LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Ocean Charter School
CDS code:	19 64733 0102335
LEA contact information:	Kristy Mack-Fett, 310-827-5511, mskristy@oceancs.org
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	**Amount**
Total LCFF funds	$ 5,936,324
LCFF supplemental & concentration grants	$ 294,131
All other state funds	$ 822,758
All local funds	$ 1,011,435
All federal funds	$ 106,531
Total Projected Revenue	$ 7,877,048

Total Budgeted Expenditures for the 2024-25 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 8,926,894
Total Budgeted Expenditures in the LCAP	$ 2,169,237
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 531,124
Expenditures not in the LCAP	$ 6,757,657

Expenditures for High Needs Students in the 2023-24 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 440,241
Actual Expenditures for High Needs Students in LCAP	$ 445,395

LCFF Budget Overview for Parents

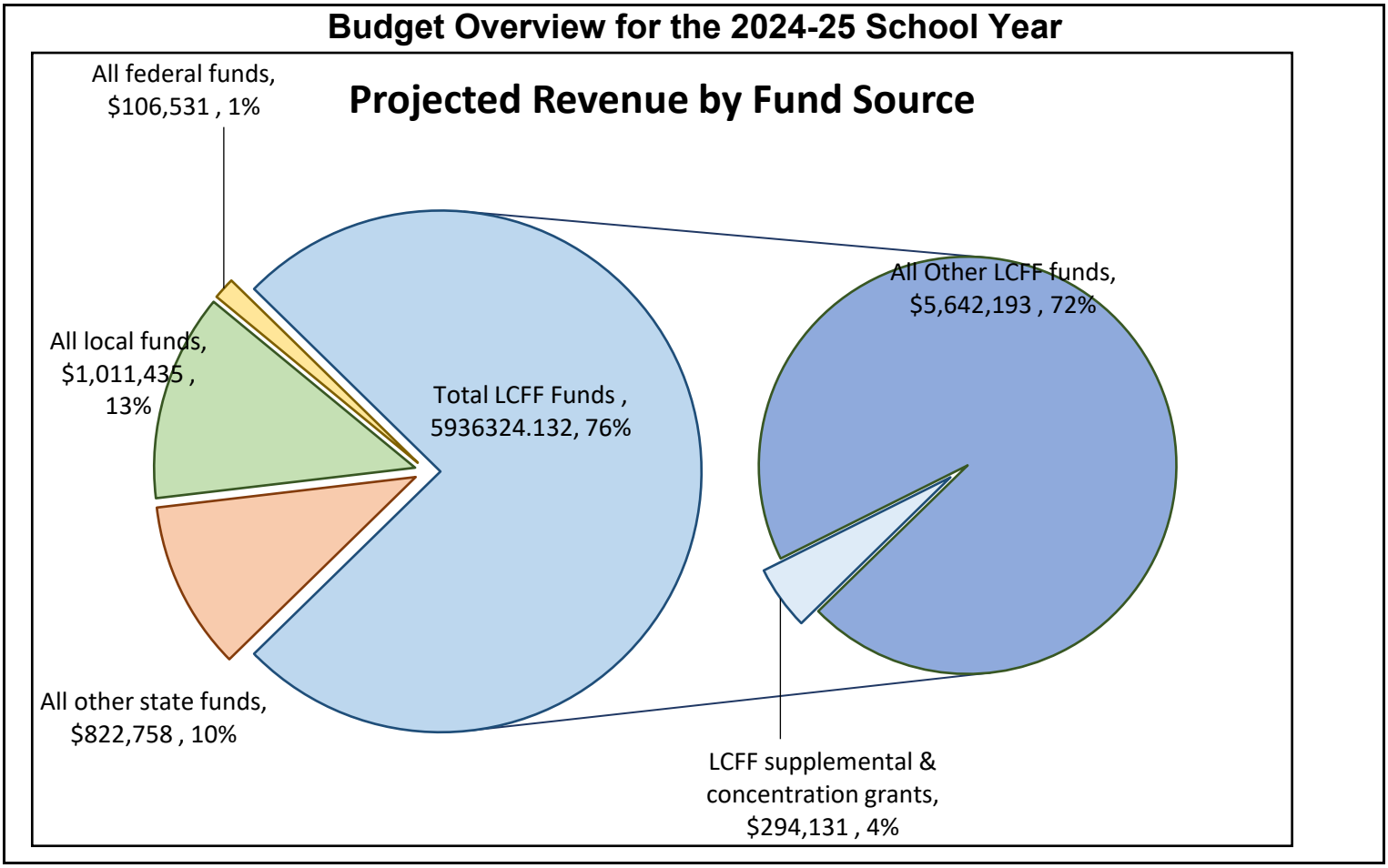
Local Educational Agency (LEA) Name: Ocean Charter School

CDS Code: 19 64733 0102335

School Year: 2024-25

LEA contact information: Kristy Mack-Fett, 310-827-5511,mskristy@oceancs.org

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

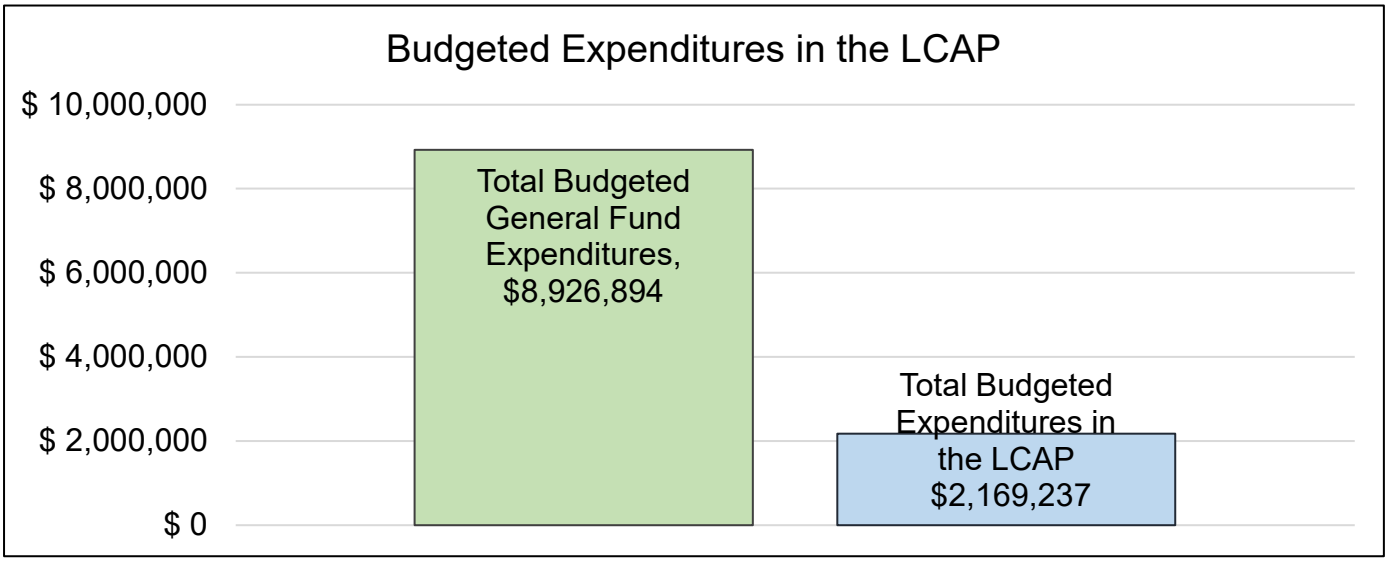


This chart shows the total general purpose revenue Ocean Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ocean Charter School is $7,877,047.54, of which $5,936,324.13 is Local Control Funding Formula (LCFF), $822,757.63 is other state funds, $1,011,434.60 is local funds, and $106,531.18 is federal funds. Of the $5,936,324.13 in LCFF Funds, $294,131.11 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 Ocean Charter School plans to spend for 2024-25. 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: Ocean Charter School plans to spend $8,926,893.77 for the 2024-25 school year. Of that amount, $2,169,237.24 is tied to actions/services in the LCAP and $6,757,656.53 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

As the tables illustrate, federal and state funding do not cover all the expenses of operating Ocean Charter School's public Waldorf program. A full 13%, or $1,011,485, of revenue comes from "local funds" which means fundraising. These fundraising dollars come through the school's Annual Family Giving campaign, other fundraisers and events, and enrichment/aftercare programs. Without these additional sources of revenue, OCS could not offer its current program.

