



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland School for the Arts

CDS Code: 01 61259 3030772

School Year: 2023-24

LEA contact information:

Mike Oz

Executive Director

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

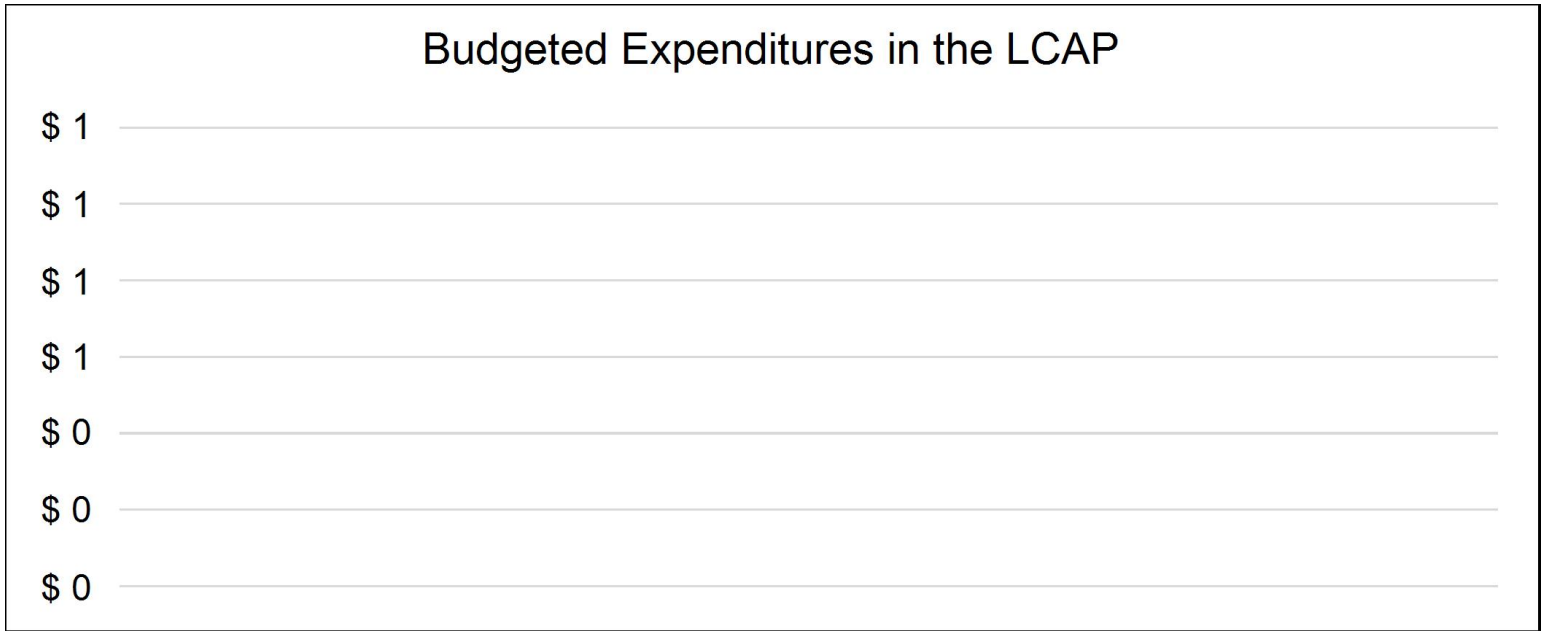
Total LCFF funds
\$0
0 %

This chart shows the total general purpose revenue Oakland School for the Arts 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 Oakland School for the Arts is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oakland School for the Arts 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: Oakland School for the Arts plans to spend \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Oakland School for the Arts is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Oakland School for the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland School for the Arts plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Oakland School for the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland School for the Arts 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, Oakland School for the Arts's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Oakland School for the Arts actually spent \$ for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland School for the Arts	Mike Oz Executive Director	moz@oakarts.org 510--873--8800

Plan Summary [2023-24]

General Information

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

Oakland School for the Arts (OSA) balances an immersive arts environment with a comprehensive academic program. Originally, OSA intended to serve the local population with a majority of students being from Oakland and also coming from the greater Bay Area. More recently, we have implemented a lottery system where preference is given to students from Oakland and more specifically to students attending schools with 40% or more student qualifying for free and reduced lunch services. This remains true to the school's original vision. OSA has become a Creative Career Pathways school (Linked Learning Pathways certified) where OSA students are prepared to use their creativity in a wide range of fields and to be successful in many different endeavors. OSA inspires its students to find their individual voices through intensive study of the arts and a challenging academic program that focuses on critical thinking and analysis. Students enter into one of 10 Arts Pathways, receiving 2-3 hours of industry informed specialized arts training daily. We are gradually integrating the CTE curriculum into all of our classes. Graduates are prepared to find success in any field at the college or professional level, including, but not limited to, specialized art schools. With approximately 75% of our graduates gaining acceptance to four-year universities annually, we are confident that this artistic integration into academic programming increases student engagement and student success.

