and Student Body
Orange County Educational Arts Academy (OCEAA), an independent public charter school serving approximately 600 students in grades TK-8, was founded in 2005 by a group of dedicated educators, parents, and community partners committed to providing a well-rounded education in Orange County. Our mission is to nurture all learners into creative, critical thinkers through high-quality, standards-based instruction integrating arts, technology, language, and culture.

For the latest available data from the 2023-24 school year, OCEAA's enrollment remains at 610 students in TK-8. According to the most recent demographic details from the California School Dashboard, our student population composition is 91.6% Hispanic, 5.2% White, 1% Two or More Races, and less than 1% each of American Indian and Asian. In terms of student groups, 66.4% are socioeconomically disadvantaged, 44.3% are English Learners, 11.5% have disabilities, 2.3% are homeless, and less than 0.2% are foster youth.

High Impact Partnership and Vision
In 2018, OCEAA's parents, teachers, and board members overwhelmingly approved partnering fully with EL Education, a nationally recognized school reform model. EL Education, founded in 1991 from a partnership between Harvard Graduate School of Education and Outward Bound, USA, integrates the character-infused philosophy of Outward Bound founder Kurt Hahn with an active approach to learning crafted by leading Harvard scholars.

OCEAA is committed to EL Education's comprehensive vision of excellence outlined in the Dimensions of Student Achievement. Departing from traditional standardized test-focused education, the Dimensions of Student Achievement prioritize character development alongside academic mastery and high quality work, preparing students for success in both their academic and personal lives. OCEAA graduates demonstrate proficiency in Spanish and English across EL Education's three Dimensions of Student Achievement.

As we continue into the 2024-25 academic year, we maintain our valued partnership with EL Education, and eagerly anticipate certification by their program.

Program Description and Educational Philosophy

OCEAA implements a Dual Language Immersion program, federally recognized as the best research-based practice for teaching English Learners. Following the highly effective 90:10 two-way model for second-language acquisition (Collier & Thomas; Lindholm-Leary), OCEAA initially delivers 90% of instruction in Spanish, gradually transitioning to a balanced 50% English and 50% Spanish model by 5th grade. Guided by the Guiding Principles for Dual Language Education, OCEAA continually assesses and refines its program to ensure effectiveness.

Our educational philosophy aligns with key design principles from EL Education, emphasizing values such as empathy, diversity, inclusion, service, and compassion. Additionally, OCEAA is dedicated to fostering global citizenship and social justice, recognizing the importance of multilingualism as a tool for understanding and appreciating diverse cultures. Through arts integration, we provide students with opportunities to explore various perspectives and regions of the world, enriching their academic experience and preparing them for success in the 21st century.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Academic Performance:
English Language Arts (ELA): The school has shown steady progress in ELA, with a notable percentage of students meeting or exceeding the standards.
Mathematics: Performance in mathematics remains an area requiring targeted intervention, as scores indicate fewer students meeting state standards compared to ELA.
Chronic Absenteeism:
Chronic absenteeism rates have declined, mirroring statewide trends. However, ongoing efforts are needed to sustain and further reduce absenteeism rates to improve overall student engagement and performance.
Suspension Rates:
Suspension rates are low, reflecting a positive school climate and effective behavior management strategies.
College/Career Readiness:
Progress in college and career readiness indicators shows a positive trend, with a significant proportion of students prepared for post-secondary education or vocational paths.
English Learner Progress:
English Learners at OCEAA have demonstrated improvement in language proficiency, contributing to better academic outcomes across other subjects.
Local Data Insights:
Community Engagement: High levels of parent and community involvement contribute to a supportive educational environment.
Extracurricular Activities: Strong participation in arts programs and other extracurricular activities enriches the students' educational experience and promotes a well-rounded education.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Mathematics Proficiency:
Enhance professional development for math teachers to adopt best practices in math instruction. Assessment for cohorts and for specific students to inform data-informed decisions for teaching and learning. Include opportunities of self-assessment for students to engage in their own goals for growth.
Implement additional support programs such as after-school tutoring and peer mentoring for students struggling in mathematics.
Chronic Absenteeism:
Continue to develop and implement strategies to address the root causes of absenteeism, including family outreach programs and personalized student support plans. Compare the positive trends of improved attendance with disaggregated trends for prioritized groups. Increase engagement with students and families to reinforce the importance of regular attendance. Continue revising trends in communications with families and reaching out to those showing truancy to provide support and revise California Education Code.
College/Career Readiness:
Strengthen partnerships with local colleges and businesses to provide students with internships and real-world experiences. Continue including elements of long-term learning in Expeditionary Learning opportunities. Leverage the support of our bilingual counselor to match the specific needs of all graduating students to local offerings.
Holistic Student Support:
Maintain and enhance mental health services and student wellness programs.
Foster a positive school climate through initiatives that promote inclusivity and student well-being.

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.

