LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County Classical Academy
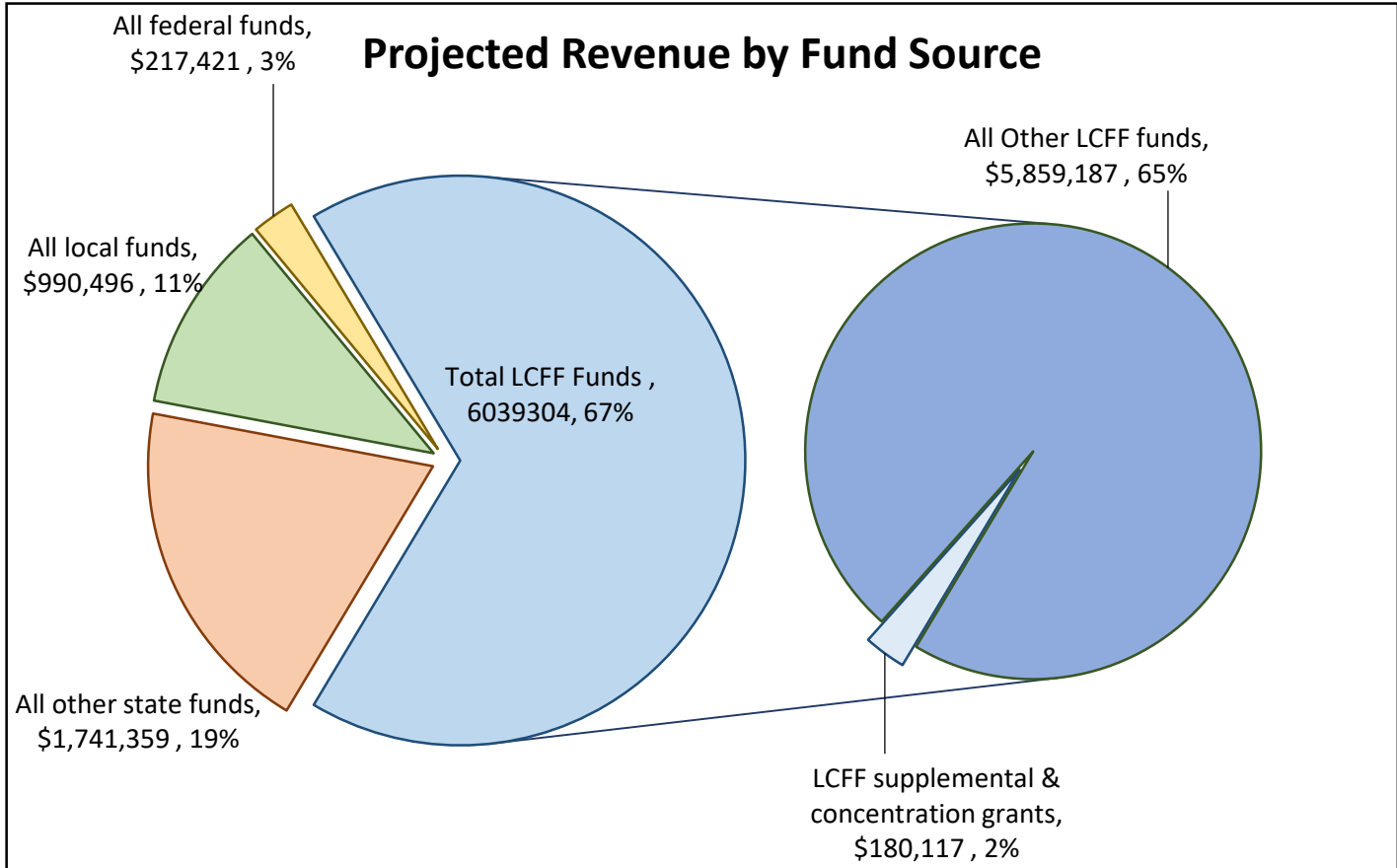
CDS Code: 30-66621-0139964

School Year: 2023-24

LEA contact information: Semi Park, semipark@orangecountyclassicalacademy.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $217,421 , 3%