The OSA environment is vibrant, energized and supportive. The arts programs infuse the campus with a great sense of purpose: students are able to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation. Equity and inclusion are high priorities, and are reinforced by our Step It Up outreach program to local Title I schools. We also have a preference in admissions to pupils who reside in the elementary school attendance area where we are located, as well as those who attend Oakland elementary schools who meet the Charter School Facility Grant Program Free and Reduced Priced Meal requirement. In addition, the school is part of a thriving arts community in Uptown Oakland and opens its doors to everyone for performances and gallery showings. OSA families are great ambassadors for the school and are involved in all aspects of school life.

Looking into the future, the OSA vision is to give the world generations of innovative problem-solvers and critical thinkers who bring the essential value of the arts into whichever career path they choose. With our 20+ year history we now have evidence through student outcomes that arts education is powerful and successful in bringing forth this vision.

Reflections: Successes

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

The 2022 CAASPP snapshot shows 60.41% of OSA students met or exceeded standards in ELA compared to 35.3% in OUSD. In Math, 36.9% of OSA students met or exceeded standards compared to 25.87% for OUSD.

Chronic absenteeism continues to remain low at OSA. ADA has not recovered to pre-pandemic levels primarily due to enrollment challenges in high school. Despite that, we have successfully kept most of our seniors enrolled and on track, graduating with A-G diplomas.

Graduation rate increased slightly in 2022, from 95% to 96%.

Suspension rate in 2022 is 3.5% with a high level of African American students and students with disabilities being suspended.

Retaining and hiring credentialed teachers continues to be a challenge as we are in a statewide teacher shortage and teachers are leaving the profession at a significant rate.

The dashboard does not display accurate information for Parent and Family Engagement or Local Climate Survey. Our level of family engagement is high and will continue to grow next year with a newly formed PTSA, weekly communication through the OSA Family Newsletter, and engagement with parents through our regular student performances and shows. OSA conducts an annual climate survey with 125 families completing the survey in 2022-23.

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.

Math skills development continues to be a challenge for a large percentage of students whose education was disrupted during Covid. In 2023 the math department will transition to a new math curriculum for Algebra I that will lay a strong foundation for more advanced math skills. We also have highly qualified math faculty in place for the coming school year.

Our enrollment challenges mirror challenges shared by all traditional schools post-pandemic and our HS enrollment has declined significantly since 2019. During the pandemic some students shifted to an alternative education path and some families relocated out of state. A focus on increasing enrollment in the 2023 school year is supported through the staffing of a Director of Enrollment, and the elimination of auditions in the 2023 school year will potentially increase our HS transfer numbers. We will continue to focus on engaging all students through relevant, engaging, socially conscious and culturally responsive curriculum in the Arts and Academic programs.

In 2022-23 our suspension rates of AA and students with disabilities continues to be too high. The student support team has reviewed use of suspension to address our most severe disciplinary situations: use of controlled substances and physical altercations. Student mental health and wellness is a top priority for our team and we need to increase resources to provide education around the use of nicotine, alcohol and marijuana. In addition, we need to shift some student attitudes away from using physical violence towards conflict resolution. We intend to do so through mentor and conflict resolution training for the 2023 school year.

While over 90% of our academic faculty are credentialed in the area they teach, we need to support our arts faculty to obtain CTE credentials in their pathways in order to comply with state requirements.

LCAP Highlights

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

This plan was developed in a pivotal year for the school. Like many schools, we brought out students back to campus after a substantial period of remote learning. This brought forth both predictable and unpredictable challenges that we have navigated as a school community. With increasing mental health needs of all members of our community our support structures have been evolving to support our students and families as we remain committed to the school's mission and vision. In the midst of this challenging year we have successfully negotiated our first CBA with our teacher's union, COSATS. The CBA outlines a commitment to policies, processes and procedures that aim to improve the teaching experience at the school while implementing a salary schedule that provides a 15-20% increase in compensation to most teachers. Also notable, the sudden mid-year resignation of our Executive Director resulted in the implementation of a Senior Leadership Team aimed at increasing transparency and community input on all levels and an ongoing analysis of the most effective leadership structure to move the school forward. This has included a strengthened partnership with our primary parent group, The Alliance of Parents and Teachers (APT),

with a renewed commitment to transparency and collaboration. We are excited to enter the new school year having only grown stronger from each of these challenges.