OCEAA was not identified as a Comprehensive Support and Improvement (CSI) LEA.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Coordinating Council (SCC)	We meet monthly with the SCC to review and discuss the LCAP development, ensuring input from various educational stakeholders such as teachers, administrators, and other school personnel is integrated into the planning process.
English Learner Advisory Committee (ELAC)	ELAC convenes monthly to provide insights and feedback specifically related to the needs of English learners, contributing crucial perspectives to the LCAP development.
OCEAA Board of Directors/ Admin	The OCEAA Board of Directors holds monthly and weekly Admin meetings where they engage in comprehensive discussions and decision-making processes related to the LCAP, incorporating feedback from various educational partners.
OCEAA Families & Students	Monthly engagement sessions with OCEAA families and students (surveys) are conducted to gather their input and perspectives, ensuring that their voices are reflected in the LCAP development process.
OCEAA Staff	OCEAA staff members participate regularly where their expertise and suggestions are incorporated into the LCAP development.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP at OCEAA was significantly shaped by feedback from various educational partners, collected through monthly meetings and annual surveys. The SCC emphasized the need for professional development, leading to funding for teacher training in differentiated instruction. The ELAC highlighted the necessity for targeted EL support, resulting in increased resources for tutoring and bilingual materials. The OCEAA Board of Directors advocated for arts and STEAM education, prompting investments in related programs. Families and students identified a need for enhanced mental health services and extracurricular activities, leading to expanded counseling and after-school programs. Our association with EL Education has determined goals around the three dimensions of learning. Finally, staff feedback called for improved classroom resources and technology, which was addressed by updating technology and instructional materials. This collaborative approach ensures that the LCAP effectively meets community needs and enhances educational outcomes.

Goals and Actions

Goal 1. Conditions of Learning

Goal #	Description	Type of 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.	Maintenance

State Priorities addressed by this goal.

(State Priorities: 1 Basic Services, 7 Course Access)

An explanation of why the LEA has developed this goal.

OCEAA is committed to ensuring student access to qualified teachers, Special Education services, a broad course of study, well-maintained facilities, standards-aligned instructional materials, technology, and physical wellness programs to support their success. The school consistently meets state priorities related to Conditions of Learning, providing a robust foundation for student achievement and socio-emotional growth. By organizing related actions and services under a maintenance goal, OCEAA can concentrate on innovative program development that builds upon this solid foundation. Over the next three years, OCEAA aims to sustain and enhance access to essential resources and technology, ensuring all students have the tools they need for academic and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SARC Teacher Credentialing Data **Teacher Credentialing & Assignments** [Priority 1 Basic Services - CA Dashboard Local Indicator]	79.8% Teachers "Clear" (Fully-credentialed) (Source: 2023 CA Dashboard, Local Indicator Teacher Assignment Monitoring Data for 2021-22)			90% Full Credential 0% Teaching Outside of Subject Area 0% Misassignments 0% Vacancies	
1.2	SARC Instructional Materials Data (includes hard copies and digital subscriptions) **Standards-Aligned Instructional Materials** [Priority 1 Basic Services - CA Dashboard Local Indicator]	0% Students without access to own copies of standards-aligned instructional materials (*Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22* as reported in the CDE SARC in February 2023)			0% of students lacking own assigned copy of textbooks and other instructional materials	
1.3	Course enrollment in PowerSchool **Access and enrollment in a Broad Course of Study** [Priority 7 Course Access - CA Dashboard Local Indicator]	100% of students are enrolled in a broad course of study including arts and world language (Spanish)			100% of students enrolled in a broad course of study including arts and world language (Spanish)	
1.4	SARC Facility Good Repair Status **Facility in Good Repair (CA Facilities Inspection Tool "FIT")** [Priority 1 Basic Services - CA Dashboard Local Indicator]	Overall Facility Rating: "Good" (*School Facility Conditions - FIT conducted in December 2021* and reported in the CDE SARC in February 2024)			Overall Facility Rating: Good	
1.5	Instructional Technology - Teachers & Classrooms	• Promethean/Smart Boards in all classrooms in good working order; • All WAPs in good working condition • All teachers have school-provided laptop in good working order			Maintain: • Promethean/Smartboards in all classrooms in good working order; • All WAPs in good working condition • All teachers have school-provided laptop in good working order	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Instructional Technology – Student: Device ratio & Promethean/Smartboards Student Device Ratio 1:1/Good Working Order	• iPads (Grades TK-K) • Chromebooks (Grades 1-8)			Maintain: Student Device Ratio 1:1/Good Working Order • iPads (Gr. TK-K) • Chromebooks (Gr. 1-8)	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

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

[Respond here]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]

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

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Staffing – Certificated & Classified	**Instructional Leadership** Maintain an effective and knowledgeable instructional leadership team to ensure the high-quality implementation of state standards and instructional strategies that address both academic and socio-emotional needs of students. This includes efficient school management with associated costs for salaries and benefits. Key positions include: - Executive Director - School Director - Business Services - Human Resource Manager - Assessment and Intervention Coordinator - School Culture and Character Coordinator - Special Education Coordinator - Dual Language Immersion Curriculum & Instruction Coordinator - Bilingual Psychologist - Bilingual Counselor **High-Quality Bilingual Teachers** Attract and retain high-quality, credentialed bilingual teachers to staff OCEAA's 90:10 Dual Language Immersion program. This ensures standards-based instruction and tiered interventions before or after school. Teaching positions include: - TK through Grade 5 Teachers - Grades 6-8 Teachers - Special Education Teachers **Support Staff** Attract and retain high-quality bilingual staff for 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. Key positions include: - Operations Manager - Facilities Manager - Technology Support - Health Services - Accounting Staff - Reception and Office Staff	$7,933,856	Yes

Action #	Title	Description	Total Funds	Contributing

		- Custodial Staff
		- Nutrition Services Manager
		- After School Programs/Activities Manager
		
		Classroom and Intervention Support
		Provide additional support for students through intervention aides and classroom instructional aides:
		- Intervention Aides for English/Language Arts and Mathematics:
		  - 2 Literacy Intervention Aides
		  - 1 Math Intervention Aides
		- TK-K Classroom Instructional Aides:
		  - 5 to 6 instructional aides to assist English learners and low-income students, ensuring full access to the core curriculum.		