All Other LCFF funds, $5,859,187 , 65%

All local funds, $990,496 , 11%

Total LCFF Funds , 6039304, 67%

All other state funds, $1,741,359 , 19%

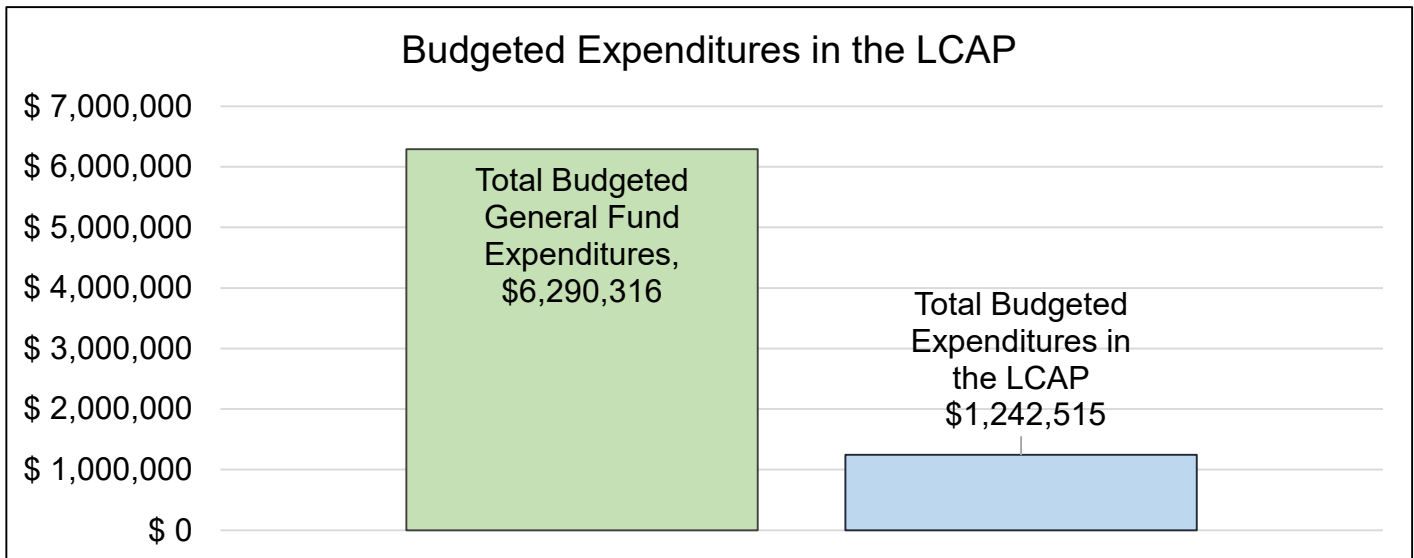LCFF supplemental & concentration grants, $180,117 , 2%

This chart shows the total general purpose revenue Orange County Classical Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Classical Academy is $8,988,580.19, of which $6,039,304.00 is Local Control Funding Formula (LCFF), $1,741,359.19 is other state funds, $990,496.00 is local funds, and $217,421.00 is federal funds. Of the $6,039,304.00 in LCFF Funds, $180,117.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,290,316

Total Budgeted Expenditures in the LCAP $1,242,515

This chart provides a quick summary of how much Orange County Classical Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange County Classical Academy plans to spend $6,290,316.00 for the 2023-24 school year. Of that amount, $1,242,515.00 is tied to actions/services in the LCAP and $5,047,801.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
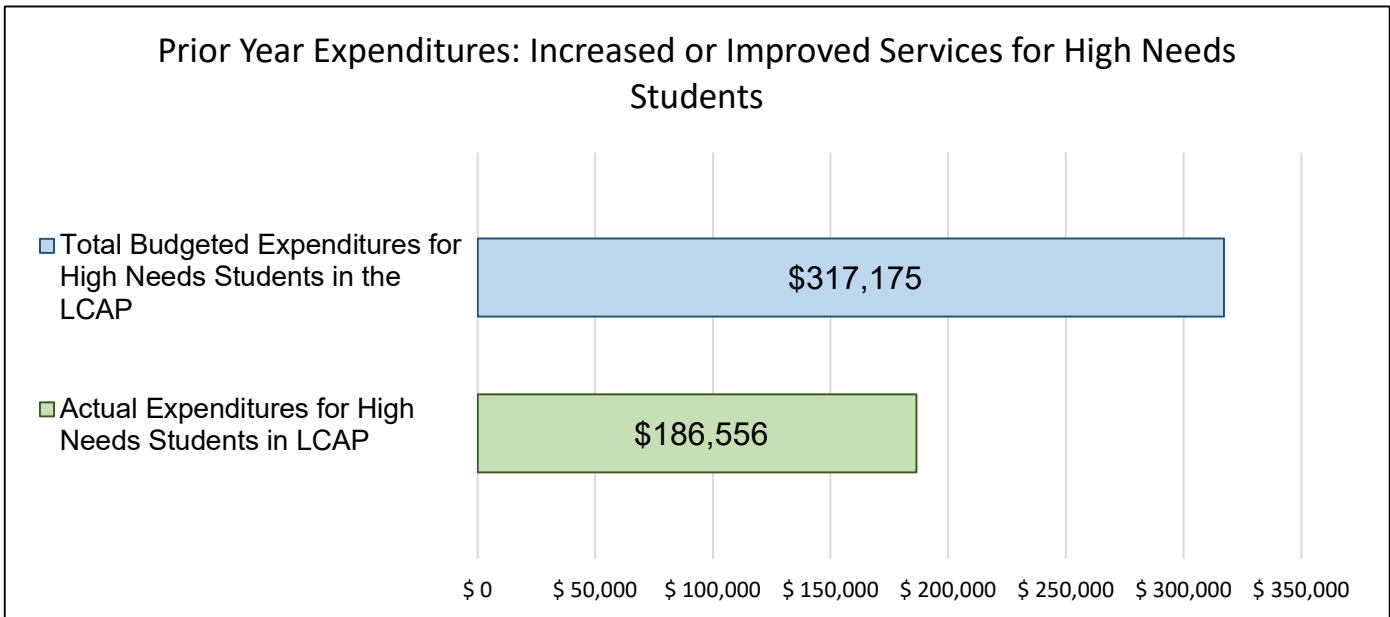
General Fund Budget Expenditures for the school year that are not included in the LCAP include certificated salaries, a portion of classified salaries, employee benefits, instructional materials and supplies, classroom furniture, food expenses, district oversight fee, license fees, dues and memberships, operating expenses such as insurance, lease expense, SPED contractors, accounting and legal fees, business services, student field trips, communication services, and recruitment and advertising fees.

