

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: OCASA College Prep

CDS Code: 30 66464 0140061

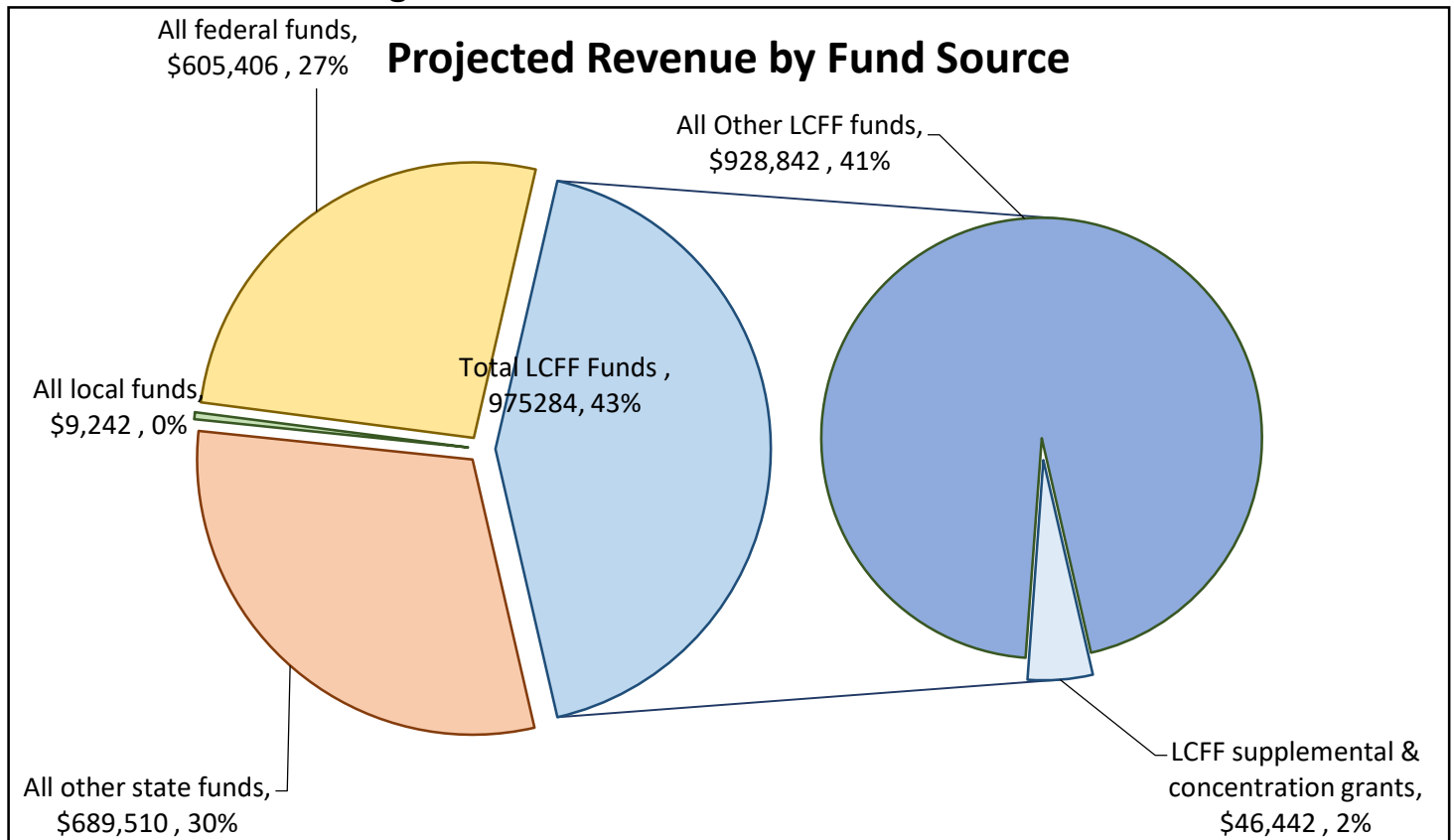
School Year: 2022 – 23

LEA contact information: Kapil Mathur, Executive Director; (949) 269-3291; kcmathur@ocasacollegeprep.org