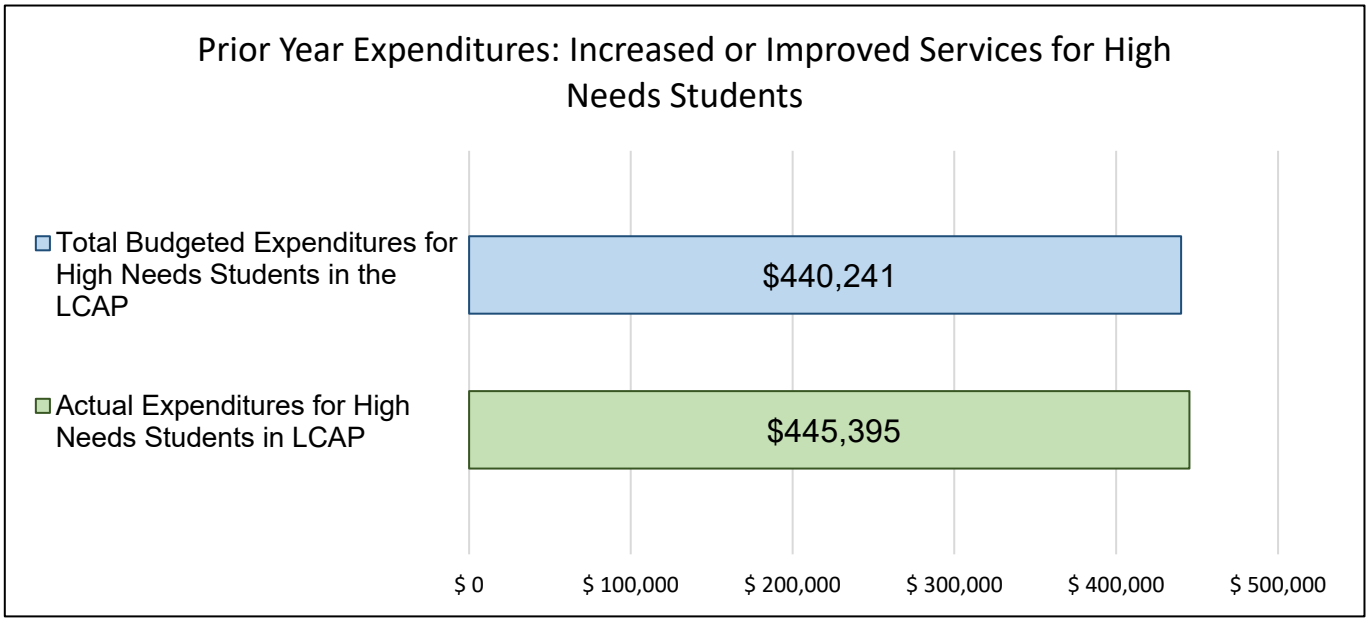
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

LCFF Budget Overview for Parents

In 2024-25, Ocean Charter School is projecting it will receive $294,131.11 based on the enrollment of foster youth, English learner, and low-income students. Ocean Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Ocean Charter School plans to spend $531,124.30 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 2023-24



This chart compares what Ocean Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ocean Charter School 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 2023-24, Ocean Charter School's LCAP budgeted $440,240.56 for planned actions to increase or improve services for high needs students. Ocean Charter School actually spent $445,395.00 for actions to increase or improve services for high needs students in 2023-24.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean Charter	Kristy Mack-Fett Executive Director	mskristy@oceancs.org 0310 827 5511

Goals and Actions

Goal

Goal #	Description
1	Achieve excellent attendance by supporting students' physical, mental, and academic well being by maintaining a safe, clean, and orderly physical environment as well as by providing mental health support for all students in need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
% satisfaction on annual school climate survey for safety, cleanliness, and mental health support.	75% satisfaction in Winter 2019	80% of respondents indicated satisfaction with the level of safety and cleanliness. 95% of students with mental health needs received support.	85% of respondents indicated satisfaction with the level of safety and cleanliness. 97% of students with mental health needs received support.	99% of respondents indicated that school is clean and well-maintained and 90% of respondents indicated that school is safe. 95% of students with identified mental health needs received mental health support.	90% or above satisfaction in school safety and cleanliness
Daily implementation of our Student Safety and Patrol Program	Pending Fall 2021	The Student Safety and Patrol Program was implemented daily throughout the 2021-22 school year and had a positive impact on safe	The Student Safety and Patrol Program was implemented daily throughout the 2022-23 school year and had a positive impact on safe	The Student Safety Patrol Program was implemented daily throughout the 2023-24 school year with between 6 - 12 student members.	Participation of at least 15 students each semester in the Safety Patrol Program

		and efficient drop-off procedures.	and efficient drop-off procedures.		
# of unwanted visitors on campus	0 intruders on campus	0 intruders on campus	0 unwanted intruders on campus	0 unwanted intruders on campus	0 intruders on campus
% of Teachers that are fully credentialed and appropriately assigned according to the Williams Settlement report	81.8% of teachers fully credentialed and appropriately assigned according to the Williams Settlement report	81.8% of teachers fully credentialed and appropriately assigned according to the Williams Settlement report	We do not yet have access to the Williams report but expect that OCS will not yet meet the 85% threshold of fully credentialed and appropriately assigned teachers.	Less than 85% of OCS' teachers in 2023-24 met the threshold of fully credentialed and appropriately assigned teachers according to the Williams Settlement criteria. The reason is that too many teachers were working with valid Intern Credentials or valid Short-Term Staffing Permits, but not yet as fully credentialed. While OCS tries to hire fully credentialed teachers, it is difficult due to the ongoing teacher shortage across the city, state and country.	85% or above of teachers fully credentialed and appropriately assigned according to the Williams Settlement report
Middle school dropout rate	0 students	0 students	0 students	0 students	0 students
Chronic absenteeism rate on the CA Dashboard for all subgroups	In 2022, the CA Dashboard Chronic Absenteeism Rate Indicator Status for OCS was "Very High" with 41.3% of students absent 10 percent or more in the 2021-22 school year. In addition, OCS was identified for Additional Targeted Support and Improvement (ATSI) based on our attendance rate for Asian American students.	CA Dashboard data is not yet available for the year 1 outcome.		OCS has seen significant reduction in our absenteeism. OCS' rate declined 20.6% from 2022 to 2023 according to the Dashboard and OCS had an overall attendance rate of 94.7% in 2023-24.	95% or higher attendance rate for all students and all subgroups

Goal Analysis

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

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

There were no substantive differences in the planned actions and actual implementation of these actions. Minor implementation differences are noted below:
- There were fewer Student Safety Patrol members than planned.
- Solid improvement in attendance rates are noted and celebrated, including strong reduction in chronic absenteeism.

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.

There are no 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions proved effective in making progress toward the goal during this three-year cycle.

Keeping school clean, maintained and safe was effective in helping parents feel comfortable sending their children to school.

The Student Safety Patrol Program is one component of school safety and school connectedness. Daily observations as well as feedback from parents indicates that is an effective way to promote school safety.

Training staff on emergency procedures is key to building their capacities to handle emergency situations and to assuring parents that the school is prepared in the event of an emergency.

Providing mental health supports to students in need was also effective in achieving high attendance rates as most students felt safe and cared for at school.

The school's plan for targeted support and improvement on chronic absenteeism was highly effective as attendance rates are improved in all student groups.

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 following changes are being made to goal #1 based on reflections on prior year practice and input from our WASC accreditation team.
Planned Goal:
Modify for brevity and clarity: Achieve excellent attendance by supporting students' physical, mental, academic and social well being.
Metrics:
Reduce the number of items in metric 1 related to school climate survey for greater clarity and focus.
Desired outcomes:
Reduce the number of Student Safety Patrol members from 15 to 8 due to commitment and availability of students.
Actions:
Keep as they are as they were effective.