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

In 2023-24, Orange County Classical Academy is projecting it will receive $180,117.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County Classical Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Classical Academy plans to spend $301,686.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$317,175
☐ Actual Expenditures for High Needs Students in LCAP	$186,556

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

The text description of the above chart is as follows: In 2022-23, Orange County Classical Academy's LCAP budgeted $317,175.00 for planned actions to increase or improve services for high needs students. Orange County Classical Academy actually spent $186,556.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $130,619.00 had the following impact on Orange County Classical Academy's ability to increase or improve services for high needs students:

Although the total actual expenditures for actions and services to increase or improve services for high needs students is less than the total budgeted expenditures for those planned actions and services, the total actual expenditures still exceed the required percentage to increase or improve services. The main budgetary discrepansies were in the areas of professional development, resulting in minimal impact on direct services for students with high needs.

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 Classical Academy	Mike Davis Director of School Development and Culture	Michael.Davis@OrangeCountyClassicalAcademy.Org (657) 223-9420

Plan Summary 2023-2024

General Information

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

Opening in the 2022-23 school year, Orange County Classical Academy (OCCA hereafter) is Orange County's first tuition-free, Classical Education charter school, the only Member School of Hillsdale College's K-12 Education Schools in the state, and in its first year, has already been recognized as a California Distinguished School by California State Superintendent Tony Thurmond. Located in Orange, California, OCCA's vision is to develop exceptional citizens who are keepers and defenders of the principles of our freedom, while also instilling intellectual and personal habits and skills upon which responsible, independent, and productive lives are built. Along with our vision, our mission is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.

OCCA offers a content-rich education that challenges and motivates each student to discover, strive for, and achieve their full personal potential while growing in their love of learning. We believe that all students deserve a challenging and comprehensive curriculum directed toward achieving world-class standards. We further believe that family involvement and commitment are essential to each student achieving their maximum potential. OCCA provides a strong curriculum, outstanding teaching, ongoing assessment of progress and development of student potential, and is committed to the high standards and full participation of families and students that this requires. Working in partnership, teachers and parents will inspire each student to realize excellence and flourish as a lifelong learner. OCCA believes that learning best occurs when students are provided with an educational program that challenges and motivates everyone to achieve their full potential.

Reflections: Successes

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

It has been our privilege this year to be recognized as a California Distinguished School. However, having just completed our first year as a Countywide authorized Charter School, we are only now collecting the baseline data that will make it into our California School Dashboard. Most of the desired outcomes specified in our LCAP for this year were met or exceeded: examples include results from our parental approval survey, and the rating of our campus facility. The remaining measures we believe are well within achievability by next school year which is the final year for this LCAP cycle: examples include percentage of English Learners achieving full English proficiency which is just ten percentage points short of the 50% that we have set as our goal by end of school year 2023-24. Note that our SBAC scores are pending release by the State this Summer and so not included in this LCAP.