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

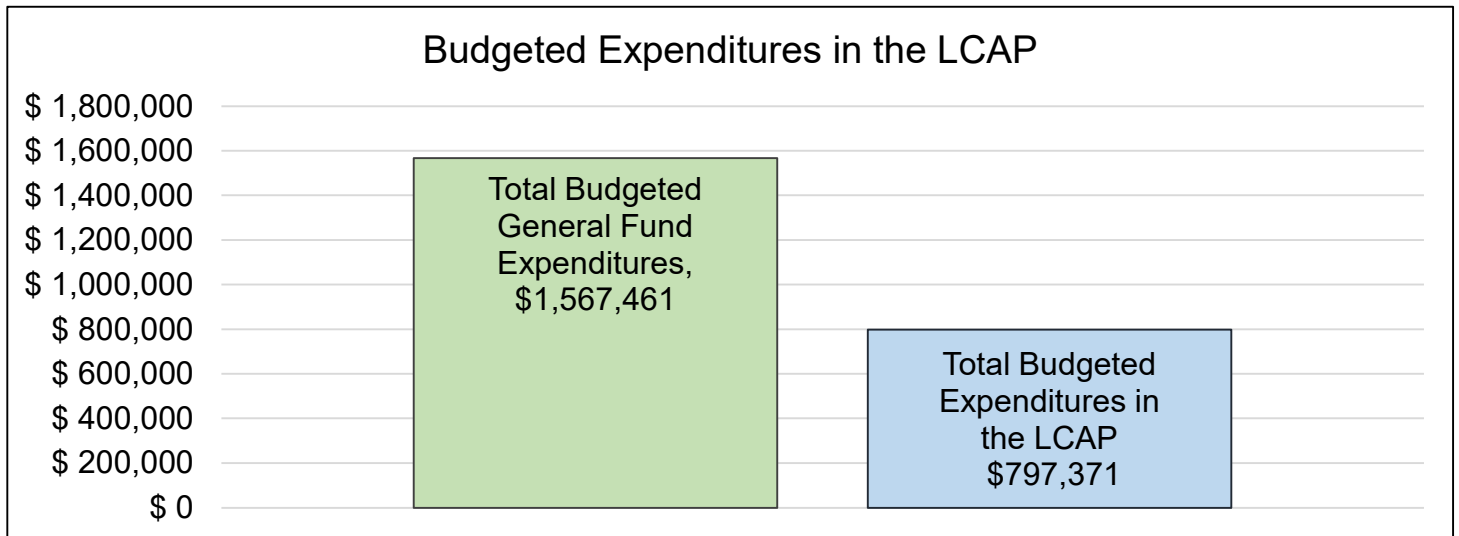


This chart shows the total general purpose revenue OCASA College Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for OCASA College Prep is \$2,279,442.00, of which \$975,284.00 is Local Control Funding Formula (LCFF), \$689,510.00 is other state funds, \$9,242.00 is local funds, and \$605,406.00 is federal funds. Of the \$975,284.00 in LCFF Funds, \$46,442.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much OCASA College Prep plans to spend for 2022 – 23. 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: OCASA College Prep plans to spend \$1,567,461.00 for the 2022 – 23 school year. Of that amount, \$797,370.66 is tied to actions/services in the LCAP and \$770,090.34 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