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.

OSA is committed to a culture of feedback. This is not only a necessary attribute of a healthy community, but also inherent to artistic development. OSA engages in this culture of feedback by providing ongoing opportunities for students, parents, employees, and community members to provide input be present in the school decision making process. Oakland is a city with deep roots in social activism and OSA reflects in the engagement of our educational partners. OSA board meetings provide an opportunity for our immediate community and general public to be engaged in school decision making and provide feedback. We routinely survey our students, parents, and employees to monitor general well-being, appropriate technology access, effective student support structures, school safety measures, quality of artistic and academic programs, school communication strategies, and many other key school functions. Our Parent/Teacher/Student Association (PTSA) is the formal body that supports the school in bringing parent voice forward and present in key decision making. OSA partners with the PTSA in the development of the surveys to ensure the data collected is credible and relevant to all stakeholders. OSA also collaborates with a CTE advisory board that meets each semester. The board is composed of professionals representing the various industries for which our program aims to prepare our students. They act as consultants to ensure industry relevance and also support OSA students in providing access to professional experiences through internships, mentorships, and other job opportunities. We partner with OUSD, our authorizing district, as part of the Measure N initiative designed to prepare all students for both college and career opportunities through CTE offerings. This process embeds district oversight to monitor that our offerings are aligned with the four pillars Linked Learning and that the student outcomes demonstrate successful implementation. Beyond the direct feedback from OUSD this process also provides an opportunity for us to partner with other school sites in Oakland through site visits and collaborative discussions. An additional measure the school has implemented this school year is to build stronger relationships with the general downtown community. We are uniquely positioned right in the heart of downtown Oakland and remain committed to being an asset to our neighbors.

Prior to finalizing the LCAP, the draft will be presented at a publicly noticed meeting with our board, including public comment opportunities. Any input will be reviewed and taken into account prior to presentation of the final LCAP.

A summary of the feedback provided by specific educational partners.

Feedback regarding expenditures related to equity, particularly expenditures for our low-income students and families.

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

Professional development was streamlined to target equitable practices, focusing on disability rights and disability justice, JEDI work, and career options for students instead of solely focusing on college as a means to be successful,. Increased expenditures on credit recovery programs.

Goals and Actions

Goal

Goal #	Description
1	The staff and administration will develop a plan, based on data, to ensure rigorous curriculum and quality instruction that challenges all students. Provide a high-quality program to improve the educational outcomes by ensuring conditions (teachers and instructional materials) are met in order to serve the developmental, academic, social and emotional needs of our students.

An explanation of why the LEA has developed this goal.

To ensure that students entering OSA at all academic level are appropriately challenged and support in college and career preparation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will have equitable access to curriculum with appropriate supports and interventions so they have the opportunity to succeed. Student Support Team (SpEd, Academic and Wellness Counseling, Leadership) will regularly monitor progress and identify needs.	Currently intervention courses are limited.	COST team monitored student progress weekly for all students. Referrals for health and wellness and academic intervention led to individual support plans.	Student support team expanded academic support for students not on track to graduate through twice weekly academic support classes.		Intervention courses available to all students identified as not on track to graduate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
OSA will provide teachers with professional development specific to their subject area.	Many teachers currently do not have access to subject-specific professional development.	Increased CTE and curriculum development PD was offered to all arts teachers. 60% of PD time was dedicated to teaching and curriculum design.	OSA launched AVID school wide program to improve skill building across academics and arts. Departments identified key standards and skills needed at each grade level.		All teachers receive content area-specific professional development.
A credit recovery system will be put into place to ensure high school students are on track to graduate in their math courses and are A-G eligible.	Currently 75% of our students are A-G eligible.	A-G Eligible 85%	A-G Eligible 73% The master schedule was intentionally revised to allow access to students to retake courses to enable them to be A-G eligible, with an emphasis on 9th and 10th grade math.		95% of graduates will be A-G eligible

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Courses	Students will have equitable access to curriculum with appropriate supports and interventions so they have the opportunity to succeed. Student Support Team (SpEd, Academic and Wellness Counseling, Leadership) will regularly monitor progress and identify needs.	\$50,000.00	No Yes
1.2	Professional Development	All teachers receive content area-specific professional development focusing on equity, diversity and inclusion.	\$14,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Credit Recovery System	A credit recovery system will be put into place to ensure high school students are on track to graduate in their math courses and are A-G eligible.	\$9,000.00	Yes

Goal Analysis [2022-23]

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

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

Post-pandemic the numbers of students needing academic interventions has continued to increase and we are limited by resources and staffing.