OCCA benefits from a staff of over seventy who are fully committed and dedicated to achieving a very ambitious educational mission. Our focus is not only academic excellence, but also the cultivation of virtue. To achieve this we have in place an intentional and robust training program and support for all of our staff members in topics that align to our action goals. We have created a Multi-Tiered System of Support (MTSS) school wide formative data spreadsheet that will include all 540 students' performance in Literacy, Reading Comprehension, and Math progress monitoring results throughout the year. Our MTSS data spreadsheet also includes non-academic data, such as behavior incidents, attendance, and whether a student is an English Learner or in Special Education. Our priorities include making family engagement central to our mission. This is achieved through monthly Coffee with the Headmaster public meetings where we provide updates on major school events, engage our parents to create norms that are based on our ten character pillars of virtue, and ask for parental input on the specific topics of their interest to learn more about, and present on various topics: Classical Education, SBAC, School Safety Plans, and School Priorities. We also send weekly communications to all families through our Eagle News publication which includes messages from the headmaster and the assistant headmasters, announcements from the parent coordinator, progress of donations raised from various fundraiser events, as well as upcoming school events. OCCA also benefits from an Academy Advisory Council (AAC) composed of six parents and six staff members that meet quarterly. The AAC posts the agenda and minutes for every meeting at least 72 hours in advance on our main parent communication platform, ParentSquare. Last but not least, we continually engage parents through various sub-committees, including Academic Committee, Safety Committee, Playground Committee, Room Parents, Fundraise Committee, English Learner Parent Engagement, as well as Special Education Parent Engagement.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through our school wide internal needs assessments, where we have engaged all staff to offer feedback and proposals for improvement, suggested opportunities for improvement included more Instructional Assistant Staffing and SPED support, broad professional development support with a particular focus on writing and grammar, and increased differentiation both for students requiring more support and for more advanced students. Further, in alignment with our mission as a classical school where the arts are prominent, hiring an additional lower school art teacher was among the takeaways from staff.

Our outreach to parents resulted in similar recommendations, especially for student support and differentiation. Our outreach to students offered feedback on promoting virtue, more consistent discipline policy, and broadening opportunities for student activities through agencies like student council.

We continue to anticipate our biggest areas of need will be around the continued training of Classical Education for both staff and parents, as well as addressing the gap between Classical Education and Common Core standards. We plan on continuing to hold numerous professional developments to ground ourselves in our Mission and identity as a Classical Education charter school. We are grateful for our affiliation with Hillsdale College's K-12 Education, who will continue to provide the essential training our team needs to better understand the philosophy of Classical Education as well as offer direct instructional guidance. Our primary focus will continue to better understand Classical Education, and the philosophy, history, and values behind it and with programs like regular lectures and Socratic Town Halls, we hope to be able to continue our much-needed learning in the coming years.

In order to meet the state's expectation of providing access to the state standards for all of our students, we will continue to include several professional developments for our instructional staff, to better understand the Common Core standards and prepare for the Interim Assessments as well as the SBAC. Additionally, we will continue to provide trainings on the SBAC for our parents to better understand the importance of state testing and what they can expect from the results. We are eager to learn how our students will perform on the 2022-2023 SBAC, and plan to implement our next steps accordingly.

LCAP Highlights

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

The goals in this LCAP revolve around providing a quality Classical Education taught by qualified staff, in a safe and welcoming environment. In addition, goals focus on the need for the support and organization necessary for staff to fulfill the demanding mission of Classical Education founded upon a content rich liberal arts and sciences curriculum. Given we've just completed our first year, the primary source for developing our LCAP goals was through engaging our staff members, parents and students, and to deeply reflect on our Mission and Vision which helped to inform discussions around the top priorities we need to identify to achieve that Mission and Vision.

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.

N/A

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 and how this engagement was considered before finalizing the LCAP.

At our April 13th Coffee with the Headmaster and our May 3rd Academic Advisory Committee meeting, or AAC, parents were given a presentation on the LCAP and their role in offering stakeholder input into its goals and actions. A school wide parental survey was then sent out that asked parents how OCCA performs across key educational categories and offered parents an opportunity to make recommendations relevant to each of these topics.

On May 28th, students in our two highest grades, 7th and 8th grade, were prompted to engage in feedback directed to offer their input into the LCAP. A summary of that feedback was then discussed with OCCA Upper School Student Council to arrive at a deeper understanding of student input.

On June 9th, all staff were given a presentation on the LCAP process and their role in offering stakeholder input and were then engaged in a school wide participatory needs assessment exercise to collect inputs to inform our LCAP. Needs assessment input included that received from SPED personnel on better support of the SPED student population.

All inputs from the above groups were summarized and attention was given particularly to those items that were emphasized in these stakeholder forums and these were given particular consideration for the final form of the LCAP.

A summary of the feedback provided by specific educational partners.

Among parents, areas of particular attention for feedback were a greater emphasis on rigor in class content and differentiation - both for advanced students and students requiring more support. More attention to school communication and school culture were also emphasized.

Among students, areas of attention were school culture, clearer and more consistent discipline enforcement, and more opportunities for student voice.