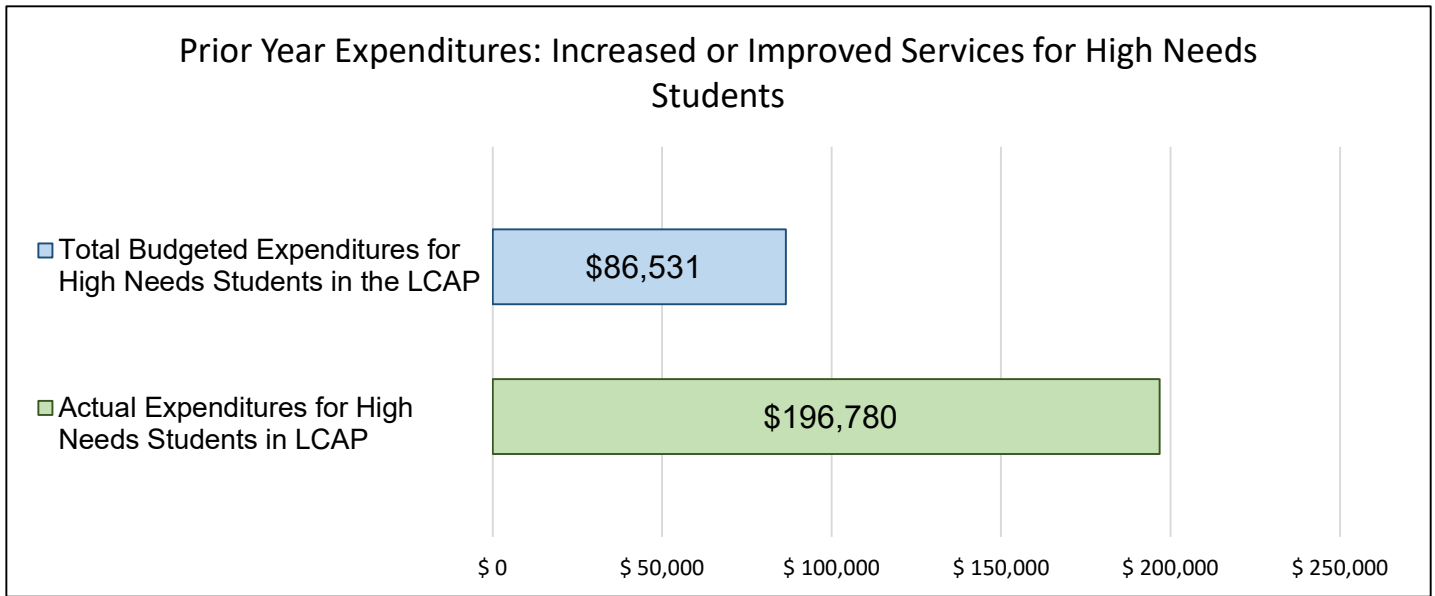
school nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational staff

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, OCASA College Prep is projecting it will receive \$46,442.00 based on the enrollment of foster youth, English learner, and low-income students. OCASA College Prep must describe how it intends to increase or improve services for high needs students in the LCAP. OCASA College Prep plans to spend \$48,642.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what OCASA College Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what OCASA College Prep 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 2021 – 22, OCASA College Prep's LCAP budgeted \$86,531.00 for planned actions to increase or improve services for high needs students. OCASA College Prep actually spent \$196,780.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Academy of Sciences and Arts (OCASA)	Kapil Mathur, Executive Director	(949) 269-3291; kcmathur@ocasacollegeprep.org

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Orange County Academy of Sciences and Arts (OCASA) College Prep has a foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. OCASA College Prep will continue to engage community partners consistently in order to collaborate and achieve targeted goals to ensure that rigorous and engaging academics are accessible to all students. OCASA College Prep is proud of the consistent stakeholder engagement and close collaboration achieved by parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. Through this collaboration, OCASA College Prep was able to adapt their model when needed for remote learning and utilize new tools, components, and supports in order to improve the learning experience for students. Specifically, OCASA College Prep engaged its educational partners on the use of funds for this year throughout 2020-21 through family meetings, board meetings, and surveys, including parent, teacher, and student surveys. Educational partners communicated that the following three overarching goals are paramount: 1. providing rigorous, differentiated instruction to ensure each student can achieve his/her fullest potential, and 2. creating and maintaining a positive school climate, and 3. engaging and involving parents.

Previous engagement opportunities include:

[Local Control and Accountability Plan 2021-2022](#) (p. 4) approved 6/15/21 by the governing board during an open meeting.

The school also engaged with our educational partners on the use of the additional funds provided through the Budget Act of 2021

that were not included in the 2021-22 LCAP (5% COLA, Educator Effectiveness Grant) during regular staff meetings and board meetings, as well as the following engagements:

- Teachers provided feedback during regular staff meetings.
- Principals, administrators, and other school personnel provided feedback during check-ins and meetings.
- Students provided feedback through classroom discussions and surveys. Teachers shared student feedback from discussions with school leadership to inform plans.
- Parents provided feedback through surveys, messages, and meetings.
- November 30, 2021 Board Meeting (Educator Effectiveness Grant)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

OCASA College Prep did not receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

OCASA College Prep has prioritized meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as OCASA College Prep sought the input and feedback of its educational partner groups (parents, students, teachers, staff, administrators, local community members) from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan and the 2021-2022 LCAP. The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- [Local Control and Accountability Plan 2021-2022](#) (p. 4) approved 6/15/21 by the governing board

OCASA College Prep did not receive any of the one-time ESSER III federal funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

OCASA College Prep is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act. The school has successfully created and communicated health and safety protocols: use of PPE, health checks, contact tracing, and referrals to community health services.