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

Goal

Goal #	Description
2	Increase scores on annual CAASPP in ELA for the following subgroups: English Language Learners, Students with Special Needs and Socioeconomically Disadvantaged Students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
% of teachers participating in professional development focused on Latino student success	90%	100% of class teachers participated in professional development focused on differentiation through multiple lenses and with multiple strategies, but the trainings was not focused exclusively on Latino student success. We tried to book a training specifically focused on Latino students, but were unable to coordinate the timing for this year given the demands of Covid-19. We have a plan to implement the Latino student focused training next school year.	100% of class teachers participated in training focused on supporting EL students and lower income students, but not a training broadly focused only on Latino students.	100% of class teachers participated in training focused on supporting EL students and lower income students, but not a training targeted on Latino students exclusively.	100%
% of class teachers using consistent, grade level	75%	100% of class teachers used grade level assessments in writing,	90% of class teachers used grade level assessments in writing,	100% of grades teachers are consistently using grade-level assessments in ELA.	100%

assessments in writing		but they were not consistent across a grade level. Having consistency across a grade level in writing assessments is a planned step for next year.	however we were not able to achieve the goal yet of those assessments being consistent across a single grade level for multiple classes.	However, OCS is planning to include a writing-focused grade level assessment separate from the standardized, online assessments to give teachers more data and student samples to analyze.	
% of teachers implementing CGI math practices during math lessons	25%	50% of teachers implemented CGI math practices during math lessons	55% of teachers implemented CGI math practices during math lessons	60% of teachers implemented CGI math practices during math lessons	100%
Annual professional development specifically for teachers in grades 1 - 3 in ELA	15%	All class teachers who began at the start of the year participated in professional development specifically for grades 1st - 3rd ELA. The one teacher who joined later in the year was unable to participate due to timing, but received training and support from our Intervention Coordinator.	All teachers in grades 1 - 3 participated in professional development that in part focused on ELA in these formative years.	All lower grades teachers participated in professional development and received ongoing support for ELA instruction and assessment.	100%
Dashboard indicator color of students scoring proficient or higher (green or blue) on CAASPP in ELA and Math	All: green in ELA and Math Latino: yellow in ELA and Math Socioeconomically Disadvantaged: yellow in ELA and orange in Math	CAASPP scores are not yet available so the outcome on this metric is not yet known.	CAASPP results on the CA Dashboard used a different metric this year. Instead of colors, the levels were very low to very high. Using this new metric, the following results were achieved: ELA EL and Sped: low SED: medium Hispanic/Latino and Two or More Races: high White: very high African American/Black: no performance level Asian: no performance level Math:	All: Green in ELA , Yellow in Math Hispanic: Green in ELA, Green in Math Two or More Races: Green in ELA, Orange in Math White: Green in ELA , Green in Math Socioeconomically Disadvantaged: Orange in ELA , Orange in Math Students with Disabilities: Red in ELA , Red in Math	The desired outcome is that all students in all statistically significant subgroups achieve at the green or higher level.

			Hispanic: low SED: low Sped: low EL: medium Two or More Races: medium White: high African American/Black: no performance level Asian: no performance level		

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions, however the use of assessments and resulting data in supporting struggling students was not as consistent as intended. Additional support and oversight are needed to ensure the consistent use of assessment data to inform instruction in ELA, particularly for our subgroups.

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.

There were no materials difference 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions - mentoring of teachers, more consistent use of assessments, professional development in ELA in the younger grades, and increased participation in CAASPP testing - were helpful but not as effective as intended in achieving higher results for our students with disabilities and our socioeconomically disadvantaged students. One obstacle to growth with our students with special needs has been staffing challenges related to contracting with the district and the amount of time/personnel the district allocates to meeting the needs of our students with special needs. Another obstacle has been the consistent use of data to inform instruction in the classroom. More consistent support and oversight of teachers to ensure greater consistency is needed moving forward to see more growth in these subgroups.

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.

Additional actions have been added to the coming year's plans to address the need for greater support and consistency in classroom implementation of assessments and data analysis to inform instruction. Two specific actions have been added to address stronger communication and therefore oversight in this area, specifically between the class teacher and the intervention and special education teams.

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

Goal

Goal #	Description
3	Maintain or improve our reclassification rate for English Language Learners students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
# of hours of targeted EL instruction	10 hours/week	14 hours/week	14 hours/week	14 hours/week	increase or maintain based on total number of EL students
Maintenance of online ELD program	program maintained	program maintained	program maintained	program maintained	program maintained
Staff participation in training on ELD strategies	no specific training provided	Training provided for 90% of teachers on ELD strategies	Training provided for 100% of class teachers on ELD strategies	Training provided for 100% of class teachers on ELD strategies	Training on effective ELD strategies for all teachers (100% of teachers)
Percentage of English learners who progress in English proficiency as measured by the ELPAC	Growth of one level in ELPAC per year for each English language learner	Growth of one level in ELPAC per year for each English language learner - 90% of ELs	90% of ELs grew one level on the ELPAC.	90% of ELLs grew one level or more on the ELPAC	Our desired outcome is that English learners make at least one level of progress annually as measured by the ELPAC.
English learner reclassification rate	43% reclassification rate	OCS' reclassification rate was 40% with 17 of 42 EL students reclassifying according to CALPADS 2.16 - English Language Acquisition Status - ELs Reclassified RFEP (EOY3) report on 3/4/22.	OCS' reclassification rate is not yet posted on the Dashboard.	24% reclassification rate	Our desired outcome is that OCS English language learners are reclassified at a rate of 35% or better annually which is substantially better than the state average. The ideal desired outcome is that we maintain our 43% rate of reclassification.

Goal Analysis

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

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

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

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

There are no materials 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions taken to support our English Language Learners make progress towards reclassification continue to prove effective with 24% of English Language Learner students achieving reclassification.

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.

OCS plans to continue the two primary actions related to this goal - ongoing integrated and designated ELD instruction and ongoing professional development for teachers on effective ELD instructional strategies. Because OCS already has an ELD curriculum, we are not continuing with the goal related to getting an ELD curriculum.

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

Goal

Goal #	Description
4	Increase scores on annual CAASPP in Math for subgroups: Hispanic/Latino Student, Socioeconomically Disadvantaged Students, Students with Special Needs, English Language Learners, and Students of Two or More Races.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024

100% of students with special needs receive student materials specific to their needs	90%	100% of students with special needs received student materials specific to their needs.	100% of students with special needs received student materials specific to their needs.	100% of students with special needs received student materials specific to their needs.	100% of students with special needs received student materials specific to their needs
Annual professional development focused on meeting the needs of students with special needs for all teachers	75% of teachers received training on students with special needs	100% of teachers received training on students with special needs.	100% of teacher received training on supporting the needs of their students with special needs.	100% of teachers received training on supporting the needs of their students with special needs.	100% of teachers receive training on meeting the needs of students with special needs
Weekly meeting between administrative liaison and APEIS	Every other week meetings	Weekly meetings were held between EDs and APEIS.	Weekly meetings were held between EDs and APEIS, or more frequently as needed.	Weekly meetings were held between the ED and the APEIS, or more frequently as needed.	Weekly meetings between administrative liaison and APEIS
CA Dashboard indicator color	Green for ELA Yellow for Math	Unknown as results from 2021-22 CAASPP testing are not yet available.	According to the Dashboard results using the new level system, SPED students were in the low level at 42.5 points below standard in ELA (compared to the state at 97.3 points below) and in the low level for Math at 39.3 points below standard (compared to the state at 84 points below).	Students with disabilities scored in red for Math and red for ELA.	The desired outcome is for all students with special needs to achieve at the green level in both ELA and Math according to the CA Dashboard.
Every student has standards-aligned instructional materials	100% of students have standards-aligned instructional materials	100% of students have standards-aligned instructional materials	100% of students have standards aligned instructional materials.	100% of students have standards-aligend instructional materials.	100% of students have standards-aligned instructional materials

Goal Analysis

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

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

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

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

There were no 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were not as effective as planned in supporting student growth in Math for socioeconomically disadvantaged students, students with special needs, and students of two or more races. Students in these three subgroups are at the same performance range that they were in the baseline: students with disabilities are in the red zone and students that are socioeconomically disadvantaged and students of two or more races are in the orange zone.

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.

Stronger communication between class teachers and the intervention and special education teams is needed around assessment results and resulting instructional strategies and supports. In addition, OCS is including additional instructional materials in the younger grades for Math (will include Zearn materials in addition to Envision) and has purchased a new 8th grade Math textbook. Moreover, intervention supports are being reframed to target more directly these subgroups so students receive more small group instruction.