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.

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

The implementation of credit recovery courses into the master schedule allowed students to recover credit on campus within their academic. All students who took recovery courses earned credits toward graduation and/or recovered A-G eligibility.

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.

Plans to increase A-G rate will include increased academic counseling and outreach about A-G eligibility, implementation of AVID courses for middle and high school students and academic intervention periods.

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

Goals and Actions

Goal

Goal #	Description
2	The school will continue to integrate the CTE pathway model program with their existing academic and arts programs to prepare students for college and career readiness. As a Creative Career Pathway school the goal is to develop all arts programming to reflect industry informed career and college readiness and ensure fair and equitable sub-pathway admissions.

An explanation of why the LEA has developed this goal.

To guarantee preprofessional training relevant to student identified pathways for all students. We want all of our students to be prepared for both college and career and for their educational experience to be industry relevant.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pathway development will increase possibilities for internships with local arts organizations among their high school students.	Though 100% of student had access to internships, 5% participated.	Less than 1% of seniors were interns, close to 1% (.06) of juniors were interns.	1% of all high school students completed internships. This year sophomores were offered access to internship opportunities and we revised our desired outcome to include all HS students.		25% of high school students will have successfully completed internships.
Creation of Arts Advisory Board to ensure industry relevance in all art forms	In development, nothing in place	Board was established and includes local partners and industry experts. Meetings were held.	Our art advisory board members did a deep dive into all curriculum, and designed a rubric to measure student development for both pathways. We		We will have a board with representation of all our specialized art forms meeting twice annually to assess industry relevance of our programming.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>increased our partnerships with local businesses, which expanded student opportunities for internships, masterclasses, and mentors. These opportunities helped students make informed college and career decisions. Using backward mapping our Business of the arts class students map out a career plan then research colleges based on the career plan.</p>		
<p>OSA will expand its summer programs in the arts for which interest is expressed. This will also help in recruitment.</p>	<p>Currently we do not have a summer program.</p>	<p>Summer Arts program will be offered 21-22. Small pilot program June 2022.</p>	<p>Our pilot Summer Arts program was a success with 5 sub-pathways offering classes, representing 55%. The program will be expanded in 2022-23.</p> <p>In addition, sub-pathway elective courses offered during the school day were expanded through</p>		<p>80% of our sub-pathways will have a summer program.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			middle school and high school.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Summer Program	OSA will expand its summer programs in the arts for which interest is expressed. This will also help in recruitment.	\$30,000.00	Yes
2.2	Arts Advisory Board	By 2023-24, we will have a board with representation of all our specialized art forms meeting twice annually to assess industry relevance of our programming.	\$5,000.00	No

Goal Analysis [2022-23]

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

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

On the first outcome, our goal was changed to "all HS students" because we wanted to offer the opportunity for internships to sophomores in addition to juniors and seniors. This resulted in an increased number of student participating in internships in the 22-23 school year.

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.

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

Expansion of the number of internships available resulted in more participants.

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

The Desired Outcome was changed from "seniors" to HS students because we have expanded our internships to include sophomores.. For 2024, internships will be implemented as a part of the senior capstone class. Internships will directly correlate with the grant writing for the specific Arts business they intern at. This will help improve the career readiness in their pathway.

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

Goals and Actions

Goal

Goal #	Description
3	OSA will provide additional resource allocation towards social-emotional supports for students and families to address the health and wellness of students.

An explanation of why the LEA has developed this goal.