One challenge with the implementation of health and safety protocols has been the additional staff time involved in implementation and follow-through on completion of each step of the process.

OCASA College Prep did not receive funds from the American Rescue Plan Act or the Elementary and Secondary School Emergency Relief, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

OCASA College Prep is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific support for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic support. The plan provides additional supports to address learning loss for students by providing supports such as high quality educational support personnel, a plan to provide academic support for all students, as well as non-academic supports. These actions support specific LCAP goals, as follows: Goal #1 (Action #4), Goal #2 (Action #2), and Goal #2 (Action #3).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
OCASA College Prep	Kapil Mathur, Executive Director	(949) 269-3291 kcmathur@ocasacollegeprep.org

Plan Summary 2022-23

General Information

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

OCASA College Prep opened its doors in 2020-21 as an independent charter school serving grades 6-9 located in San Juan Capistrano. By the year 2023-24, we will grow to serve students in grades 6-12 by adding a grade level each year. The community of families chose OCASA College Prep due to their desire for a different learning environment and experience for their students. The educational program at OCASA College Prep utilizes instructional practices that are proven to promote student learning. Teachers and administrators have developed an innovative educational model that addresses the needs of the whole child and emphasizes academic, personal, social, and emotional development. The core instructional model is based on the Summit Learning Program (“Summit”) and Project Lead the Way (PLTW).

The Summit platform provides a personalized learning environment that allows the OCASA College Prep students to make tremendous gains in just two years. OCASA College Prep will combine our values with what science reveals about how students learn best and cutting-edge research to tailor the school experience to students’ individual needs. The student outcomes that our educational model will promote will be:

Cognitive Skills: OCASA College Prep recognizes Cognitive Skills as the building blocks for student success in college and careers. Cognitive Skills equip students with interdisciplinary 21st-century competencies needed to navigate the post-K-12 world. These higher-order thinking skills must be explicitly taught by qualified teachers using research-guided best practices. The California adoptions of the Common Core State Standards and Next Generation Science Standards further this point as both emphasize the teaching and learning of cognitive skills as opposed to simple content mastery.

Content Knowledge: While OCASA College Prep students will develop Cognitive Skills to compete in the global workforce, they must also acquire and retain key Content Knowledge. In addition to supporting the development of cognitive skills, retaining Content Knowledge prepares students for success at each grade level and in the collegiate setting. Content knowledge supports and enables critical thinking, allowing students to move from a basic understanding to complete mastery of subjects. OCASA College Prep teachers will have a deep understanding of the Common Core State Standards the Next Generation Science Standards, the History-Social Science Framework, the

English Language Development Standards (“ELD”) and the remaining State Content Standards (collectively, “State Standards”) and use these to guide the content topics introduced and explored at each grade level and in each subject.

Habits of Success: OCASA College Prep will incorporate social-emotional development into all aspects of teaching and programming to attend to the whole child. OCASA College Prep views social-emotional learning as the process of identifying and applying skills to know oneself, set and work towards goals, empathize, build positive relationships, engage in conversations about diversity and inclusiveness, and make responsible decisions. These social and emotional skills, or Habits of Success, enable students to be successful at both academic and non-academic pursuits.

Sense of Purpose: It is of paramount importance that OCASA College Prep students set goals for the development and mastery of Cognitive Skills, Content Knowledge, and Habits of Success. In order to achieve these goals, students must also cultivate a Sense of Purpose. Students need to possess an understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives. We are committed to preparing students for success beyond the walls of OCASA College Prep. To do so, we will focus on five critical components for students to develop during their time at OCASA College Prep.