1.02	Additional Special Education Services	Provide Special Education services as required by law as a member of the El Dorado Charter SELPA. These expenses are above & beyond the costs not captured with internal employees, this is external certificated consultants/ resources.	$400,000	No
1.03	Standards-aligned Curriculum/ Materials	Provide ample instructional materials/curricula including consumable materials. 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, trade books and digital subscriptions (e.g., STEMscopes, Eureka, Adelante).	$135,695	No

1.04	Facilities & Maintenance	Facilities operations costs
		  ● Leases/Mortgages
		  ● Maintenance costs
		  ● Utility costs
			$1,135,000	No

1.05	Nutrition & Wellness	Provide at least two nutritionally adequate meals to students during the regular instructional day, and during weekly after school programming	$275,000	Yes

Action #	Title	Description	Total Funds	Contributing
1.06	Integration of Technology – Students, Certificated, Classified & Classrooms	**Teacher and Student Support** **- Technology Integration:** Provide support to teachers and students for integrating technology and mastering ISTE standards, ensuring all student groups achieve technological literacy. **Tools for Staff** **- Equipment for Certificated and Classified Staff:** Ensure staff member have the necessary tools to deliver high-quality and engaging instruction to students, including: - Laptops - Document cameras - Promethean Boards - Wireless access points (WAPs) - Device storage carts/charging stations **Student Devices** **- Age-Appropriate Technology Devices for Students:** Ensure each student is provided with an appropriate technology device and peripherals, maintaining all devices in good working order: - iPads (TK-K) - Chromebooks (Grades 1-8) - Headphones - Additional iPad chargers - Additional Chromebook chargers - Adaptive technology tools	$50,000	No
1.07	Data Management/Student Information System & Local Assessments (State-verified data)	Student information system *PowerSchool* data system annual contract Contracts to provide local assessment system and supporting resources ● Illuminate ● Freckle ● Educlimber (may replace) ● STAR Renaissance Reading and Mathematics ● Benchmark Adelante ● Ellevation	$56,917	Yes

Insert or delete rows, as necessary.

Goal 2. Academic Achievement

Goal #	Description	Type of Goal
2	OCEAA teachers effectively use data, student engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English.	Broad

State Priorities addressed by this goal.

(State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

OCEAA teachers effectively use data, student-engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English. Following the initial implementation phase of new core curricula in math, Spanish Language Arts, and English Language Arts, OCEAA is focused on refining progress monitoring. This involves enhancing horizontal articulation of key grade-level knowledge and skills, utilizing a variety of high-quality assessment data to improve achievement, particularly for English Learners and Students with Disabilities (SWD). This goal reflects feedback from parents and teachers, emphasizing the importance of prioritizing Dual Language Immersion outcomes and continued growth in math achievement. By maintaining these established priorities, OCEAA aims to ensure all students reach their full academic potential in both Spanish and English.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implementation of CA academic content and performance standards [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2022 CA Dashboard Local Indicators)			Maintain curriculum and assessments for all content areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	SBAC English/Language Arts [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	**2022-23 CA School Dashboard SBAC ELA** 	Student Group	Distance from Standard	Met/ Exceeded Standard
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All	-26.6	40%
EL	-49.7	14%
SED	-41.2	33%
Hispanic	-30	39%
SwD	-116.8	10%				ELA indicator is green with no subgroups in orange or red; SWD increasing	
2.3	Local Assessment: English/Language Arts - Elementary [Priority 8 Other Student Outcomes]	STAR Renaissance Reading (March 2024) At/Above Grade-Level 	Grade 3	37%
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Grade 4	50%
Grade 5	39%				Annually increase percentage of elementary students scoring "At/Above Grade-Level" STAR Renaissance Reading	
2.4	Local Assessment: English/Language Arts – Middle [Priority 8 Other Student Outcomes]	STAR Renaissance Reading (March 2024) At/Above Grade-Level 	Grade 6	46%
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Grade 7	22%
Grade 8	52%				Annually increase percentage of middle school students scoring "At/Above Grade-Level" STAR Renaissance Reading	
2.5	English/Language Arts Course Grades - Middle [Priority 8 Other Student Outcomes]	% Middle grade students earning "3" or better in ELA 2024 	Grade 6	95%
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Grade 7	95%
Grade 8	97%				78% Middle grade students earning "3" or better (Fall 2023)	
2.6	SBAC Mathematics [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	**2022-23 CA School Dashboard SBAC MATH**			Math indicator is green	

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Student Group	Distance from Standard	Met/ Exceeded Standard
All	-48.6	27%
EL	-67.9	10%
SED	-56.3	25%
Hispanic	-52	26%
SwD	-107.4	8%