As we return to in-person instruction after a year of remote learning, the socio-emotional needs of our students and families have increased significantly.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Incorporate Challenge Day into more grade levels (beyond 7th and 10th)	Currently only in two grade levels (7 & 10)	Challenge Day was postponed due to space and Covid 19.	OSA moved away from Challenge Day, focusing on ongoing social-emotional supports built into OSA school culture and developing the OSA Way and school assemblies to unify all students.		Challenge Day will be offered in four grade levels.
Recognize and deliver the plan for support of mental health as we return to in-school learning in the Fall through Advisory Class	No baseline due to COVID	Increase in mental health services and tele-health counseling. Advisory sessions focused on community space, wellness and social emotional learning. One	Mental health continues to impact student wellness, attendance and academic success. Increased on campus resources for students and the development		School attendance of 96% or higher. Reduced access gap with evidence in GPA analysis by demographic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		additional full time mental health counselor was added to the team. Student Support team worked to reduce chronic absenteeism. Middle school attendance averaged 94% high school 91%	of the OSA wellness center has increased access to services for all. Our SART team worked with families to address barriers for students to attend school daily.		
Establishment of a Buddy System between high school and middle school students in the same emphasis to help establish a bond and to foster supportive relationships	Not currently in effect	Middle and high school students build community across affinity groups and clubs. A formalized arts based mentorship program has not yet been established.	Affinity groups and clubs expanded this year and included off site active and family outreach. Peer mentors were assigned to students through the Student Support Team to support students who would benefit for coaching or learn from older students with shared experiences.		All students are engaged in a Buddy System.
Expanded mental health supports, restorative justice consultants and facilitators, disability rights professional development		Classified Staff Salaries: includes SPED, Health & Wellness: \$1,423,851 Certificated Staff Salaries: includes Teachers, some Admin: \$7,956,334.75 Educational Consultants: Annette	Staff Salaries to facilitate the coordination of outside services that included: Beats, Rhymes and Life which provided small therapeutic groups using hip hop to support mental health;		Teachers and staff are trained and supported in providing socio-emotional supports, particularly to students with disabilities and mental health concerns.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Oropeza, Spearitwurx, Kendall Roberts, India Harwood: \$100,000	SF Suicide Prevention (Felton Group) which provided educational series and resources, and local consultants on fentanyl addiction and harm reduction. Training for teachers and peer educators to teach comprehensive sexual health curriculum that includes healthy relations and mental health and wellness.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Challenge Day	Challenge Day will be offered in four grade levels.	\$14,000.00	No
3.2	Advisory	Recognize and deliver the plan for support of mental health as we return to in-school learning in the Fall through Advisory Class	\$10,000.00	Yes
3.3	Buddy System	Establishment of a Buddy System between high school and middle school students in the same emphasis to help establish a bond and to foster supportive relationships	\$5,000.00	No
3.4	Expanded Mental Health Supports	Increased expenditures on disability justice and disability rights. Increased expenditures on socio-emotional health of students and ability of staff to support.	\$9,480,186.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

The shift from Challenge Day led to intentional planning for OSA Advisory sessions and small group counseling focusing on empathy, awareness and education to make OSA a safe space for all students.

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

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

This year we made significant progress to establish and maintain a positive school culture post Covid. Structures have been put in place to provide short and long term intervention and partnerships with outside resources. The work done to make resources more available and accessible has increased students and families making self referral to support. More students have been taught about consent, healthy relationships, self advocacy and how to navigate a complex systems of resources.

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.

Mental health resources and staffing will need to continue to grow to meet the needs of our students and ongoing progress monitoring. The experiences of our students and families post Covid have been included in the development and mission of the OSA Wellness center. We hope to include support groups for commonly occurring issues such as: substance use and abuse, eating disorders, stress and anxiety and social skills

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

Goals and Actions

Goal

Goal #	Description
4	The faculty, staff, and administration will embed culturally responsive practices within the organization, thereby promoting equity, inclusivity, and strengthening a sense of identity throughout the school.

An explanation of why the LEA has developed this goal.

As a public school in the heart of downtown Oakland serving a diverse student body it is critical that all aspects of our programming reflect and support the communities and families we serve. In recent years the gentrification of Oakland has impacted the student experience at our school making an intentional increase in culturally responsive practices critical.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implement the equity rubric developed with Edutainment for Equity	Currently have a draft of the rubric	Equity Task Force was created and engaged in year long work to adapt rubrics to systems and practices at OSA to implement in 22-23. Draft completed May 2022.	The Equity Task Force developed and finalized nine rubrics around schoolwide systems at OSA. These include academic support, artistic program, classroom & school culture, curriculum & instruction, enrollment & retention, family & community engagement, mental health support, operations, and staff recruitment & hiring. A plan for implementation will be		Rubric utilized to assess all aspects of the school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			approved alongside the approval of the rubrics.		
Support affinity groups in ensuring representation of marginalized student populations	Design a survey to ensure representation and inclusivity.	Justice Equity Diversity and Inclusion coordinator added to leadership team and supported all affinity groups and their advisors. Increase number of student created groups and attendance.	<p>69% of students agreed/strongly agreed that affinity groups positively impacted their school experience. 8.35% of students disagreed/strongly disagreed that affinity groups positively impacted their school experience. 22.39% of students felt the question did not apply to their experience.</p> <p>In addition to previous affinity groups, the Disability Awareness group was formed. Overall consistent attendance for affinity groups grew. Future goal is to have greater representation from middle school. Affinity groups organized school wide events like the Affinity Fair and BSOC Camping trip. Affinity groups</p>		Annual survey for members of affinity groups to measure inclusivity and of members of that group at OSA, with 90% of surveyed students responding positively.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			also organized collaborative events.		
Provide JEDI focused professional development for all employees	We have done foundational training in the 2020-21 school year.	Professional Development this year, included, but are not limited to: Implicit Bias in the classroom, oppression and white supremacy in the classroom, community building, diversity and representation in course curriculum. JEDI focused PD took place 2-3 times per academic quarter.	Professional development included history of OSA from a historical and sociological lens, identity and affinity, power and privilege, allyship, belonging through student culture survey data dive, and response to slurs and hate speech.		PD calendar demonstrates the JEDI focus on all PD. Faculty survey demonstrates effectiveness of JEDI PD for employees. Student survey demonstrates JEDI practices resulting from training happening in the classrooms.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Equity Rubric & Tracking	Complete draft and implement the Equity Rubric.	\$25,000.00	No
4.2	Affinity Groups	Support affinity groups in ensuring representation of marginalized student populations	\$10,000.00	No
4.3	JEDI Focused PD	Provide JEDI focused professional development for all employees	\$15,000.00	No