Staff input tended to reiterate themes from the above two stakeholders but adding more explicit and actionable recommendations. Specifically, rigor and differentiation were noted themes, SPED and instructional staff recommended stronger Instructional Assistant and SPED support. Clearer curriculum expectations and cohesion across subjects was another theme and additional professional support was recommended, focusing especially on OCCA's very rigorous writing program, IEW. More staffing to support art was also emphasized. On the topic of student culture, building toward a more mature student council and events program combined with more staff support for campus supervision were recommended.

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

Next year we will be initiating a new departmental chair leadership structure to oversee and ensure curriculum is being taught with greater attention to consistency, rigor, differentiation and cross subject matter cohesion. Department chairs will receive a stipend in compensation for their additional responsibilities. Further, additional IA and SPED support will be provided, and a lower school art teacher will be hired.

Among the Department Chairs will be included a Department Chair for Student Culture for both lower and upper schools who will be responsible for further developing our student governance and events program. The new Upper School Department Chair for Student Culture will be tasked with developing and executing a new House System for Student Governance intended to increase student ownership and offer an opportunity for greater student voice, leadership and participation in our Upper Grades.

Further, a Fundraise Coordinator will be hired whose roles will include increased support of parental coordination and communication.

Goals and Actions

Goal 1

Goal #	Description
1	All students will receive Classical Education instruction provided by credentialed teachers and support staff, and our facility will be maintained in good repair.

An explanation of why the LEA has developed this goal.

As a new school, our LEA prioritizes the basic essentials of meeting state compliance. This includes hiring all staff members with appropriate credentials. We especially sought after credentialed teachers who believed in our mission of providing a robust Classical curriculum and who also understood the state standards. Classical curriculum prioritizes instruction in the liberal arts and sciences (Literacy, Literature, Writing, Grammar, History, Geography, Math, Science, Music, Art, Latin, and Recitation). As a Hillsdale K12 affiliated school we have access to the substantive trainings and materials provided by their program to develop a robust Classical Education program and culture. While OCCA may not teach Common Core Standards directly, Classical Education prepares students to meet all of the state standards. Last but not least, maintaining a safe and clean campus is one of the basic essentials for a well operating school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100%	N/A	100%		100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide required curriculum, learning materials recommended by Hillsdale College's K-12 Education to 100% of students.	100%	N/A	100%		100% of students will have access to curriculum and learning materials recommended by Hillsdale College's K-12 Education.
Maintain a 3 (Good) or better on the Facility Report Card used to assess the condition of the building, campus, and operations of the school.	4 (Exemplary)	N/A	4 (Exemplary)		Maintain a 3 (Good) or better on the Facility Report Card used to assess the condition of the building, campus, and operations of the school.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Staff Professional Development and Teacher Prep Time	22 days of professional development to be allotted throughout the school year to include sessions in classical education and the liberal arts. In addition, teachers and administrators will receive focused training at lead retreats and attend trainings offered by Hillsdale College's K12 Program and the yearly Institute for Classical Education Symposium held in Phoenix Arizona. Additional Prep Time for teachers will offer time to reflect on and internalize in practice the classical mission of our school.	[$30,000]	[N]
Action #2	Art Teacher	Hiring a full-time Art Teacher to teach middle school and support art instruction in lower grades.	[$ 70,000]	[N]

Action #	Title	Description	Total Funds	Contributing
Action #3	Improve Facilities	Major campus upgrades including bathroom expansion, additional parking and on campus pick-up and drop-off accommodations to be built.	[$ 200,000]	[N]
Action #4	Custodians	We are hiring a team of four custodians to help maintain a clean campus.	[$100,352]	[N]
Action #5	Facility Inspection Test	Institute regular facility inspection tests to support ongoing facility improvement efforts.	[$20,000]	[N]
Action #6	Lower School Art Teacher	Hiring a full-time Lower School Art Teacher to teach art instruction in lower grades.	[$70,000]	[N]

Goal Analysis for 2023-2024

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

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

With respect to Action #4, because of turn-over, the custodial staffing has varied around a total of three custodians. As of now we have a staff of two custodians and are planning to hire a third.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal #1 are mainly accounted for in Action 1 and 3. The budget included an expected expenditure budget that was higher than the estimated cost of the professional development through Hillsdale College on the topics of Classical Education in Action 1. In addition, there were slight changes to the depreciation expense of the facilities construction costs, leading to a lower estimated actual in Action 3.

As for staff expenditures, the estimated actual expenditures for Action 4 was also slightly lower than the budgeted amount, as there were less than four custodians who made up the janitorial team in the 2022-23 school year. Action 2 also saw a lower estimated actual expense, as the art teacher salary was budgeted at a higher amount to stay conservative.

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

All three desired outcomes were fully met, and the work that was performed on upgrading the campus has resulted in a perfect score in our most recent facility inspection by our authorizer, OCDE.