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

Goal

Goal #	Description
5	Recruit and retain more diverse (Black, Indigenous, People Of Color, Socioeconomically Disadvantaged, English Language Learners) students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
% of books read in class that feature a protagonist of a non-dominant group	40%	45%	50%	55%	75%
Rate of satisfaction among parents of color in terms of communication and support on annual survey	65%	This information was not gathered this year due to how the survey was administered. OCS is correcting this issue so it can be gathered moving forward.	Overall rates of parent satisfaction with their child being reflected in the curriculum and in communication with the school were at 80% or higher. Continued tweaking with our annual survey to gather more specific data is needed.	A new school climate survey was administered this year so results are not directly comparable with previous years. Moving forward, the school will continue to use the Health Kids Surveys so will be better able to compare results year to year. On this first year of the survey, the results indicate the following on "Communication with parents about school" by parents of color. Asian or Asian American parents: 40% strongly agree that communication is good Black or African American parents: not enough respondents to generate a percentage Hispanic or Latinx parents: 45% agree that communication is good Two or more races/ethnicities: 46% agree that communication is good	95% rate of satisfaction among parents of color in terms of communication and support on annual survey
Parents report being able to give input in decision-making involving their child.	65% of parents report being able to give input in decision-making involving their child	This information was not gathered in a manner that the school could determine accurately what percentage of parents feel they are able to give input in decision-making involving their child. OCS	High rates of parents feeling they are able to give input in decision-making for their child were found on our annual survey (85-90% of respondents).	OCS instituted a new school climate survey this year (the California Healthy Kids survey) so the questions are asked differently thereby making year to comparisons impossible. The results from this year's survey to the	95% of parents report being able to give input in decision-making involving their child

		is correcting this issue so it can be accurately gathered moving forward.		following statement, "The school actively seeks input of parents" are as follows: Asian or Asian American parents: 25% strongly agree Hispanic or Latinx parents: 17% strongly agree White parents: 23% strongly agree Parents of students of Two or More Races: 19% strongly agree	

Goal Analysis

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

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

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

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

There were no 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall demographic data for the school indicates the following in terms of effectiveness of the specific actions at retaining and increasing our student diversity:
OCS' percentage of PHBAO students increased slightly from 47% in Fall 2022 to 51% in Fall 2023
OCS' percentage of Hispanic or Latino students increased slightly from 24% in Fall 2022 to 27% in Fall 2023
OCS' percentage of Black or African American students decreased slightly from 4% in Fall 2022 to 2% in Fall 2023
OCS' percentage of Asian students decreased slightly from 9% in Fall 2022 to 5% in Fall 2023
OCS' percentage of students of two or more races increased slightly from 10% in Fall 2022 to 17% in Fall 2023
OCS' percentage of Socioeconomically Disadvantaged students increased from 17% in Fall 2022 to 27% in Fall 2023

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.

Based on a number of factors, the school is not rolling this goal into next year's plan. The reasons include limitations on the school's ability to preference for greater diversity in the lottery; changes in the surrounding neighborhood's demographics that the school cannot control (increasing housing prices that lead to greater gentrification and less diversity); the fact that stronger performance of subgroups on standardized testing is perhaps a factor in recruitment and is already addressed in other goals; and, the lack of any significant variation over many years in the school's demographics despite numerous strategies having been implemented. The input from stakeholders has consistently been that focusing on building from within to support and celebrate our underrepresented student groups, both in terms of school culture and student performance, is where the school should focus. This focus is already highlighted in other LCAP goals around student performance and school culture so the continuation of a stand-alone goal does not make sense at this time.

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

Goal

Goal #	Description
6	Support our students and families as they navigate an increasingly digital world, so they can make informed decisions about using technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Use of Cyber Civics in grades 5th - 8th classrooms	75% Met - 3 of 4 grade levels (grades 6th - 8th, but not 5th)	100% Met - 4 of 4 grade levels (5th - 8th)	80% of 5th - 8th grade classes implemented the Cyber Civics curriculum	100% of 5th - 8th grade classes implemented Cyber Civics curriculum to some degree	100% met in all classrooms grades 5th - 8th
At least one parent education event for digital citizenship and literacy	met	Parent education around digital citizenship and literacy happened on a classroom basis, but not a wider school-wide basis.	Parent education around digital citizenship and literacy happened on a class by class basis, not as a school-wide event.	Parent education around digital citizenship and literacy happened both in an event and in weekly community messages that shared information, resources, and inspiration about making mindful decisions around technology for our students.	met annually
Functionality of devices and internet on campus	Was 95% when in person in 2019	95% functionality was achieved during 2021-22. The 5% of issues were addressed in a timely manner either through repair, reconfiguration, or replacement.	95% of devices functioned after repairs/adjustments were implemented.	95% of devices and internet access functioned on campus	100% functionality on campus of devices and internet.

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation.

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.

There were no 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in supporting parents ability to make informed decisions for their children around access and use of technology.

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.

Continuing and expanding parent education and support around digital literacy and citizenship and mindful access to and use of technology for children is planned for the coming year. However, this goal has been subsumed into a more general goal around supporting parents in our school community in a myriad of ways to better understand and support their child's success.

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

Goal

Goal #	Description
7	Maintain our school's unique Waldorf-informed practices and specialty program that support students' wholistic growth in the head, the heart, and the hands.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024

Waldorf training for all class teachers	50%	All class teachers and many specialty experts participated in Waldorf training during the 2021-22 school year through the Gradalis program.	All class teachers and many specialty experts participated in Waldorf training during the 2022-23 school year.	All class and many specialty teachers participated in some form of Waldorf training during the 23-24 school year.	100%
Offering specialty programs in Japanese, Movement and Handwork to all students grades 1 - 8	met	All students in grades 1st - 8th participated in specialty programs including Japanese, Handwork, and Movement.	All students in grades 1st - 8th participated in specialty programs including Japanese, Handwork and Movement.	All students in grades 1st - 8th participated in specialty programs including Japanese, Handwork and Movement.	All students participate in grades 1st - 8th in specialty programs
Attendance rates	94%	88%	93%	94.7%	OCS believes that we will achieve our desired outcome of 94% or better attendance rates due to our strong academic program and Waldorf-informed curriculum.
Chronic absenteeism rates	African American - red ELs - orange Hispanic - yellow Socioeconomically Disadvantaged - yellow Sped - green White - green	The schoolwide chronic absenteeism is "very high" with 41.3% of students who were absent 10% or more in the 21-22 school year.	The CA Dashboard data is not yet available for 2022-23 data.	All subgroups except students with disabilities and socioeconomically disadvantaged students were in the yellow for chronic absenteeism. Sped and SED were in orange. For sped students, there was a 15.6% decline in chronically absent students and for SED students, there was a 28.7% decline in chronically absent students.	The desired outcome is that all subgroups indicate green or higher for chronic absenteeism.
Suspension rates	Yellow	0%	0%	Blue for all subgroups	The desired outcome is that our suspension rate is green or blue.
Expulsion rate	0%	0%	0%	0%	The desired outcome is that Ocean Charter continues to have a 0% expulsion rate.

Goal Analysis

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

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

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

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

There are no 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in implementing our school's Waldorf-informed approach and program. Continuing to support teachers in their development as Waldorf educators is key to our mission and vision, and is increasingly challenging given teacher shortages, the state economic picture, and credentialing requirements. However, OCS remained committed to supporting our teachers in their development so they in turn support our students through the lens and practice of public Waldorf Education.

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.

Maintaining our school's commitment to fulfilling our mission as a public Waldorf school is core to our school's existence. Helping our teachers learn about, understand and practice public Waldorf Education is essential, as is offering the fullest Waldorf program our school possibly can. Therefore, this goal will continue on in the coming year.

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

Goal

Goal #	Description
8	Implement a Waldorf-informed Transitional Kindergarten (TK) program that focuses on the unique needs of this early childhood group while also giving them developmentally appropriate opportunities to interact with older students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Additional staff in TK classroom	1 additional assistant	1 additional assistant	1 additional assistant	1 additional assistant	.5 - 1 additional assistant with the TK class
Student materials appropriate to the younger TK students	Appropriate materials for TK students were provided	Appropriate materials for TK students were provided	Appropriate materials for TK students were provided	Appropriate materials for TK students were provided.	Appropriate materials for younger TK students provided annually
Scheduling of outdoor time when Kindergarten students are on the yard also	Scheduled outdoor time to coincide partially with Kindergarten students	Scheduled outdoor time to coincide partially with Kindergarten students	Scheduled outdoor time coincided partially with older kindergarten students	Scheduled outdoor time overlapped at regular intervals over the week with the older kindergarten students.	Annual schedule for outdoor play that coincides with Kindergarten outdoor time

Goal Analysis

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

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

There are not substantive differences in planned actions and actual implementation of these actions.