Goal Analysis [2022-23]

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

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

The Equity Rubrics and implementation plan were finalized in May 2023. Short and long term goals attached to the rubrics will be set in June 2023, and the use of the rubrics as an assessment tool will be launched in August 2023

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.

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

The creation of the rubrics was collaborative and included feedback from all stakeholders. This allowed for many perspectives, identities, and experiences to be included in the formation process. The implementation plan was developed to ensure the same spirit of collaboration. These actions have made the rubrics strong tools of accountability and a strong road map for actionable ways in which OSA can create more equitable systems.

The focus of all affinity groups was to build community as a response to the isolation that many students felt after returning to in-person learning. Therefore, all events (and fundraisers to support them) were meant to bring greater community. All affinity groups were normed on conduct, membership, organizing assemblies, and fundraising efforts to ensure that each group was inclusive and that all events were successfully organized. This allowed for greater collaboration between groups and more inclusive events like the BSOC Affinity Camping Trip.

This year's professional development thread incorporated the arts to be better aligned with the mission of OSA. Additionally, each workshop included tools and action items that could be used in every individual's role as an educator.

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.

Metric 1: No changes. Upcoming goals should be linked to the goals set by OSA leadership teams and JEDI committee in accordance to the Equity Rubrics

Metric 2: Increase efforts toward inclusion and education. These efforts should include connecting students - middle school in particular - with affinity groups as a means of building community and planning and advertising school-wide events that center joy and invite all students (regardless of identity).

Metric 3: No changes.

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

Goals and Actions

Goal

Goal #	Description
5	The administration and staff will develop and utilize a school wide systematic assessment plan to collect, analyze, and interpret the data needed to make decisions about curriculum, teaching practices, professional development, and program effectiveness.

An explanation of why the LEA has developed this goal.

To ensure that all decisions made regarding curriculum/instruction and related trainings are informed by data and that this data can be collected over time to monitor student progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Integrate Tier 1 and Tier 2 interventions into curriculum and teaching practices and systemic support to identify most effective intervention.	No baseline due to COVID - anomalous reporting 2020-21	School wide tier one interventions implemented in response to student learning needs. Grade level teams collaborated to provide student support and instructional practices.	Teacher training for Tier 1 interventions in the classroom, ongoing training on MTSS, grade level discussions about and documentation of strategies for successful student interventions.		Teacher training and support to provide Tier 1 interventions in their classrooms will result in 15% fewer COST referrals and escalation.
Use student achievement data to inform curricular offerings regarding remediation	No baseline due to COVID - anomalous reporting 2020-21	Quarterly data identified needs for credit recovery and intervention courses that were part of the academic day. Students moved in and out of courses at the semester.	Continued to adapt the master schedule and course offerings to ensure access to remediation. Most students graduated A-G eligible which is a demonstration of the		Using benchmark test/gpa data, a remediation plan will be created for students who do not meet expected levels. 75% of identified students will take part