Target for Year 3 Outcome: with no subgroups in orange or red; SWD increasing

Metric #	Metric	Baseline	Target for Year 3 Outcome
2.7	Local Assessment: Mathematics - Elementary Priority 8 Other Student Outcomes]	STAR Renaissance Math (March 2024) At/Above Grade-Level Grade 3 — 83% Grade 4 — 54% Grade 5 — 45%	Annually increase percentage of elementary school students scoring "At/Above Grade-Level" STAR Renaissance Mathematics NOTE:: Grade 3 is administered the STAR in Spanish
2.8	Local Assessment: Mathematics - Middle Priority 8 Other Student Outcomes]	STAR Renaissance Math (March 2024) At/Above Grade-Level Grade 6 — 43% Grade 7 — 52% Grade 8 — 63%	Annually increase percentage of middle school students scoring "At/Above Grade-Level" STAR Renaissance Mathematics
2.9	Mathematics Course Grades - Middle [Priority 8 Other Student Outcomes]	% Middle grade students earning "3" or better in math 2024 Grade 6 — 97% Grade 7 — 94% Grade 8 — 98%	78% Middle grade students earning "3" or better (Fall 2023)
2.10	CA Science Test (CAST) [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	**2022-23 CAST** Student Group / Met/ Exceeded Standard All — 26% EL — 0%	Annually increase percentage of students meeting/exceeding standards in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 22% Hispanic 25%			Science as measured by CAST	
2.11	English Learner Progress Indicator [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	2023 CA Dashboard English Learner Progress All Students State Orange 46.2% making progress towards English language proficiency Declined 7.6% Number of EL Students: 199			60% making progress towards English language proficiency Progress Level: "Yellow" CA Dashboard English Learner Progress Indicator for 2023-24	
2.12	Summative English Language Proficiency Assessment for California (ELPAC) [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	ELPAC 2023 Summative Proficient 18.1% Level 3 43.8% Level 2 33.1% Level 1 6.8%			Annually increase proficiency of English Learners as measured by ELPAC	
2.13	Annual Reclassification Rate of English Learners [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	SY 2023-24 Reclassification Rate 11 % (Number: 29)			Percentage = 15% Number = based on enrollment	
2.14	Pathway to Biliteracy Awards [Priority 8 Other Student Outcomes]	SY 2023-24 Grade / % K 9% 3rd 47% 6th 59% 8th 61%			SY 2026-27 Grade / % K 15% 3rd 50% 6th 60% 8th 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	*EL Implementation Review* Rubric Power Practice 23: Leading Evidence-Based Strategic Improvement	Spring 2024: 2 Exemplary sub-scores and 2 Moderate sub-scores			4 Exemplary sub-scores	
2.16	*EL Implementation Review* Rubric Power Practices 18-20: Student Engaged Assessment	Spring 2024: 2 Exemplary sub-scores, 10 Moderate sub-scores and 0 Initial sub-scores			6 or more Exemplary sub-scores	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

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

[Respond here]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]

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

[Respond here]

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Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Teacher/Staff Leadership & Professional Development	The following committees are crucial to the continuing success of OCEAA's focus on providing a high-quality biliteracy program and certification as an *EL Education* school: ● **Instructional Leadership Team -** This team builds on shared leadership by connecting all Grade Level Leads as representatives of their grades, and works on data analysis, focuses on patterns identified by MTSS, and revise the aim statements and action steps of the Work Plan to design Professional Development. The group of the 13 with stipends for 9 members meets twice a month, and designs and communicates the *EL Education* work plan that will guide continuous improvement of curriculum, instruction, assessment, school culture and leadership in the next 3 years. The School Designer for EL Education supports and facilitates this process. And also provide all teachers with in-depth professional development to support the needs of OCEAA students and to deliver high-quality instruction ● Summer Pre-Service ● New Teacher Induction BTSA (Annual Stipend to support up to two new teachers) ● Special Education Faculty ● Regular weekly professional development (state standards, lesson study/design, etc.) ● EL Education English Language Arts Modules. ● Heggerty training (Phonemic Awareness) ● And plan for stipends for any student related extracurricular activities	$90,000	No
2.02	Professional Development – English Learners	In-house instructional coaching and professional development for teachers in supporting language learners through language acquisition strategies and integration of curriculum (Horizontal & vertical alignment); or other implementation materials or tools.	0	Yes

Action #	Title	Description	Total Funds	Contributing
2.03	Multi-tiered System of Supports (MTSS)	ALT and 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)	0	Yes
2.04	Support for English Learners & Families	Ongoing implementation of *CA EL Roadmap* and required services for English Learners as articulated in OCEAA's Dual Language EL Master Plan including: ● Designated & integrated ELD instruction ● ELPAC testing – initial and summative ● Monthly ELAC meetings ● Supplemental parent education programming for parents of ELs	0	Yes

Insert or delete rows, as necessary.

Goal 3. High-Quality Learning Outcomes

Goal #	Description	Type of Goal
3	All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.	Focused

State Priorities addressed by this goal.

(State Priorities: 2 Implementation of State Standards, 5 Pupil Engagement, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship. In alignment with the Guiding Principles of Dual Language Education and the EL Education Model, OCEAA is establishing curricular expectations for High Quality Student Work (HQW), focusing on integrated science, social studies, Arts and Social Justice Case Studies as stepping stones to Expeditions at each grade level. This approach engages students in creating real work for real audiences by answering Essential Questions that motivates them to meet standards and engage in revision. This goal and its related actions are aimed at engaging low-income students, students with disabilities, and language learners. Parents and teachers have identified HQW as a means to inspire perseverance through challenging tasks and to encourage the use of Spanish for authentic purposes and audiences. By fostering a commitment to HQW, OCEAA ensures that all students develop the skills necessary to produce meaningful, high-quality work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	HQW Scope and Sequence [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]	2023-2024 SY 1 case study implemented at Transitional Kinder, Kinder, 2nd, 4th, 6th, 7th, and 8th close to expeditionary learning, with expert experiences in all of those grades. 2 case studies implemented at 1st, 3rd, 5th close to expeditionary learning, with expert experiences in all of those grades.			Two curriculum maps including case study sequences/ expeditions, expert collaborations, fieldwork and service learning in all grades	
3.2	HQW Protocol [Priority 5 Pupil Engagement – CA Dashboard Indicator]	2023 HQW Protocol 2023 Case Study Showcase during Professional Development similar to 2023-24			Work samples from each grade level demonstrate growth in complexity, craftsmanship and authenticity	
3.3	EL Implementation Review Rubric Power Practices 3: Designing Case Studies, and 8: Planning for and Producing High-Quality Work	Spring 2024: 6 Exemplary sub-score, 4 Moderate sub-scores and 1 Initial sub-scores			8 or more Exemplary sub-scores	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