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

In order to measure the proper credentialing and assigning of instructional staff, a metric has been added to capture this as one of the primary metrics of this goal.

We are continuing to build on the successes of our arts program by planning to hire an art teacher for our lower school.

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

Goal 2

Goal #	Description
2	Increase student achievement through strong instructional supports, such as curriculum, materials, resources, and instruction by highly trained teachers. The training provided for our teachers will focus on developing a high-quality Classical Education and learning through the implementation of the Classical standards that also provide access to the state standards.

An explanation of why the LEA has developed this goal.

As an institution of Classical learning, we make it a priority to provide all teachers with the necessary curriculum and train them in each subject. Due to Classical Education being very robust and structured, it is necessary that we focus our priorities on equipping all of our instructional staff in solid teaching pedagogy, as well as learning how to implement it well in a classroom environment. We believe that providing high quality education should always be our priority, in accordance with our Mission and Vision. We, therefore, will be constantly training teachers on how to best utilize our Classical curriculum, so that students are prepared to meet not only our standards as a Classical school, but also meet or exceed state standards on their SBAC testing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	N/A	N/A	Pending State Release		Over 70% of students meeting or exceeding proficiency.
SBAC ELA for subgroups	N/A	N/A	Pending State Release		Over 30% of students in Special Education meeting or exceeding proficiency. Over 50% of English Learners meeting or exceeding proficiency.
SBAC Math	N/A	N/A	Pending State Release		Over 70% of students meeting or exceeding proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math for subgroups	N/A	N/A	Pending State Release		Over 30% of students in Special Education meeting or exceeding proficiency. Over 50% of English Learners meeting or exceeding English proficiency.
ELPAC	40%	N/A	40.0%		Over 50% of English Learners meeting or exceeding English proficiency.
EL Reclassification Rate	40%	N/A	40.0%		50% or more English Learners reclassified.
Benchmark Assessments ELA	69.7%	N/A	69.7%		75% or more on MAP/NWEA ELA Median Percentile Score Averaged Across All Grades.
Benchmark Assessments Math	70.3%	N/A	70.3%		75% or more on MAP/NWEA Math Median Percentile Score Averaged Across All Grades.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Staff Professional Development	22 days to be allotted throughout the school year specifically for staff professional development to include training in: Instruction, Test Prep, Intervention Strategies, Co-Teaching with Special Education, English Learner Support, Behavioral Management, Classical Education, Subject Specific Professional Development, Grade Specific Professional Development, and Training in Benchmark Testing as well as Prep Time for teachers.	[$35,750]	[N]
Action #2	Assessment Tools	Purchasing MAP/NWEA assessment for benchmark testing.	[$10,000]	[N]
Action #3	Instructional Assistants	We are hiring a team of **9** Instructional Assistants to support teachers.	[$271,686]	[Y]
Action #4	Targeted Instructional Assistants. (ELO-P)	2 additional IA's will be hired to support instruction targeting our unduplicated student population who will also be supported by teachers providing ELD services as well as additional intervention.	[$54,627]	[N]
Action #5	Departmental Chairs	A total of ten Departmental Chairs will be appointed – Humanities, Language, Math and Science, Visual and Performing Arts, and Student Culture - five for Lower and five for Upper School. Chairs will receive a $3000 stipend.	[$30,000]	[N]
Action #6	SPED Support	We are hiring 6 SPED paraprofessionals, one Occupational Therapist, 1 Education Specialist for our Upper School grades, and hiring the services of Stepping Stones Academy for Speech Therapy and related interventional needs.	[$247,600]	[N]

Goal Analysis for 2023-2024

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

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

Over the previous year we added a total of six, rather than the projected five, Instructional Assistants and five, rather than the projected three, SPED paraprofessionals. Also, because this was our first year as a school, we were not eligible to receive ELO-P funding as planned, however we continued our ELO-P programming using school funds.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal #2 are mainly accounted for in Action 1 and 3. The budget included an expected expenditure budget that was higher than the estimated cost of the professional development listed in Action 1. In addition, as for staff expenditures listed in Action 3, there were more Instructional Assistants, for both the unduplicated pupils and Special Education, that were hired for the 2022-23 school year than expected, resulting in the estimated actual expenditures being significantly higher than the budgeted amount.

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

Our additional IA support has helped our students grow in their foundational skill knowledge as we observed in our student's Reading and Math NWEA Benchmarks scores that grew from Fall to Spring. NWEA/ MAPs benchmarks are indicative of how students will perform in the CAASPP Assessment at the end of the year and have helped us understand which students are on track to meet language and math proficiency and which students need intervention and in what specific areas they need support. This has helped our team provide effective targeted academic intervention.