First, students need to develop a sense of Self-Awareness. Students need exposure to multiple interests, the ability to explore such interests, and opportunities to pursue those interests. Students also need to explore and develop their Values. Students need support in understanding what they value and how to live those values in order to lead a fulfilled life, in which they make intentional trade-offs between different options based on values. OCASA College Prep will be intentional in showing students how to effectively and proactively build Relationships that are not merely transactional, but also that put them in contact with people who want them to be their best selves. A key component of the OCASA College Prep model is supporting students in developing a Credible Path Toward Long-Term Goals. Finally, as a 6th – 12th-grade institution, OCASA College Prep is committed to facilitating a strong Transition out of high school that is aligned with their interests, skills, knowledge, habits, values, and the long-term goals they hope to achieve.

Guiding Principles: The following represents the evidence-based principles that will guide OCASA College Prep staff and administration in implementing the Summit platform:

In order to be successful in both college and careers, students need to master a set of Cognitive Skills;

In the 21st century, proficiency in skills at the end of high school is more valuable than proficiency in the content of any given subject matter;

Students develop Cognitive Skills over time; the skills must be accessed within each student’s zone of proximal development;

Cognitive Skills are learned best through strategies that require deeper learning. The deepest learning is inquiry-based, authentic, and active;

Cognitive Skills extend beyond traditional disciplines; the same skill can be applied in multiple disciplines;

These guiding principles will be at the core of our work. Professional development and teacher growth will be couched in conversations regarding students’ cognitive skills development. OCASA College Prep has access to the entire Summit library, containing field-tested and refined longitudinal projects. Students will apply the content they have learned to real-world situations to develop their essential and

transferable lifelong skills. Multiple Cognitive Skills are embedded in each project. Most projects will culminate in a performance-based assessment such as an essay, lab report, or presentation.

Students at OCASA College Prep come from numerous surrounding communities and represent a diverse population of students. In 2021-22, OCASA College Prep serves 129 students with diverse needs and backgrounds: approximately 22% students qualify for Free or Reduced Lunch; 9.3% students are English Learners; and 5.4% of students are Reclassified Fluent English Proficient. In addition, about 35 (27.1%) students qualify for special education services. Approximately, 56% of OCASA College Prep's students identify as white, 21% as being Hispanic or Latino, 7% as two or more races, and 3% as Asian. The unduplicated pupil percentage is 25%.

Reflections: Successes

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

Since OCASA College Prep opened in 2020-21 in the midst of the pandemic, there is no CA Dashboard data to reflect upon. This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved high attendance and engagement in 2020-21, and this allowed us to keep our students on track academically.

This particular year, we celebrate our high level of parent involvement and communication. Our enrichment program provided social emotional learning supports with a variety of offerings that our students enjoyed. Our average daily attendance (ADA) remained relatively high at 93% despite the challenges of the pandemic. We also celebrate the 56% who met their growth targets in Math. We will continue the high level of instruction in Math to allow students to continue this strong growth next year.

Reflections: Identified Need

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

Since OCASA College Prep opened in 2020-21 in the midst of the pandemic, there is no CA Dashboard data to reflect upon. There is an identified need in Reading achievement based on the data 30% of students met their NWEA MAP Reading growth targets in 2021-22. This year, the staffing shortage affected our programming, in that we were not able to fully implement some of our Tier 2 and Tier 3 programming, though the team started partial implementation this year. We will continue to work to fill these positions in order to provide students with additional support. English Learner progress is also an identified need. 23.1% of English learners scored at Level 4 on the 2021 ELPAC and the English learner reclassification rate was 0% in 2020-21. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2022-23 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: OCASA students will engage in rigorous, differentiated instruction to ensure each student can achieve to his/her fullest potential. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for content and personalized, differentiated data driven instruction. We will provide English Language Development for our English learners and a comprehensive Special Education program for our students with IEPs.

GOAL 2: OCASA will create a positive school climate. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning, as well as supportive practices in behavior and attendance. We provide a clean and safe environment, provide student activities, and implement a Positive Behavior Supports and Intervention program schoolwide. We incorporate mental health supports to remove any additional barriers to engagement and achievement.

GOAL 3: OCASA will engage and involve parents. Families will be supported to participate actively in the life of the school and their child’s education through regular parent communication, meetings, family events, and opportunities for input. These opportunities include Back to School Night, parent teacher conferences, monthly school meetings, opportunities to participate on the board or SSC, and parent surveys. We will use multiple methods of communication to keep parents informed, including ParentSquare, our website, Chatbots, and providing recordings of live meetings for families to watch at a later time.

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.