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

There are no 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in providing a developmentally-based, Waldorf-informed TK program for our youngest students.

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.

OCS will continue to offer TK and continue to invest in training and support for TK teachers as well as supplies for this age group on an ongoing basis, but is not keeping this goal as a stand alone goal as it has been subsumed into our more general goal of maintaining the school's unique Waldorf-informed practices and programs.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - 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.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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
Ocean Charter	Kristy Mack-Fett Executive Director	mskristy@oceancs.org 0310 827 5511

Plan Summary 2024-2025

General Information

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

Ocean Charter School (OCS) is a TK - 8th grade independent charter school authorized by LAUSD. Located in the Del Rey community, OCS serves approximately 565 students in our Common Core standards-based curriculum that is informed by the Core Principals of Public Waldorf Education. Roughly 15% of our students have special needs, 27% are unduplicated, 51% are PHBAO (Predominantly Hispanic, Black, Asian, or other Non-Anglo), 49% are white, 27% are Latino, 17% are Two or More Races, 5% are Asian, and 2% are Black.
OCS is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, urban environment. We are committed to achieving academic excellence through experiential learning and to enhancing the growth of curiosity and imagination through the rigorous practice of an arts-integrated curriculum. This approach addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.

Reflections: Annual Performance

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

Ocean Charter School notes the following successes and challenges based on our review of the California School Dashboard and local data.

Successes:
- English Learner Reclassification: 24% reclassification rate
- School-wide ELA is green with three subgroups also in green (Hispanic, Two or More Races and White)
- Subgroup Math scores for Hispanic and White students are green.
- Suspension rate is blue for all subgroups

Challenges:
- School-wide Math score is yellow with Sped students in red and Students of Two or More Races and socioeconomically disadvantaged students in orange.
- Subgroups ELA scores for Sped are red and for socioeconomically disadvantaged are orange.

Other successes include:
- Implementing a Waldorf-informed TK program

- Maintaining our commitment to public Waldorf Education through teacher training and programs for students
- Growth in percentage of students that are socioeconomically disadvantaged and slight growth in percentage of PHBAO students

Reflections: Technical Assistance

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

NA

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.

None

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrative team, staff, teachers' union (OCTA), parents and students	OCS' educational partners were engaged throughout the year as we analyzed the data regarding our progress on goals for the update as well as planned for the coming year. The processes used to garner engagement and input include the following: - Monthly meetings with the elected parent coordinators of our Parent Collective - Monthly Board of Trustee meetings during which the Board heard public input and reviewed school performance measures in light of state and local priorities and indicators - Monthly Finance Committee meetings in person during which the committee reviewed the budget, funding priorities, grand funding and allocation, and discussed focus areas for the coming year -Monthly Diversity, Equity, Inclusion and Belonging Committee Meetings in person during which the committee reviewed our progress on the OCS Equity Plan in light of state, local, and LEA data with particular focus on meeting the needs of our students and community members from traditionally-marginalized groups to inform priorities - Weekly Faculty Meetings with teachers to engage in reflection of successes and challenges based on state, local, and LEA data and to inform ongoing professional development, goals, actions, and funding priorities - Weekly Administrative Meetings in person to ensure smooth operations in line with our goals and priorities and to adjust operations to address areas of need based on state, local, and LEA data - School Climate Survey (California Healthy Kids) that is conducted annually to gather input from stakeholders on all aspects of OCS - Student input gathered from class teachers in weekly Circle about school life, their needs and successes Before finalizing the LCAP, the input received from these educational partners was considered and incorporated into the plan in ways that support OCS students' maximum achievement.

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

Feedback from OCS' educational partners influenced the LCAP plan in the following ways:
- preserving the school's commitment to public Waldorf Education through teacher training, mentoring, and workshops
- preserving the school's commitment to public Waldorf Education through curricular programming
- preserving the school's commitment to public Waldorf Education through school community events and parent education
- supporting parents with resources and information on children and technology
- focusing on academic growth in math is a priority for all students
- focusing on student subgroups that are not yet performing at yellow or higher is a top priority
- working with the district's special education to improve outcomes for students with disabilities is a priority
- improving the use of assessment data to inform instructional practices is a priority

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achieve excellent attendance by supporting students' physical, mental, and academic well being.	Maintenance of Progress Goal

State priorities address by this goal.

1, 2, 5, 6

An explanation of why the LEA has developed this goal.

Strong attendance is one major indicator of high performance in school. Maintaining an environment where students' physical needs are met and nurtured, their mental well being is cared for, and they are challenged and supported academically is key achieving high attendance and therefore to supporting overall student performance and well being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Implementation of the OCS Student Safety and Patrol Team	Daily presence of the OCS Student Safety and Patrol Team			Daily presence of the OCS Student Safety and Patrol Team	
2	% satisfaction on annual school climate survey	90% satisfaction with school safety			90% satisfaction with school safety	
3	Number of intruders on campus	0 intruders on campus			0 intruders on campus	
4	Middle School drop out rate	0 students			0 students	
5	Chronic Absenteeism rate on the CA Dashboard	Yellow ranking on the CA Dashboard for Chronic Absenteeism			Green ranking on CA Dashboard for Chronic Absenteeism	
6	Attendance rate	94.7% ADA			95% ADA	
7	Suspension rate	Blue			Blue	

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Daily professional cleaning	OCS will ensure daily professional cleaning of the campus to ensure the campus is safe, clean, and inviting for students.	$175,252.20	No
2	Training and ongoing supervision of the OCS Student Safety Patrol Team	The OCS Student Safety Patrol Program is part of OCS' plan to ensure students are safe as they arrive at school each morning and when school events are held. Students develop practical safety skills, communication skills and leadership skills as they work as a team to support efficient and safe procedures. They build a greater sense of connection to the school through their service and offer valuable support especially to younger students as they navigate arriving to school each day. Training and supervising this dedicated group of mixed-age students requires staff time and focus.	$13,617.00	No
3	Ongoing maintenance and repair of our campus	By keeping up with regular maintenance and repairs, OCS ensures campus safety and security.	$153,513.23	No
4	Regular emergency drills and trainings	Emergency preparedness is an important aspect of keeping school safe and being able to manage emergency situations if/when they occur. Regular practice and training is essential so that all community members know what to do in the event of a variety of situations, including but not limited to: fire, earthquake, air contaminant, intruder on campus, or an active shooter.	$917.13	No
5	Providing mental health	A focus on student well being and mental health is core to our mission and vision. It is now more	$52,756.15	No

	support to all students and to students in need	urgent than ever as children are experiencing rising rates of anxiety and depression. Mental health support at OCS is provided through the relationships students have with caring adults at school, through classroom pedagogical practices, through the weekly practice of Circle, and through both formal and informal counseling support.		
6	Attendance practices, protocols and communication that support high student attendance	Actions involved in attendance practices, protocols, and communication include, but are not limited to: accurate and timely implementation of our independent study policy; regular communication in writing with families that are struggling with attendance to share data and strategies; follow up with families as needed in writing, calls and meetings; offering before and after school care for students; identifying and supporting needs of students that are affecting attendance, such as mental health needs, academic needs, homelessness, etc.	$6,300.54	No

Goal

Goal #	Description	Type of Goal
2	Increase scores on annual CAASPP in ELA for Socioeconomically Disadvantaged Students and Students with Disabilities.	Focus Goal

State priorities address by this goal.

2, 4

An explanation of why the LEA has developed this goal.