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			effectiveness of remediation.		in the remediation plan
Expand content area assessments and progress indicators for all core subjects in each grade level.	MDTP and SRI are being administered for all students.	<p>Math - MDTP administered in the fall and spring.</p> <p>Science - Tracking student growth on the Next Generation Science Standards. Students were tested on ALL of the Next Generation Science Standards for their course mid-year.</p> <p>Social Science - Assessment still in development. Standard based tools not available so the SS department is creating subject specific assessments that are content relevant.</p> <p>World Language - Developed an assessment to track language acquisition growth from Spanish 1-3 last year. Students respond to a writing prompt and are identified as “emergent”, “proficient”, or</p>	<p>Benchmark and summative assessments were implemented in all academic content areas.</p> <p>ELA: SRI</p> <p>Math: MDTP</p> <p>Science: Progress Learning (online NCSS-aligned platform)</p> <p>Social Science: DBQ</p> <p>World language: Department created assessments for vocabulary and grammar development</p>		SRI, all school write, MDTP, SBAC, and other established metrics specific to each content area will demonstrate ongoing growth for individual students and each grade level. Each 6th grade class will establish a baseline and 6 year growth targets will be implemented.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		“advanced” Administered three times a year. ELA - SRI administered in the fall, winter and spring. Mid-year data will be shared tonight. ELA department is looking into other tools to expand scope of progress monitoring			
Increase Special Ed case managers to better support our students with IEPs	Three SPED case managers	Unable to staff 3 full case managers, but increased paraeducators and part time case managers.	We staffed 3 full-time case managers and increased paraeducators by 1.		Four case managers
PD specific to developing an inclusion model for special education	not in effect	Year long PD focused on the principles of disability justice and inclusion in the classroom.	Three PD sessions on inclusion for special education were offered this year.		All employees trained and successful in full inclusion model.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Interventions	Integrate Tier 1 and Tier 2 interventions into curriculum and teaching practices and systemic support to identify most effective intervention	\$10,000.00	Yes
5.2	Remediation Plan	Use student achievement data to inform curricular offerings regarding remediation	\$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Assessments	Expand content area assessments and progress indicators for all core subjects in each grade level.	\$11,000.00	No
5.4	SPED Case Manager	Hire an additional Special Ed case manager to better support our students with IEPs.	\$110,000.00	Yes
5.5	Full Inclusion Professional Development	PD specific to developing an inclusion model for special education.	\$12,000.00	Yes

Goal Analysis [2022-23]

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

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

Planned actions matched the implementation of these actions and we are on track to meet our year 3 goals with the exception of codifying 6th grade annual growth targets. We made some improvement towards this goal during PD when departments did backwards planning for what skills students should master by 12th grade and identifying what would be considered proficient for each grade level. Now that each department has established common assessments we will be able to use the data more effectively next year to plan instruction and establish a system for tracking proficiency at each grade level.

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.

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

Admin effectively worked with department heads to identify a useful and meaningful assessment in each department and supported the administration of assessments. Next year we anticipate some adjustments to English, adding a writing assessment to the SRI, and all other departments are in good shape to continue to work towards our goal.

Careful planning of the master schedule to allow students more opportunities to recover credits and the twice weekly academic support period has resulted in greater opportunities and support for students with low GPAs.

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.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
374,045	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
5.00%	1.48%	\$101,110.00	6.48%

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.

- Intervention Courses - Though these courses are available to all students in need of intervention, they will serve all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.
- Professional Development - The PD training will focus on culturally relevant and career preparatory instruction which will benefit all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.
- Credit Recovery System - Though available to all students in need of intervention, they will serve all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.
- English Language Learners Course- small group individualized instruction for students, ELPAC preparation, communication with families and collaboration with teachers.
- Advisory - Though available to all students as a comprehensive support structure, advisory will serve all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.
- Equity rubric and tracking - Designed to ensure cultural competency and relevance in all aspects of school programming. The needs of our most marginalized students are considered first in this design process.
- Affinity groups - This mentorship provides support and guidance while raising awareness of the many cultures on our campus. EL student and low-income students are widely supported and represented through our affinity groups.
- JEDI Focused PD - Professional Development - The PD training will focus on culturally relevant and career preparatory instruction which will

benefit all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.

Interventions - Though available to all students in need of intervention, they will serve all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.

Remediation plan - Though available to all students in need of remediation, they will serve all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.

Assessments - Data collection and analysis of assessments is critical in identifying the needs of foster youth, EL and low-income students and ensuring these students are on-track to graduate.

SPED Case Manager - Case managers provide service to all eligible students and having an adequate number of case managers is critical in ensuring students with greatest barriers to success are identified and served.

Full Inclusion PD - The PD training will focus on building tier 1 and 2 supports effectively into all classrooms which will benefit all foster youth, EL and low-income students in need of the supports and will assist in keeping students in these groups on track to graduate.