OCASA College Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

OCASA College Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

OCASA College Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

- Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings. Virtual meetings conducted via video conference had telephone call-in access. A public hearing for the LCAP was held on 5/24/22. The LCAP was approved by the Board on 6/28/22.
- Teachers provided feedback during regular staff meetings, and completed an in depth survey in May 2022 to provide reflections on what is going well and areas for improvement.
- Principals, administrators, other school personnel provided feedback during check-ins and meetings.
- Students provided feedback through classroom discussions and surveys. Teachers shared student feedback from discussions with school leadership to inform plans.
- Parents provided feedback through surveys, messages, and meetings. Our PTSA met throughout the year on the following dates in 2021: August 12th, September 14th, October 12th, November 10th, and December 15th. Our PTSA met throughout the 2022 year on the following dates: January 12th, February 4th, February 9th, March 2nd, March 9th, April 13th, April 20th, May 10th, May 11th, and May 16th.
- OCASA College Prep has evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by OCASA . Likewise, OCASA teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents shared that they feel welcome in the OCASA school community, and relayed that administrators and teachers are helpful and respectful to them as family members, as well as to their children. Parents showed that they would like to have more options for lunch provided to their children, and hoped that the school would continue developing supports to meet the individual needs of their child.

Teachers/Staff/Administrators shared that the school is a supportive and inviting place for students to learn and that it is a place where high standards are set for academic performance for all students. Staff believe that the school helps students when they need it and a place that promotes trust and collegiality among staff. Teachers agree that the school provides the materials, resources, and training (professional development) needed to do their job effectively. Teachers shared that the school gives all students equal opportunity to participate in classroom discussions or activities, as well as a place that gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g. service learning). Teachers shared that the school fosters an appreciation of student diversity and respect for each other and is a place that emphasizes showing respect for all students' cultural beliefs and practices. Teachers shared that the school is

a safe place for students and staff and one that is welcoming to and facilitates parent involvement. Teachers also shared that the school is clean and has well maintained facilities and property. Teachers shared hopes for additional counseling and support services for students and more clear communication about follow up and practices to support students when there is a culture breach.

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

Based on feedback from our educational partners, we will continue with the plan without modifications. We will continue to work to hire qualified staff in order to be able to fully implement the support services we have planned for students.

Goals and Actions

Goal 1

Goal #	Description
1	OCASA students will engage in rigorous, differentiated instruction to ensure each student can achieve to his/her fullest potential.

An explanation of why the LEA has developed this goal.

We are proud of the growth and achievement of our students. We must continue our actions towards supporting personalized, developmentally appropriate learning experiences for all of our students in order to continue our students’ growth trajectories.Measuring and Reporting Results

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: % of students met/exceeded standard for all students and all numerically significant subgroups		Baseline No update - Didn't test Spring 2021; see local assessment (NWEA MAP) metric			+6 from Baseline

SBAC Math: % of students met/exceeded standard for all students and all numerically significant subgroups		Baseline No update - Didn't test Spring 2021; see local assessment (NWEA MAP) metric			+6 from Baseline
NWEA MAP Reading: % of students meeting growth targets	% meeting Fall to Spring growth target All: 62% SED: 67% EL: * SWD: 67% Data Year: 2020-21 Spring Data Source: NWEA MAP Export File (updated in 2022)	% meeting Fall to Winter growth target All: 30% SED: 32% EL: * SWD: 19% Data Year: 2021-22 Winter Data Source: NWEA MAP Export File			70%
NWEA MAP Math: % of students meeting growth targets	% meeting Fall to Spring growth target All: 57% SED: 44% EL: * SWD: 65%	% meeting Fall to Winter growth target All: 56% SED: 50% EL: * SWD: 54%			70%