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

We are adding three more IA's and one SPED IA to further support our instructional and SPED needs. To better differentiate costs associated with contributing actions, additional support for all SPED specific staff has been differentiated as a separate action, Action 6, from additional IA staffing, Action 3.

We are restructuring our instructional staff using a departmental chair system. It is our expectation that this will help to achieve greater curricular support and clarity of curricular expectations, cohesion across grades and subject matter, differentiation, as well as provide additional support, via the Chair of Student Culture, to student voice and student school involvement.

Desired outcome goals for our Benchmark Assessments were added now that we have a baseline established from this first year of data.

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

Goal 3

Goal #	Description
3	All parents will be actively invited to become true partners in their children's education. We will offer workshops, events, stakeholder engagement trainings, to provide input into utilization of resources and services and decision-making practices at the school, with special attention provided to English Learners and Special Education.

An explanation of why the LEA has developed this goal.

As a new school, building a strong culture that aligns to our Mission and Vision is one of our biggest priorities. Engaging parents to participate in some of the decision-making processes, providing opportunities to volunteer at the school, providing consistent and clear communication, as well as delivering appropriate parent education are some of the action steps that our school will continue to take to build a strong culture with parents. And we view strong school-parent partnership as critical to supporting student attendance and success. In order to meet the needs of our two subgroups: English Learners and Special Education, we will hold a Parent Engagement event with the two subgroups of parents, where we receive direct feedback to enhance our programs and support. Additionally, one of the ways that we intentionally plan to gather more quantitative data is through continued use of administering surveys to parents with questions that are aligned to our Mission and Vision, along with our school priorities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey on Connectedness to School's Mission & Vision.	100% Approval	N/A	100% Approval		Parent Approval greater than 80%.
Parent Survey on School Safety.	98.9% Approval	N/A	98.9% Approval		Parent Approval greater than 80%.
Parent Survey on Academic Program.	96.0% Approval	N/A	96.0% Approval		Parent Approval greater than 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey on School Communication.	90.9% Approval	N/A	90.9% Approval		Parent Approval greater than 80%.
Parent Survey on Opportunities to Participate.	99.0% Approval	N/A	99.0% Approval		Parent Approval greater than 80%.
School Attendance	95.6% Attendance	N/A	95.6% Attendance		School Attendance greater than 95%.
Chronic Absentee Rates	0.74% Chronic Absentee Rate	N/A	0.74% Chronic Absentee Rate		Chronic Absentee Rate less than 1%.
Pupil Suspension Rates	0.93% Pupil Suspension Rate	N/A	0.93% Pupil Suspension Rate		Pupil Suspension Rate less than 1%.
Middle School Dropout Rates	0% Middle School Dropout Rate	N/A	0% Middle School Dropout Rate		0% Middle School Dropout Rate
Percent Students Returning	95.8% Returning Students	N/A	95.8% Returning Students		Percent students returning greater than 95%.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Engagement Programs	Implement Coffee with the Headmaster, Academic Advisory Council, various Sub-Committee teams, and a staff member dedicated to parent outreach and communications. Further, we will have a minimum of two parent engagement meetings for parents of EL students and a minimum of two parent engagement meetings for parents of SPED students.	[$30,000]	[Y]

Action #	Title	Description	Total Funds	Contributing
Action #2	Parent Classes and Workshops	Will hold multiple workshops and classes a semester covering specific subject matter topics such as Singapore Math, Literacy Essentials, as well as topics on Classical Education, the Liberal Arts and Culture.	[$2,500]	[N]
Action #3	Fundraise Coordinator	We are hiring a Fundraise Coordinator whose role will be to manage fundraising and better facilitate parental coordination and support.	[$70,000]	[N]

Goal Analysis for 2023-2024

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

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

Actions were executed as planned.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal #3 are mainly accounted for in Action 1. The estimated actual expenditures include the pay for the Parent Coordinator, who facilitated in organizing the parent engagement opportunities. The original budget for Action 1 included expenses such as materials, supplies, and food, however, there were very minimal expenditures in these areas for the parent engagement opportunities.

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

Desired outcomes were fully met, however, among the feedback from our parent survey was that there are clear opportunities to improve school and parent communication and coordination.

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

Chronic Absentee Rate, Pupil Suspension Rate, and Middle School Dropout Rate, have been added to this goal's metrics to better monitor these required outcomes.