Socioeconomically disadvantaged students and students with disabilities are not scoring as high as other subgroups on ELA CAASPP testing. Therfore, OCS is focusing on these two groups for improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Scores on CAASPP ELA	Socioeconomically disadvantaged students scored in orange for ELA. Students with disabilities scored in red for ELA.			Socioeconomically disadvantaged students score in green for ELA. Students with disabilities scored in yellow for ELA.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in ELA	Professional development that focuses on helping teachers understand what students need to be able to do and know, that suggests specific research-based strategies to support ELA performance with struggling students, and that supports the use of ongoing assessments and data to inform instruction is key to helping students achieve at higher proficiency rates.	$52,640.30	Yes
2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about ELA performance	The consistent use of meaningful assessments to measure and track student progress in ELA is essential to knowing where students are, what they need, and how to meet their needs. It informs decisions teachers make daily in their classroom instruction and in targeted support programs such as intervention and special education.	$117,895.75	Yes
3	Participation in CAASPP testing in ELA	Achieving 95% participation rates for all subgroups in CAASPP ELA testing is one important way student growth is measured over time. Supporting students and parents in participating involves communicating with students and families about the importance of testing, preparing students for testing, creating low stress environments during testing, and using the resulting data effectively all positively affect participation.	$46,680.90	Yes
4	Strong communication and sharing of information between class teachers and the intervention team	Strong communication between class teachers and the intervention team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration.	$17,878.48	Yes
5	Strong communication and sharing of information between class teachers and the special education team	Strong communication between class teachers and the intervention team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration.	$15,235.45	Yes
6	Technology management	Maintaining OCS' technology equipment and internet access is critical to ensuring that teachers	$14,596.80	No

		and students can participate in state testing, conduct regular assessments, communicate with families, and support the mindful implementation of technology in the classroom and in students' lives.		

Goal

Goal #	Description	Type of Goal
3	Maintain reclassification rates for English Language Learners.	Maintenance of Progress Goal

State priorities address by this goal.

2, 4

An explanation of why the LEA has developed this goal.

OCS has a strong track record of high reclassification rates for English Language Learners (ELLs), one that the school wants to continue to maintain in order to support the highest possible achievement for our ELLs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Reclassification rate of English Language Learners	24% reclassification rate			Maintain a reclassification rate higher than the state's and district's rates	

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Providing English Language Development (ELD) instruction to English Language Learners through integrated and designated instruction	ELD instruction is provided to English Language Learners to support their progress towards reclassification. The support is provided both in an integrated way in the classroom as well as in designated ways through small group instruction. Specific ELD skills are taught and practiced so that students can incorporate them into their daily classroom performance.	$51,092.16	Yes
2	Professional development (training, mentoring, workshops) on English Language Development instructional strategies and supports for English Language Learners	Building teachers' understanding of the needs of ELLs and how best to support them through ELD instruction, both designated and integrated, is key to ELLs success. By providing ongoing professional development and support of ELD strategies and implementation, OCS equips our teachers to meet the needs of our ELLs so they can continue to achieve high reclassification rates.	$639.09	Yes

Goal

Goal #	Description	Type of Goal
4	Increase scores on annual CAASPP testing in Math for Socioeconomically Disadvantaged Students, Students with Special Needs and Students of Two or More Races.	Focus Goal

State priorities address by this goal.

2, 4

An explanation of why the LEA has developed this goal.

Socioeconomically disadvantaged students, students with special needs, and students of two or more races have not scored as high on CAASPP Math as students in other subgroups. OCS is therefore focusing on improving student achievement with these subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Math scores	Socioeconomically disadvantaged students scored in orange for CAASPP math. Students with special needs scored in red for CAASPP math. Students of two or more races scored in orange for CAASPP math.			Socioeconomically disadvantaged students scored in green for CAASPP math. Students with special needs scored in yellow for CAASPP math. Students of two or more races scored in green for CAASPP math.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in Math	Professional development that focuses on helping teachers understand what students need to be able to do and know, that suggests specific research-based strategies to support Math performance with struggling students, and that supports the use of ongoing assessments and data to inform instruction is key to helping students achieve at higher proficiency rates.	$52,640.30	Yes
2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about Math performance	The consistent use of meaningful assessments to measure and track student progress in Math is essential to knowing where students are, what they need, and how to meet their needs. It informs decisions teachers make daily in their classroom instruction and in targeted support programs such as intervention and special education.	$135,084.00	Yes
3	Strong communication and sharing of information between class teachers and the intervention team	Strong communication between class teachers and the intervention team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration.	$17,878.48	Yes
4	Participation in CAASPP testing in Math	Achieving 95% participation rates for all subgroups in CAASPP Math testing is one important way student growth is measured over time. Supporting students and parents in participating involves communicating with students and families about the importance of testing, preparing students for testing, creating low stress environments during testing, and using the resulting data effectively all positively affect participation.	$46,680.90	Yes

5	Strong communication and sharing of information between class teachers and the special education team	Strong communication between class teachers and the special education team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration.	$15,235.45	Yes
6	Technology management	Maintaining OCS' technology equipment and internet access is critical to ensuring that teachers and students can participate in state testing, conduct regular assessments, communicate with families, and support the mindful implementation of technology in the classroom and in students' lives.	$14,596.80	No

Goal

Goal #	Description	Type of Goal
5	Support parent involvement and engagement by continuing to offer parents/guardians parent education, parent events, and parent participation opportunities that help parents understand and support their child's success in the school's public Waldorf program.	Maintenance of Progress Goal

State priorities address by this goal.

3

An explanation of why the LEA has developed this goal.

When parents are engaged in the school community and feel empowered to support their child's learning, students succeed at higher levels. Offering parents a variety of ways to be involved and be informed so they can engage and support their child has a direct positive impact on their child's performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent involvement ratings in the annual school climate survey	Promotion of parent involvement 39% Parental involvement in school 74% School encourages me to be an active partner 44% School actively seeks the input of parents 20% Parents feel welcome to participate at this school 55%			Promotion of parent involvement 50% Parental involvement in school 75% School encourages me to be an active partner 50% School actively seeks the input of parents 50% Parents feel welcome to participate at this school 65%	

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Consistent communication from teachers with parents about classroom activities generally and about how they include a diversity, equity, inclusion and belonging lens	Teachers incorporating a diversity, equity, inclusion, and belonging (DEIB) lens in their classroom activities and lessons helps students see themselves in the curriculum and promotes student achievement. Communicating with families what is happening in the classroom and specifically about how DEIB is incorporated in the classroom helps parents know what their child is experiencing, encourages parents feeling connected themselves, and promotes greater parent involvement and engagement.	$38,900.75	No
2	Outreach to families that are underrepresented at OCS to support their involvement and engagement	Specific outreach to traditionally underrepresented groups within the OCS community encourages a sense of care and belonging that builds involvement and engagement, and ultimately supports student success.	$7,635.45	Yes
3	Development of OCS outreach and promotional materials to celebrate our community's diversity	Highlighting the diversity of students, families, and staff in our community helps retain traditionally marginalized community members and recruit new members to our school community.	$8,032.40	Yes
4	Support child-friendly	Supporting parents with information, strategies, and community to make informed decisions about	$39,158.25	No

	parenting around access and use of technology	their child's access to and use of technology directly supports student achievement in that it promotes the children's ability to concentrate, form mental images, use their imagination, develop physical health, and build strong relationships.		
5	Parent education about health child development, particularly through a Waldorf lens	Sharing information and discussing with parents about general child development and specifically their child's development and how to support them in healthy ways is crucial to working collaboratively with parents as educational partners. Asking parents what they want to know, what they already know, and what they need builds trust and a positive cooperative relationship between teachers and parents.	$45,263.63	No
6	Hosting school events that bring the community together around the students	Weaving a strong web within our OCS community supports students' sense of belonging and engagement with school in ways that lead to student achievement and overall health. Students seeing their families engaged and participating in school tells children that this is a safe place where they belong, where they are seen and cared for, and where they matter. Parents are able to share their talents and gifts with the community when they feel welcome and included.	$24,097.20	No

Goal

Goal #	Description	Type of Goal
6	Maintain OCS' unique Waldorf-informed practices and specialty programs that support students' wholistic growth in the head, the heart, and the hands.	Maintenance of Progress Goal

State priorities address by this goal.

7, 8

An explanation of why the LEA has developed this goal.