	Data Year: 2020-21 Spring Data Source: NWEA MAP Export File (updated in 2022)	Data Year: 2021-22 Winter Data Source: NWEA MAP Export File			
EL reclassification rate	20-21: 0%	0% Data Year: 2020-21 Data Source: DataQuest Reclassification			5%
% of ELs improving on ELPAC (ELPI)	Level 3 or 4: 69.2% Proficient: 23.1% ELPI not provided for 2021 Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	N/A 2020-21 was the first year of data			50%
% of teachers credentialed & properly assigned	0 misassigned teachers of EL's Data Year: 2020-21 Data Source: CA Dashboard Local Indicators	100% Data Year: 2021-22 Data Source: Local			100%
% of students have access to their own copies of standards-aligned instructional	100%	100% Data Year: 2021-22			100%

materials for use at school and at home		Data Source: Local Indicator			
% of CCSS, NGSS, state, and ELD standards are implemented	100%	100% Data Year: 2021-22 Data Source: Local Indicator			100%
% enrollment in courses required by the state for middle and high school	100%	100% Data Year: 2021-22 Data Source: Local			100%
% of graduates meeting UC/CSU entrance requirements	Data will not be available until first graduating class in 23-24	Data will not be available until first graduating class in 23-24			Baseline
% of students college ready as assessed by EAP/CAASPP	No 11th graders until 2022-23	No 11th graders until 2022-23			TBD Data Year: 2022-23 Data Source: Dataquest
% of AP exam participants scoring a 3 or higher	Data will not be available until first 11th grade class	Data will not be available until first 11th grade class			TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional Development is provided to all teachers in professional learning communities:	\$ 28,956	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Multi Tiered System of Supports • Data driven decision making • Curriculum and Instruction Customization for each student • Weekly teacher collaboration meetings • Summit Learning Platform PD • Backwards mapping; unpacking standards • Mission-aligned language and actions in all that we do>leaders>teachers all in service of preparing our students for a successful college prep experience • Team Building 		
2	Instructional Model	<ul style="list-style-type: none"> i. Summit Learning Platform (materials) <ul style="list-style-type: none"> 1) Cognitive Skills 70% Project-based application skills 2) Conceptual Math 3) Non-Cog Skills (30%) content knowledge ii. all online curriculum through Google or Summit iii. Direct, project based, collaborative iv. SDL Class (usually 4 per week)--self-directed learning and small group support non-cognitive skills focus (small workshop setting where teacher can pull small groups for targeted instruction and rest of group moves forward on projects) v. STEAM through Project Lead the Way vi. Arts embedded in core classes. Future plan to add an art pathway 	\$ 289,824	N
3	Assessment	<ul style="list-style-type: none"> • NWEA MAP Assessments • Project Read, Read Live, Bridges Math (Education Specialist will train, coach, and mentor teachers) • Summit Learning Platform Project Rubrics • Project Lead the Way (Science and Engineering Elective) 	\$ 2,500	Y
4	Intervention	<ul style="list-style-type: none"> • Tier 1: Core Instructional Model with Office hours provided for additional support after school 	\$ 38,079	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Tier 2 Individually with paraprofessional or education specialist providing support Project Read, Read Live, and Bridges (Office hours provided by invitation or voluntarily for additional support after school) • Tier 3: Special Education Project Read 1-2 students • Implementation of MTSS and PBIS strategies related to intervention and Universal Design for Learning. • SST Process 		
5	Special Education	<ul style="list-style-type: none"> • Weekly meetings with Education Specialists and teachers to review services and progress on goals. • Inclusion model with Education Specialist, paraprofessionals, or instructional aides providing support to students in general education classrooms. 	\$ 111,226	N
6	English Language Development	<ul style="list-style-type: none"> • Designated ELD: English Teacher is providing support during SDL • Integrated ELD: ELA Teacher provides support and resources for all teachers to integrate ELD into the curriculum and SDL time. 	\$ 8,063	Y

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for partial implementation of various curriculums, including Project Read, Read Live, and Bridges Math due to staffing shortage and not having an education specialist the full year to train, coach, and mentor teachers to use these programs. Additionally, Tier 3 programming (Special Education Project Read) was not implemented due to staffing shortages.

Successes with the action implementation process include how hard the team worked to provide support to our students during a difficult year. Our team utilized additional supports through MTSS - sharing intervention plans, utilizing team meetings, discussing what's working and what's not working/what to adjust and make improvements. We saw wonderful student leadership through our enrichment program, which gave incentives and rewards for positive work/effort where they could show their growth.

Some challenges with implementation this year occurred due to staffing shortages. Specifically, programming like Project Read, Read Live, Bridges Math were not able to take off due to the lack of having a full time Education Specialist. Our Multi-Tiered System of supports was partially implemented and the team is in the beginning stages of this process. Additionally, Tier 3 services (Project Read) were not implemented due to staffing challenges.

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.