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

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Actions

Action #	Title	Description	Total Funds	Contributing
3.01	*EL Education* Partnership	Provide targeted professional development through *EL Education* focused on "High-Quality Work (HQW)" • Direct service days • Conferences • Arts training • Implementation of HQW protocols	$51,800	No
3.02	Student Fieldwork & 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. These educational excursions are designed to deepen student understanding and application of classroom learning. Grade 6 students will participate in "Outdoor Science School" which is an overnight educational program.	$90,000	Yes

Insert or delete rows, as necessary.

Goal 4. School Climate & Student Engagement

Goal #	Description	Type of 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.	Broad

State Priorities addressed by this goal.

(State Priorities: 5 Pupil Engagement, 6 School Climate, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

OCEAA students develop strong character and crew spirit to become effective learners, ethical people, and culturally competent leaders who contribute to a better world. As part of a Multi-tiered System of Supports, integrating character development and crew spirit into daily school experiences is crucial for addressing students' social-emotional learning needs. This goal its related actions focus on holistically supporting low-income students, students with disabilities, homeless students, and language learners to ensure they have equitable access to learning opportunities. Parents have identified Crew, schoolwide Habits of Character, and social-emotional learning as priorities. By fostering these

elements, OCEAA ensures that all students build the necessary skills to become responsible, culturally aware individuals who positively impact their communities and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	93.86% P2 ADA for 2023-24			96% P2 ADA for 2026-27	
4.2	Chronic Absenteeism Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	2023 CA Dashboard Chronic Absenteeism — All 19%, Hispanic 18.9%, White 18.8%, EL 23.2%, Homeless 38.5%, SWD 19.6%, SED 21.6%			Achieve a chronic absenteeism rate of 15% or lower across all student demographics and subgroups on the CA Dashboard, aiming for no subgroups to fall into the orange or red performance categories.	
4.3	Suspension Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	2023 CA Dashboard Suspension Rate — All 1.8%, Hispanic 1.8%, White 3.1%, EL 1.8%, Homeless 7.7%, SWD 5.4%, SED 1.9%			Performance Color-Blue & maintain suspension rate below 2% for all subgroups; no subgroups in orange or red	
4.4	Expulsion Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	0% Expulsions (Source: CDE/EdSource/FCMAT Ed-Data Education Data Partnership, Expulsions 2021-22)			Maintain 0% expulsion rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Student Surveys (Crew, Panorama or CHKS) Student Safety & Connectedness Survey [Priority 6 School Climate – CA Dashboard Local Indicator]	**Connectedness:** Elementary: 85% Middle: 90% **Safety: 76% Needs Assessment data (parents):** - Not worried about violence at school (3.1 out of 5) - Feels if a student is bullied, there is access to adult support (3.6 out of 5) - Feel the child is safe at school (4.3 out of 5) **Needs Assessment data (students):** Not worried about violence at school (73%) **Needs Assessment data (staff):** Not worried about violence at school (86%)			Annually increase student ratings of safety and connectedness	
4.6	Teacher Survey of Climate(Crew, Panorama or CHKS) [Priority 6 School Climate – CA Dashboard Local Indicator]	Strongly agree and agree: Supportive: 90% Trust/Collegiality: 77% Decision making: 45%			Annually increase teacher ratings of safety and connectedness, as well as work environment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Safety/Connectedness: 76%				
4.7	EL Implementation Review Rubric Power Practices 13-15: Culture and Character Producing High-Quality Work	Spring 2024: 6 Exemplary sub-score, 9 Moderate sub-scores and 0 Initial sub-score			9 or more Exemplary sub-scores	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

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

[Respond here]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]

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

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Crew Culture – Assemblies & Recognitions	Implementation of OCEAA's "Crew Culture" guided by the Crew & Character Committee. Activities include the establishment of the assembly schedule, character awards, and recognitions. Costs associated with this program include purchase of certificates, medals, trophies, and other materials for implementation of daily Crew lessons in the classrooms, etc.	$5,000	No
4.02	College-awareness & engagement	All middle school students will have two college tours per year to promote their awareness of post-secondary options, and increase their knowledge of local university programs.	$1,500	Yes
4.03	Bilingual Counseling and Psychologist Support	School Counselor and Psychologist 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.	0	Yes
4.04	Support for Families Experiencing Homelessness (McKinney-Vento)	Training, tools and assigned personnel to serve 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.	$1,500	Yes
4.05	Attendance Tracking and Intervention	Costs associated with providing training to use tools for assigned personnel in decreasing chronic absenteeism and truancy and maintaining high Average Daily Attendance	$17,517	Yes

Action #	Title	Description	Total Funds	Contributing
4.06	Extracurricular Clubs & Activities	Maintain school clubs and activities for students to develop their collaboration and leadership skills. Each club/activity will have a teacher-sponsor and will be provided with a budget to implement related activities. This action includes supply budgets for teacher leaders to sponsor activities including but not limited to: ● Math Club ● Speech & Debate Club ● Yearbook ● Black & African-American Magic (BAAM) ● 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.	$3,500	Yes

Insert or delete rows, as necessary.