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

Services for foster youth, EL, and low-income students are being increased by allocating increased resources to school programming that heighten college and career preparation, socio-emotional supports, and culturally relevant instruction.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,605,186.00	\$226,200.00		\$5,000.00	\$9,836,386.00	\$9,780,186.00	\$56,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Intervention Courses	Students identified in need of intervention. English Learners Foster Youth Low Income		\$50,000.00			\$50,000.00
1	1.2	Professional Development	English Learners Foster Youth Low Income		\$14,200.00			\$14,200.00
1	1.3	Credit Recovery System	Low Income	\$9,000.00				\$9,000.00
2	2.1	Summer Program	English Learners Foster Youth Low Income		\$30,000.00			\$30,000.00
2	2.2	Arts Advisory Board	All	\$5,000.00				\$5,000.00
3	3.1	Challenge Day	All	\$14,000.00				\$14,000.00
3	3.2	Advisory	English Learners Foster Youth Low Income		\$10,000.00			\$10,000.00
3	3.3	Buddy System	All	\$5,000.00				\$5,000.00
3	3.4	Expanded Mental Health Supports	English Learners Foster Youth Low Income	\$9,480,186.00				\$9,480,186.00
4	4.1	Equity Rubric & Tracking	All	\$25,000.00				\$25,000.00
4	4.2	Affinity Groups	Students in Affinity Groups (eg Board of Students of Color, AAPI student group, etc) All	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	JEDI Focused PD	All	\$15,000.00				\$15,000.00
5	5.1	Interventions	English Learners	\$5,000.00			\$5,000.00	\$10,000.00
5	5.2	Remediation Plan	All	\$26,000.00				\$26,000.00
5	5.3	Assessments	All	\$11,000.00				\$11,000.00
5	5.4	SPED Case Manager	English Learners Foster Youth Low Income		\$110,000.00			\$110,000.00
5	5.5	Full Inclusion Professional Development	English Learners Foster Youth Low Income		\$12,000.00			\$12,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,474,158	374,045	5.00%	1.48%	6.48%	\$9,494,186.00	0.00%	127.03 %	Total:	\$9,494,186.00
								LEA-wide Total:	\$5,000.00
								Limited Total:	\$14,000.00
								Schoolwide Total:	\$9,485,186.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Intervention Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.2	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Credit Recovery System	Yes	Limited to Unduplicated Student Group(s)	Low Income		\$9,000.00	
2	2.1	Summer Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Advisory	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Expanded Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,480,186.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.1	Interventions	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
5	5.4	SPED Case Manager	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
5	5.5	Full Inclusion Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,792,186.00	\$312,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention Courses	No	\$50,000.00	50,000
			Yes		
1	1.2	Professional Development	No	\$10,000.00	10,000
			Yes		
1	1.3	Credit Recovery System	Yes	\$9,000.00	9,000
2	2.1	Summer Program	No	\$10,000.00	10,000
			Yes		
2	2.2	Arts Advisory Board	No	\$5,000.00	5,000
3	3.1	Challenge Day	No	\$14,000.00	14,000
3	3.2	Advisory	No	\$10,000.00	10,000
			Yes		

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)
3	3.3	Buddy System	No Yes	\$5,000.00	5,000
3	3.4	Expanded Mental Health Supports	Yes	\$9,480,186.00	
4	4.1	Equity Rubric & Tracking	No	\$25,000.00	25,000
4	4.2	Affinity Groups	No	\$10,000.00	10,000
4	4.3	JEDI Focused PD	No	\$15,000.00	15,000
5	5.1	Interventions	No Yes	\$10,000.00	10,000
5	5.2	Remediation Plan	No	\$26,000.00	26,000
5	5.3	Assessments	No	\$11,000.00	11,000
5	5.4	SPED Case Manager	No Yes	\$90,000.00	90,000
5	5.5	Full Inclusion Professional Development	No	\$12,000.00	12,000

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)
			Yes		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
307,110	\$9,686,186.00	\$206,000.00	\$9,480,186.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention Courses	Yes	\$50,000.00	50,000		
1	1.2	Professional Development	Yes	\$10,000.00	10,000		
1	1.3	Credit Recovery System	Yes	\$9,000.00	9,000		
2	2.1	Summer Program	Yes	\$10,000.00	10,000		
3	3.2	Advisory	Yes	\$10,000.00	10,000		
3	3.3	Buddy System	Yes	\$5,000.00	5,000		
3	3.4	Expanded Mental Health Supports	Yes	\$9,480,186.00			
5	5.1	Interventions	Yes	\$10,000.00	10,000		
5	5.4	SPED Case Manager	Yes	\$90,000.00	90,000		
5	5.5	Full Inclusion Professional Development	Yes	\$12,000.00	12,000		

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)
6841725	307,110		4.49%	\$206,000.00	0.00%	3.01%	\$101,110.00	1.48%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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