Evidence for the connections between a truly well-rounded educational experience - one that incorporates the arts on a daily basis, that is founded on healthy relationships, and that meets children where they are developmentally - and student achievement is growing. OCS' public Waldorf program and pedagogy incorporates research-based practices that focus on integrating the arts, building health relationships, and understanding child development. Maintaining our program and pedagogy is therefore key to continuing to meet our students' needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of class teachers with partial or full Waldorf Certification	33%			65%	
2	% of students accessing Waldorf-informed practices and programs	100%			100%	

Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Waldorf training for teachers	Waldorf training helps teachers understand not only the what and how of being Waldorf educators, but also the why. With an understanding of why Waldorf methods work, teachers experience greater freedom to creatively meet the needs of the students before them in developmentally-appropriate ways.	$120,261.20	No
2	Provide students with relationship-based, multi-sensory, multi-modal, integrated, thematic, wholistic, hands-on learning experiences	OCS is founded on the principle that students are complex human beings whose healthy development depends on nurturing not only their intellect but also their hearts and bodies. By integrating this principle into main lesson every day and into specialty classes on a weekly basis, OCS makes a well-rounded education accessible to all of our students, especially those who would otherwise not have access to these types of experiences and classes. This action is dedicated to deepening our practice of Waldorf principles in main lesson and to maintaining our unique specialty program.	$884,757.35	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$294,131.00	$0.00

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
4.95%	0.00%	$0.00	4.95%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2, Action 1	SED students scored in orange in ELA CAASPP	The professional development for teachers on strategies to support students struggling in ELA will directly impact SED students who are not yet scoring at target levels.	CAASPP ELA scores
Goal 2, Action 2	SED students scored in orange on ELA CAASPP	The consistent use assessments and resulting data by class teachers, the intervention team, and the special education team will directly support greater success for SED students in ELA.	CAASPP ELA scores
Goal 2, Action 3	SED students scored in orange in ELA CAASPP	Having strong participation rates for SED students in ELA CAASPP testing will give the most accurate picture of all students' performance.	CAASPP ELA participation rate

Goal 2, Action 4	SED students scored in orange on CAASPP ELA	Strong communication and sharing of information between class teachers and the intervention team will support better intervention supports for SED students struggling in ELA.	CAASPP ELA scores
Goal 2, Action 5	SED students scored in orange in CAASPP ELA	Strong communication and sharing of information between class teachers and the special education team will directly support SED students who struggle with ELA as it will inform their services and supports.	CAASPP ELA scores
Goal 3, Action 1	ELLs need continuing support in ELD to achieve reclassification	Providing ELD instruction to ELLS through integrated and designated instruction directly boosts students' performance on reclassification criteria, like ELPAC.	Reclassification rates
Goal 3, Action 2	ELLs need ongoing support to achieve reclassification.	Professional development on ELD instructional strategies and supports for ELLS directly supports ELL student growth towards reclassification.	Reclassification rates
Goal 4, Action 1	SED students scored in orange on CAASPP Math	Teacher professional development that focuses on supporting students struggling in Math directly impacts SED students who have not yet met target performance in Math.	CAASPP scores in Math
Goal 4, Action 2	SED students scored in orange on CAASPP Math	Consistent use of assessments and resulting data to inform instruction in the classroom, in intervention, and in special education directly meets the needs of SED students for more instructional support in Math.	CAASPP Math scores
Goal 4, Action 3	SED students scored in orange on CAASPP Math	Strong communication and sharing of information between class teachers and the intervention team directly impacts SED student needs as it informs instructional practices that will be most effective for supporting higher achievement in Math.	CAASPP Math scores
Goal 4, Action 4	SED students scored in orange on CAASPP Math	Participation in CAASPP Math testing allows all SED students to show progress over time and helps inform instructional decisions on how to support SED students.	CAASPP Math participation rate
Goal 4, Action 5	SED students scored in orange on CAASPP Math	Strong communication and sharing of information to inform instruction between class teachers and the special education team directly impacts SED students who are struggling in Math as it supports the sharing of effective strategies and the halt of strategies that are not proving effective.	CAASPP Math scores
Goal 5, Action 2	Parental involvement boosts student performance so is especially important for students not yet achieving at target levels	Offering parents a variety of ways to get involved at the school supports parents who are low income as it recognizes their complexity of their lives while still prioritizing their involvement with their child.	SED parent involvement in school events and feedback on annual surveys
Goal 5, Action 3	Students and families already at OCS in underrepresented groups will have a greater sense of belonging when they see more of themselves in our materials, and families from underrepresented groups who are considering the school will be more likely to apply and join the school community if they see evidence that they are welcome.	Representation in our materials and engagement efforts meets the needs of SED families who are looking for a school community that acknowledges them and strives to meet their needs and the needs of their children.	Parent feedback on our annual school climate survey

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

NA

Additional Concentration Grant Funding

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

NA

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

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$5,936,324.00	$294,131.00	4.95%	0.00%	4.95%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$1,943,199.18	$184,489.65	$0.00	$41,548.51	$2,169,237.34	$1,760,669.34	$408,568.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Daily professional cleaning	All	No				daily	$0	$175,252	$175,252	$0	$0	$0	$175,252	0.00%
1	2	Training and ongoing supervision of the OCS Student Safety Patrol Team	All	No				daily	$13,617	$0	$13,617	$0	$0	$0	$13,617	0.00%
1	3	Ongoing maintenance and repair of our campus		No				daily	$72,689	$80,824	$153,513	$0	$0	$0	$153,513	0.00%
1	4	Regular emergency drills and trainings	All	No				monthly	$917	$0	$917	$0	$0	$0	$917	0.00%
1	5	Providing mental health support to all students and to students in need	All	No				ongoing	$25,356	$27,400	$52,756	$0	$0	$0	$52,756	0.00%
1	6	Attendance practices, protocols and communication that support high student attendance	All	No				ongoing	$6,301	$0	$6,301	$0	$0	$0	$6,301	0.00%
2	1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in ELA	Student with Disabilities (SWD), Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$46,681	$5,959	$46,681	$5,000	$0	$959	$52,640	0.00%

2	2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about ELA performance	Low Income, Student with Disabilities (SWD)	Yes	LEA-wide	Low Income	All Schools	ongoing	$117,896	$0	$101,919	$0	$0	$15,977	$117,896	0.00%
2	3	Participation in CAASPP testing in ELA	Low Income, Student with Disabilities (SWD)	Yes	LEA-wide	Low Income	All Schools	ongoing	$46,681	$0	$46,681	$0	$0	$0	$46,681	0.00%
2	4	Strong communication and sharing of information between class teachers and the intervention team	Student with Disabilities (SWD), Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$17,878	$0	$6,029	$10,252	$0	$1,598	$17,878	0.00%
2	5	Strong communication and sharing of information between class teachers and the special education team	Low Income, Student with Disabilities (SWD)	Yes	LEA-wide	Low Income	All Schools	ongoing	$15,235	$0	$15,235	$0	$0	$0	$15,235	0.00%
2	6	Technology management	All	No				ongoing	$0	$14,597	$14,597	$0	$0	$0	$14,597	0.00%
3	1	Providing English Language Development (ELD) instruction to English Language Learners through integrated and designated instruction	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	ongoing	$51,092	$0	$51,092	$0	$0	$0	$51,092	0.00%
3	2	Professional development (training, mentoring, workshops) on English Language Development instructional strategies and supports for English Language Learners	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	ongoing	$639	$0	$639	$0	$0	$0	$639	0.00%
4	1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in Math	Two or More Races, Student with Disabilities (SWD), Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$46,680	$5,960	$46,681	$5,000	$0	$959	$52,640	0.00%

4	2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about Math performance	Student with Disabilities (SWD), Two or More Races, Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$135,084	$0	$122,302	$0	$0	$12,782	$135,084	0.00%
4	3	Strong communication and sharing of information between class teachers and the intervention team	Two or More Races, Student with Disabilities (SWD), Low Income	Yes	LEA-wide	Low Income	All Schools	monthly	$17,878	$0	$16,281	$0	$0	$1,598	$17,878	0.00%
4	4	Participation in CAASPP testing in Math	Two or More Races, Student with Disabilities (SWD), Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$46,681	$0	$46,681	$0	$0	$0	$46,681	0.00%
4	5	Strong communication and sharing of information between class teachers and the special education team	Two or More Races, Student with Disabilities (SWD), Low Income	Yes	LEA-wide	Low Income	All Schools		$15,235	$0	$15,235	$0	$0	$0	$15,235	0.00%
4	6	Technology management	All	No				ongoing	$0	$14,597	$14,597	$0	$0	$0	$14,597	0.00%
5	1	Consistent communication from teachers with parents about classroom activities generally and about how they include a diversity, equity, inclusion and belonging lens	All	No				bi-monthly	$38,901	$0	$38,901	$0	$0	$0	$38,901	0.00%