Goal 5. Parent Involvement & Engagement

Goal #	Description	Type of 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.	Maintenance

State Priorities addressed by this goal.

(State Priorities: 3 Parent Involvement)

An explanation of why the LEA has developed this goal.

At OCEAA, we prioritize active family engagement to enhance student success and well-being, fostering robust partnerships that prepare students for advanced educational pathways. Our staff is dedicated to creating a welcoming environment, forging meaningful connections with families, and ensuring transparent and effective communication. This commitment aligns with the EL Education model and Core Practice 24, guiding our efforts to empower families as valued collaborators in their children's education journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Parent Survey - CalSCHLS Parent-Guardian Module [Priority 3 Parent Involvement – CA Dashboard Local Indicator]	% Strongly agree and agree: Supports parent involvement/Active parent: Feeling welcomed and connected: 3.7 out of 4 Collaborate and participate in the school community: 3.1 out of 4 Culture of inclusion for parents: 3.7 out of 4 Provides high quality instruction: 3.7 out of 4			Annually increase parent ratings of satisfaction and input in decision-making	
5.2	Student-Led Conference (SLC) Attendance (2xs)	Student-Led Conference 97 % Participation in person OCEAA hosted two student-led conferences.			Annually increase the percentage of parents who participate in Student-Led Conferences twice per academic year	
5.3	Parent participation in IEPs	100% Parent participation rate in IEP meetings			100% Parent participation rate in IEP meetings	
5.4	School Coordinating Council (SCC)	8 SCC meetings held			10 SCC meetings/year	
5.5	*ELAC ELAC Needs Assessment (responses with the lowest % of parent satisfaction)	**Lowest as scored by families of ELs:** "I feel that the MIDDLE SCHOOL (6th-8th) teachers and administrators work collaboratively with			Annually increase the percentage of "Satisfied" parents who participate in the ELAC Needs Assessment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families and offer a variety of opportunities for parents to participate in the school community. I feel that the school provides enough workshops, online resources and/or programs to support me in helping my student achieve ACADEMIC success. (improvement of 0.5) How involved have you been with (a) parent group(s) at our school.				

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

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

[Respond here]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]

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

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	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 ParentSquare or similar platform, social media. (Funds for refreshments and other facilitation needs.)	$3,500	No
5.02	Parent Engagement Supports	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 the Nutritional Services Manager. (Child care & translation at parent events, board meetings, SSC meetings, Title I meetings, etc.)	$800	Yes

Action #	Title	Description	Total Funds	Contributing
5.03	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	0	No
5.04	Parent Training and Programming	Each year, the OCEAA School Director will survey parents to identify their areas of interest for training and programming. Potential session topics may include: - Adult Crew - Technological Proficiency and College Preparatory Culture - Physical and Socio-Emotional Wellness - Supporting Student Academic Development - High School Information Sessions (Funds will be allocated for outside presenters, refreshments, and other facilitation needs.)	$2,000	Yes
5.05	Home/School Communications	Continue to use communication platform(s) to assist parents in home-school communications and monitoring the attendance and academic progress of their students. (e.g., ParentSquare)	$3,200	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,608,377	$162,771

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.33%	0%	$0	25.33%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.01	EL's not nearly or have not met ELA & Math Standards according to Local Assessment Need	Credentialed bilingual staff attend to the academic and socio-emotional needs of ELs.	Local assessment data and Professional development
1.05	Low-Income Students	A healthy array of dietary offerings supports equitable access to quality meals.	Menu design following healthy guidelines.
1.07	Foster Youth, English Learners, and Low-Income Students	Local and state assessments offer disaggregated data to assess achievement. Integrated curriculum, in two languages, follows best practices for ELs and students in general	Local assessment data, state assessment data, local surveys of students and families.
2.02	English Learners Learning Needs	Professional development for teachers in supporting language learners through language acquisition strategies and integration of curriculum	Local assessment data, state assessment data, local surveys of students and families.