We will be hiring a full time Fundraise Coordinator whose role will be to manage fundraising and facilitate parental coordination and support.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$180,117	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.14%	0%	$0	3.14%

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

Required Descriptions

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

Because of a greater need for support among our English Learners and low-income students, Goal 2 Action 3 offers an additional added level of support for these students through the additional presence of instructional assistants who will be working in the classroom. While whole-class instruction is ongoing, these students will receive additional attention to the areas where they may be struggling. We have found that, due to the low number of unduplicated students at OCCA, it is most effective and efficient for the instructional assistants to pinpoint and support low-income and English learner student needs within the whole class environment where the IA role also includes supporting the learning of all students. We expect that these students will be more successful in their learning as a result of this support, and that this will be reflected in their academic performance and assessments.

Parent engagement is a key part of supporting our students, and especially our unduplicated student population. Through the activities specified in Goal 3 Action 1, the parents of the unduplicated student population will be given better tools for understanding our curriculum and how to better aid their students as well as have the opportunity to provide direct feedback through EL and SPED parent engagement meetings.

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

While English Learners and Socioeconomically Disadvantaged students will benefit from each of the goals described above, specific areas of support are also provided, which exceed the required 3.14% to increase or improve services. The allocated amount is $180,117. Costs associated with this amount are delineated in the Expenditure Tables.

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:15.08	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:17.36	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 934,495	$ 302,227	$ -	$ 5,793	1,242,515	$ 960,140	$ 282,375

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staff Professional Development and Teacher Prep Time	All	$ 30,000	$ -	$ -	$ -	$ 30,000
1	2	Art Teacher	All	$ 70,000	$ -	$ -	$ -	$ 70,000
1	3	Improve Facilities	All	$ 200,000	$ -	$ -	$ -	$ 200,000
1	4	Custodians	All	$ 100,352	$ -	$ -	$ -	$ 100,352
1	5	Facility Inspection Test	All	$ 20,000	$ -	$ -	$ -	$ 20,000
1	6	Lower School Art Teacher	All	$ 70,000	$ -	$ -	$ -	$ 70,000
2	1	Staff Professional Development	All	$ 29,957	$ -	$ -	$ 5,793	$ 35,750
2	2	Assessment Tools	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	3	Instructional Assistants	All	$ 271,686	$ -	$ -	$ -	$ 271,686
2	4	Targeted Instructional Assistants (ELO-P)	All	$ -	$ 54,627	$ -	$ -	$ 54,627
2	5	Department Chair	All	$ 30,000	$ -	$ -	$ -	$ 30,000
2	6	SPED Support	All	$ -	$ 247,600	$ -	$ -	$ 247,600
3	1	Parent Engagement Programs	All	$ 30,000	$ -	$ -	$ -	$ 30,000
3	2	Parent Classes and Workshops	All	$ 2,500	$ -	$ -	$ -	$ 2,500
3	3	Fundraise Coordinator	All	$ 70,000	$ -	$ -	$ -	$ 70,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,743,506	$ 180,117	3.14%	0.00%	3.14%	$ 301,686	0.00%	5.25%	**Total:**	$ 301,686
								LEA-wide Total:	$ 301,686
								Limited Total:	$ -
								Schoolwide 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 (%)
2	3	Instructional Assistants	Yes	LEA-wide	All	Elementary	$ 271,686	0.00%
3	1	Parent Engagement Programs	Yes	LEA-wide	All	Elementary	$ 30,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 942,500.00	$ 802,983.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staff Professional Development and Teacher Prep Time	Yes	$ 80,000	$ 17,330
1	2	Art Teacher	No	$ 70,000	$ 47,727
1	3	Improve Facilities	No	$ 300,000	$ 200,000
1	4	Custodians	No	$ 120,000	$ 94,183
1	5	Facility Inspection Test	No	$ 20,000	$ 21,383
2	1	Staff Professional Development	Yes	$ 100,000	$ 15,056
2	2	Assessment Tools	No	$ 10,000	$ 9,585
2	3	Instructional Assistants	Yes	$ 130,000	$ 322,197
3	4	Targeted Instructional Assistants (ELO-P)	Yes	$ 50,000	$ 41,567
3	1	Parent Engagement Programs	Yes	$ 60,000	$ 32,454
3	2	Parent Classes and Workshops	No	$ 2,500	$ 1,500
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 78,460	$ 317,175	$ 186,556	$ 130,619	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staff Professional Development and Teacher Prep Time	Yes	$ 80,000	$ 17,330.35	0.00%	0.00%
2	1	Staff Professional Development	Yes	$ 87,175	$ 11,401.60	0.00%	0.00%
2	3	Instructional Assistants	Yes	$ 90,000	$ 125,369.94	0.00%	0.00%
3	4	Targeted Instructional Assistants (ELO-P)	Yes	$ -	$ -	0.00%	
3	1	Parent Engagement Programs	Yes	$ 60,000	$ 32,454.08	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,476,641	$ 78,460	0.00%	3.17%	$ 186,556	0.00%	7.53%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  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.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

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

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

Contributing Actions Annual Update Table

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022