5	2	Outreach to families that are underrepresented at OCS to support their involvement and engagement	African-American, Asian, English learner (EL), Hispanic or Latino, Low Income, Student with Disabilities (SWD), Two or More Races	Yes	LEA-wide	Low Income	All Schools	ongoing	$7,635	$0	$7,635	$0	$0	$0	$7,635	0.00%
5	3	Development of OCS outreach and promotional materials to celebrate our community's diversity	English learner (EL), Hispanic or Latino, Low Income, Student with Disabilities (SWD), Two or More Races, African-American, Asian	Yes	LEA-wide	Low Income	All Schools	ongoing	$8,032	$0	$8,032	$0	$0	$0	$8,032	0.00%
5	4	Support child-friendly parenting around access and use of technology		No				ongoing	$38,901	$258	$39,158	$0	$0	$0	$39,158	0.00%
5	5	Parent education about health child development, particularly through a Waldorf lens	All	No				ongoing	$45,264	$0	$45,264	$0	$0	$0	$45,264	0.00%
5	6	Hosting school events that bring the community together around the students	All	No				ongoing	$24,097	$0	$24,097	$0	$0	$0	$24,097	0.00%
6	1	Support Waldorf training for teachers	All	No				ongoing	$36,540	$83,721	$35,818	$76,768	$0	$7,675	$120,261	0.00%
6	2	Provide students with relationship-based, multi-sensory, multi-modal, integrated, thematic, wholistic, hands-on learning experiences	All	No				daily	$884,757	$0	$797,287	$87,470	$0	$0	$884,757	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,936,324.00	$294,131.00	4.95%	0.00% - No Carryover	4.95%	$531,124.30	0.00%	8.95%	**Total:**	$531,124.30
								LEA-wide Total:	$531,124.30
								Limited Total:	
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in ELA	Yes	LEA-wide	Low Income	All Schools	$46,680.90	0.00%
2	2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about ELA performance	Yes	LEA-wide	Low Income	All Schools	$101,918.50	0.00%

2	3	Participation in CAASPP testing in ELA	Yes	LEA-wide	Low Income	All Schools	$46,680.90	0.00%
2	4	Strong communication and sharing of information between class teachers and the intervention team	Yes	LEA-wide	Low Income	All Schools	$6,029.25	0.00%
2	5	Strong communication and sharing of information between class teachers and the special education team	Yes	LEA-wide	Low Income	All Schools	$15,235.45	0.00%
3	1	Providing English Language Development (ELD) instruction to English Language Learners through integrated and designated instruction	Yes	LEA-wide	English learner (EL)	All Schools	$51,092.16	0.00%
3	2	Professional development (training, mentoring, workshops) on English Language Development instructional strategies and supports for English Language Learners	Yes	LEA-wide	English learner (EL)	All Schools	$639.09	0.00%
4	1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in Math	Yes	LEA-wide	Low Income	All Schools	$46,680.90	0.00%
4	2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about Math performance	Yes	LEA-wide	Low Income	All Schools	$122,302.20	0.00%
4	3	Strong communication and sharing of information between class teachers and the intervention team	Yes	LEA-wide	Low Income	All Schools	$16,280.75	0.00%

4	4	Participation in CAASPP testing in Math	Yes	LEA-wide	Low Income	All Schools	$46,680.90	0.00%
4	5	Strong communication and sharing of information between class teachers and the special education team	Yes	LEA-wide	Low Income	All Schools	$15,235.45	0.00%
5	2	Outreach to families that are underrepresented at OCS to support their involvement and engagement	Yes	LEA-wide	Low Income	All Schools	$7,635.45	0.00%
5	3	Development of OCS outreach and promotional materials to celebrate our community's diversity	Yes	LEA-wide	Low Income	All Schools	$8,032.40	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$2,066,653.73	$2,098,836.00

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	Daily professional cleaning	No	$167,458.50	$179,508.00
1	2	Supervision and training for our Safety Patrol Program	No	$12,533.82	$12,653.00
1	3	Overall campus safety, security and maintenance	No	$152,571.26	$153,024.00
1	4	Training that includes real-life scenarios for emergency situations, including active shooters	No	$820.68	$902.00
1	5	Providing mental health support to all students in need through a combination	No	$48,962.00	$49,143.00

		of counseling, support groups, and circle practice.			
1	6	School level targeted support and improvement plan for chronic absenteeism	No	$5,619.00	$5,910.00
2	1	Mentoring of teachers on particular strategies to support pupil achievement in both ELA and Math on the CAASPP.	Yes	$106,291.00	$106,607.00
2	2	More consistent assessment and use of data in all classrooms and in the Intervention Program	No	$429,097.00	$430,293.00
2	3	Professional Development in ELA and Math based on proven strategies to support student achievement, especially in our identified subgroups	No	$9,000.00	$9,454.00
2	4	Increase participation rates in CAASPP testing so all subgroups are at 95%	No	$10,704.72	$11,090.00
3	1	Targeted ELD instruction	Yes	$36,202.00	$37,579.00
3	2	ELD curriculum	Yes	$500.00	$0.00
3	3	Professional development for class teachers on ELD strategies	Yes	$25,126.00	$27,806.00
3	4	Implementation of ELD strategies in the classroom	Yes	$99,103.84	$102,835.00
4	1	Invest in student materials that support students with special needs.	No	$1,500.00	$1,646.00
4	2	Professional Development (Grade level specific)	No	$20,000.00	$21,169.00
4	3	Administrative liaison for special education program	No	$21,893.33	$23,085.00
5	1	Diversify the student materials used in the classrooms to better reflect our diverse student population.	No	$3,599.20	$3,951.00
5	2	Outreach to recruit more diverse families	No	$7,182.66	$7,874.00

5	3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	Yes	$196,552.00	$197,217.00
5	4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	Yes	$6,615.72	$6,816.00
6	1	Digital citizenship and literacy program (Cyber Civics), PD, and Parent Education	No	$35,061.00	$36,114.00
6	2	Technology management	No	$35,429.00	$35,594.00
7	1	Providing students with multi-sensory, multi- modal, integrated, wholistic, hands-on, learning experiences	No	$629,165.00	$631,975.00
8	1	Hire additional staff to support TK program, including before and after school care.	No	$4,082.00	$4,740.00
8	2	Purchase TK appropriate learning materials	No	$1,584.00	$1,851.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$267,692.00	$440,240.56	$445,395.00	($5,154.44)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
2	1	Mentoring of teachers on particular strategies to support pupil achievement in both ELA and Math on the CAASPP.	Yes	$106,291.00	$106,607.00	0.00%	0.00%
3	1	Targeted ELD instruction	Yes	$16,332.00	$16,663.00	0.00%	0.00%
3	2	ELD curriculum	Yes	$500.00	$0.00	0.00%	0.00%
3	3	Professional development for class teachers on ELD strategies	Yes	$14,846.00	$15,257.00	0.00%	0.00%
3	4	Implementation of ELD strategies in the classroom	Yes	$99,103.84	$102,835.00	0.00%	0.00%
5	3	Improved communication and support of parents/caregivers of EL, Latino, Black, and low income students	Yes	$196,552.00	$197,217.00	0.00%	0.00%
5	4	Support BIPOC, low SES, ELs, Sped students, and LGBTQIA students through Library offerings (books and programs).	Yes	$6,615.72	$6,816.00	0.00%	0.00%

2023-2024 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)
$5,960,147.00	$267,692.00	0.00%	4.49%	$445,395.00	0.00%	7.47%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$19,172.71	$9,594.00		$12,781.80		

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
2	1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in ELA		$959.40					$52,640.30
2	2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about ELA performance	$15,977.25						$117,895.75
2	4	Strong communication and	$1,597.73						$17,878.48

		sharing of information between class teachers and the intervention team							
4	1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in Math		$959.40					$52,640.30
4	2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about Math performance				$12,781.80			$135,084.00
4	3	Strong communication and sharing of information between class teachers and the intervention team	$1,597.73						$17,878.48
6	1	Support Waldorf training for teachers		$7,675.20					$120,261.20

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

- Students

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - 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 Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

    - **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.

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

California Department of Education
November 2023