3.02	Foster Youth, English Learners, and Low-Income Students	Create authentic learning opportunities in fieldwork and service learning, with a broader audience and connections to expert work.	Number of case studies and expeditions completed.
4.02	Foster Youth, English Learners, and Low-Income Students	Inform and support selection of high school choice and further College and Career options.	Percentage of parents and students informed.
4.03	English Learners, and Low-Income Students	Bilingual Counseling and Psychologist support for students identified.	Increased values in well-being and decreased students in yellow or red for Panorama.
4.04	Foster Youth	Support for Families Experiencing Homelessness (McKinney-Vento). Support with household, housing, academics, and socio-emotional needs.	Disaggregated data shows improvement in local assessments and direct parent engagement on supports needed.
4.05	Foster Youth, English Learners, and Low-Income Students	Attendance Tracking and Intervention	Disaggregated data shows improvement in local assessments of attendance.
4.06	Foster Youth, English Learners, and Low-Income Students	Extracurricular Clubs & Activities provide equity through extended opportunities of learning.	Increase self-reported connection to the school in Panorama data.5.02
5.02	Foster Youth, English Learners, and Low-Income Students	Student Led Conferences (SLCs) - Child Care, and translation.	Needs assessment survey reports high levels of connection from families
5.04	Parents of Foster Youth, English Learners, and Low-Income Students in need of training	Parent Training and Programming	Disaggregated data shows improvement in local assessments and direct parent engagement on supports needed.
5.05	Parents of Foster Youth, English Learners, and Low-Income Students not receiving school communications	Use communication platform(s) to assist parents in home-school communications and monitoring the attendance and academic progress of their students. (e.g., ParentSquare)	Disaggregated data shows improvement in local assessments and increased parent participation in school activitie.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.03	Foster Youth, English Learners, and Low-Income Students	The MTSS team has representatives from Special Education, Counseling, and Academic Coordinators, and reviews general and disaggregated data from multiple sources (Panorama, DRA, STAR, Needs Assessment Survey…) to define patterns. The Instructional Leadership Team discusses those patterns for next steps (PD, modifications of the Work Plan…).	Multi-tiered System of Supports (MTSS) ALT and 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)
2.04	Support for English Learners & Families	Disaggregate survey data from EL families to analyze needs. Offer all documentation and meetings in two languages. Create PD opportunities and options for the ELAC team to meet and discuss needs and solutions.	Ongoing implementation of CA EL Roadmap and required services for English Learners as articulated in OCEAA's Dual Language EL Master Plan including: Designated & integrated ELD instruction ELPAC testing – initial and summative Monthly ELAC meetings Supplemental parent education programming for parents of ELs
4.05	Support for Families Experiencing Homelessness (McKinney-Vento)	The actions are designed to address the needs of families experiencing homelessness by providing targeted support and resources to ensure stability, access to education, and essential services as mandated by the McKinney-Vento Act.	The effectiveness of these actions will be monitored through metrics such as the attendance rates, academic performance, and stability of housing situations for students identified under the McKinney-Vento Act.
5.02	Parent Engagement Supports	The actions are designed to address the need for parent engagement by providing child care during parent conferences, ensuring all families can participate in their child's educational journey regardless of child care availability.	We will use metrics such as parent conference attendance rates and feedback surveys to monitor the effectiveness of child care provisions in supporting parent engagement.

Insert or delete rows, as necessary.

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

To determine the contribution of actions towards the proportional percentage of improved services for English learners, foster youth, and low-income students, we utilized a needs-based assessment methodology. This involved analyzing the specific support requirements of these groups, such as language proficiency levels and socio-economic challenges, and aligning our actions to address these needs effectively. For example, support initiatives for English learners and their families were quantified based on their direct impact on student performance and engagement, ensuring our actions met the required service improvement percentages. Additionally, we invest Supplemental and/or Concentration Grants in intervention staff to provide these targeted services.

Additional Concentration Grant Funding

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

The additional concentration grant funding will be utilized to increase the number of staff providing direct services to students at schools with over 55 percent of foster youth, English learners, and low-income students. Specifically, this funding will support hiring 2 literacy intervention aides and 1 math intervention aide for targeted English/Language Arts and Mathematics support. Additionally, we will employ 5 to 6 TK-K classroom instructional aides to assist English learners and low-income students, ensuring they have full access to the core curriculum.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	23.11
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	16.42

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-25 Total Planned Expenditures Table

LCAP	1. Projected LCFF	2. Projected LCFF Supplemental and/or	3. Projected Percentage to	LCFF Carryover	Total Percentage
2024-25	$ 6,350,896	$ 1,608,377	25.325%	0.000%	25.325%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-
Totals	$ 4,624,183	$ 4,755,219	$ -	$ 879,383	$ 10,258,785.00	$ 7,933,856	$ 2,324,929

Goal #	Action #	Action Title	Student Group(s)	Contributing to	Scope	Unduplicated	Location	Time Span	Total Personnel	Total Non-	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned
1	1	Staffing – Certificated & Classified	All	Yes	Schoolwide	English Learners	OCEAA	[Input time span]	$ 7,933,856	$ -	$ 3,701,743	$ 3,652,569	$ -	$ 579,544	$ 7,933,856	0.000%
1	2	SPED Services	Students with Disabilities	No	Schoolwide	N/A	OCEAA	[Input time span]	$ -	$ 400,000	$ -	$ 302,925	$ -	$ 97,075	$ 400,000	0.000%
1	3	Standards-aligned Instructional Materials	All	No	Schoolwide	N/A	OCEAA	[Input time span]	$ -	$ 135,695	$ 135,695	$ -	$ -	$ -	$ 135,695	0.000%
1	4	Facilities & Maintenance	All	No	Schoolwide	N/A	OCEAA		$ -	$ 1,135,000	$ 438,243	$ 696,757	$ -	$ -	$ 1,135,000	0.000%
1	5	Nutrition & Wellness	All	Yes	Schoolwide	Low-Income	OCEAA		$ -	$ 275,000	$ -	$ 99,468	$ -	$ 175,532	$ 275,000	0.000%
1	6	Integration of Technology – Students, Certificated,	All	No	Schoolwide	N/A	OCEAA		$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
1	7	Data Management/Student Information System,	All	Yes	Schoolwide	All	OCEAA		$ -	$ 56,917	$ 56,917	$ -	$ -	$ -	$ 56,917	0.000%
2	1	Teacher/Staff Leadership & Professional	All	Yes	Schoolwide	All	OCEAA		$ -	$ 92,000	$ 69,768	$ -	$ -	$ 22,232	$ 92,000	0.000%
2	2	Professional Development – English Learners	English Learners	Yes	Schoolwide	English Learners	OCEAA		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Multi-tiered System of Supports (MTSS)	English Learners, Low-	Yes	Limited	English Learners	OCEAA		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	4	Support for English Learners & Families	English Learners	Yes	Limited	English Learners	OCEAA		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
3	1	EL Education Partnership	All	No	Schoolwide	N/A	OCEAA		$ -	$ 51,800	$ 51,800	$ -	$ -	$ -	$ 51,800	0.000%
3	2	Student Fieldwork & Service Learning	All	Yes	Schoolwide	All	OCEAA		$ -	$ 90,000	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
4	1	Crew Culture – Assemblies & Recognitions	All	No	Schoolwide	N/A	OCEAA		$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	2	College-awareness & engagement	Grades 6-8	Yes	Schoolwide	All	OCEAA		$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
4	3	Bilingual Counseling Support	All	Yes	Schoolwide	All	OCEAA		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4	Support for Families Experiencing Homelessness	Homeless	Yes	Limited	Low-Income	OCEAA		$ -	$ 1,500	$ -	$ -	$ -	$ 1,500	$ 1,500	0.000%
4	5	Attendance Tracking and Intervention	All	Yes	Schoolwide	All	OCEAA		$ -	$ 17,517	$ 14,017	$ 3,500	$ -	$ -	$ 17,517	0.000%
4	6	Extracurricular Clubs & Activities	All	No	Schoolwide	All	OCEAA		$ -	$ 3,500	$ -	$ -	$ -	$ 3,500	$ 3,500	0.000%
5	1	Parent Involvement and Participation in the Life of	All	No	Schoolwide	N/A	OCEAA		$ -	$ 3,500	$ 3,500	$ -	$ -	$ -	$ 3,500	0.000%
5	2	Parent Engagement Supports	English Learners, Low-	No	Limited	English Learners	OCEAA		$ -	$ 800	$ 800	$ -	$ -	$ -	$ 800	0.000%
5	3	Student Led Conferences (SLCs)	All	No	Schoolwide	N/A	OCEAA		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	4	Parent Training and Programming	English Learners, Low-	No	Schoolwide	All	OCEAA		$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
5	5	Home/School Communications	English Learners, Low-	Yes	Schoolwide	All	OCEAA		$ -	$ 3,200	$ 3,200	$ -	$ -	$ -	$ 3,200	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,350,896	$ 1,608,377	25.325%	0.000%	25.325%	$ 3,937,145	0.000%	61.994%	**Total:**	$ 3,937,145
								LEA-wide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staffing – Certificated & Classified	Yes	Schoolwide	English Learners and Low-Income	OCEAA	$ 3,701,743	0.000%
1	2	SPED Services	No	Schoolwide		OCEAA	$ -	0.000%
1	3	Standards-aligned Instructional Materials	No	Schoolwide		OCEAA	$ -	0.000%
1	4	Facilities & Maintenance	No	Schoolwide		OCEAA	$ -	0.000%
1	5	Nutrition & Wellness	Yes	Schoolwide	Low-Income	OCEAA	$ -	0.000%
1	6	Integration of Technology – Students, Certificated, Classified & Classroom	No	Schoolwide		OCEAA	$ -	0.000%
1	7	Data Management/Student Information System, Local Assessments (State	Yes	Schoolwide	All	OCEAA	$ 56,917	0.000%
2	1	Teacher/Staff Leadership & Professional Development	Yes	Schoolwide	All	OCEAA	$ 69,768	0.000%
2	2	Professional Development – English Learners	Yes	Schoolwide	English Learners	OCEAA	$ -	0.000%
2	3	Multi-tiered System of Supports (MTSS)	Yes	Limited	English Learners and Low-Income	OCEAA	$ -	0.000%
2	4	Support for English Learners & Families	Yes	Limited	English Learners	OCEAA	$ -	0.000%
3	1	EL Education Partnership	No	Schoolwide		OCEAA	$ -	0.000%
3	2	Student Fieldwork & Service Learning	Yes	Schoolwide	All	OCEAA	$ 90,000	0.000%
4	1	Crew Culture – Assemblies & Recognitions	No	Schoolwide		OCEAA	$ -	0.000%
4	2	College-awareness & engagement	Yes	Schoolwide	All	OCEAA	$ 1,500	0.000%
4	3	Bilingual Counseling Support	Yes	Schoolwide	All	OCEAA	$ -	0.000%
4	4	Support for Families Experiencing Homelessness (McKinney-Vento)	Yes	Limited	Low-Income	OCEAA	$ -	0.000%
4	5	Attendance Tracking and Intervention	Yes	Schoolwide	All	OCEAA	$ 14,017	0.000%
4	6	Extracurricular Clubs & Activities	No	Schoolwide		OCEAA	$ -	0.000%
5	1	Parent Involvement and Participation in the Life of the School	No	Schoolwide		OCEAA	$ -	0.000%
5	2	Parent Engagement Supports	No	Limited		OCEAA	$ -	0.000%
5	3	Student Led Conferences (SLCs)	No	Schoolwide		OCEAA	$ -	0.000%
5	4	Parent Training and Programming	No	Schoolwide		OCEAA	$ -	0.000%
5	5	Home/School Communications	Yes	Schoolwide	All	OCEAA	$ 3,200	0.000%
							$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.
- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

  A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    o   All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

o   The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

o   The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o   Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o   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.

    o   Indicate the school year to which the baseline data applies.

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

        ▪   This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        ▪   If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

    o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o   The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o   The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o   The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o   The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

  o **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.

  o **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.

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

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

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

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

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

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

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

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

    o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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