The material differences between budgeted expenditures and estimated actual expenditures are the result of the following:

- Action 1 Professional Development staffing costs were less than anticipated.
- Action 2 Instructional Model staffing and materials needed was lower than anticipated due to enrollment.
- Action 3 Intervention staffing was lower than anticipated due to enrollment and challenges hiring qualified staff.
- Action 5 Special Education was lower than anticipated due to lower enrollment.

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

The action of Professional Development was highly effective in supporting the outcomes of 100% of teachers credentialed & properly assigned, 100 % of students have access to their own copies of standards-aligned instructional materials for use at school and at home and 100% of CCSS, NGSS, state, and ELD standards being implemented.

The actions of Instructional Model, Assessment, Intervention, and Special Education were highly effective in achieving the 100% enrollment in courses required by the state for middle and high school. These actions were effective in achieving 56% of students meeting growth targets in Math. These actions were not fully effective at supporting reading achievement with 30% of students meeting growth targets in Reading. We attribute the lack of effectiveness in part to the difficulty in fully staffing our program and not being able to fully implement the planned actions due to this.

The action of English Language Development was somewhat effective in supporting English learners, in that 23.1% of ELs were proficient and 69.2% of ELs scored a 3 or 4 on the 2021 ELPAC.

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.

There were no changes made to this goal, expected outcomes, or actions.

The metrics baseline data for NWEA MAP Reading: % of students meeting growth targets and NWEA MAP Math: % of students meeting growth targets were updated with data because the data was not available at the time of last year’s LCAP publication. The desired outcomes for EL Reclassification rate was updated to 5% from TBD previously. The desired outcome for % of ELs improving on ELPAC (ELPI) was updated from TBD to 50% which is considered medium progress.

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

Goal 2

Goal #	Description
2	OCASA will create a positive school climate.

An explanation of why the LEA has developed this goal.

Our students must feel safe physically and emotionally in order to learn, so having a safe and inviting school culture is a top priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey: % feel the school is safe	69% Data Year: 2021-22 Data Source: Local Survey	N/A Data first available in 2021-22			90% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher survey: % feel the school is safe	83% Data Year: 2021-22 Data Source: Local Survey	N/A Data first available in 2021-22			90% Data Year: 2023-24 Data Source: Local Survey
Student survey: % feel the school is safe	Data for 2020-21 not available yet; baseline TBD Data Year: 2020-21 Data Source: Local Survey	No update Data Year: 2021-22 Data Source: Local Survey			90% Data Year: 2023-24 Data Source: Local Survey
Teacher survey: % feel connected to the school community	83% Data Year: 2021-22 Data Source: Local Survey	N/A Data first available in 2021-22			90% Data Year: 2023-24 Data Source: Local Survey
Student survey: % feel connected to the school community	Data for 2020-21 not available yet; baseline TBD Data Year: 2020-21 Data Source: Local Survey	No update Data Year: 2021-22 Data Source: Local Survey			90% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	98.19% as of 3/26/21	93% Data Year: 2021-22 Data Source: P-2			95% Data Year: 2023-24 Data Source: P-2
Chronic Absence Rate for all students and all numerically significant subgroups	0% Data Year: 2020-21 Data Source: Dataquest	6% Mid-Year 2021-22 Data Source: SIS			6% Data Year: 2022-23 Data Source: CA Dashboard
Suspension rate for all students and all numerically significant subgroups	0% Data Year: 2020-21 Data Source: Dataquest	2.3% Mid-Year 2021-22 Data Source: SIS			<3% for all students and all subgroups Data Year: 2022-23 Data Source: DataQuest
Expulsion rate for all students and all numerically significant subgroups	0% Data Year: 2020-21 Data Source: Dataquest	0% Mid-Year 2021-22 Data Source: SIS			0% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good repair”	Met Data Year: 2020-21 Data Source: CA Dashboard Local Indicator	Met Data Year: 2021-22 Data Source: CA Dashboard Local Indicator			Met Data Year: 2023-24 Data Source: SARC
MS Dropout rate	0% Data Year: 2020-21 Data Source: Calpads 8.1	N/A Data first available in 2021-22			<1% Data Year: 2022-23 Data Source: Calpads 8.1
High School Dropout rate	Data will not be available until first graduating class in 23-24	Data will not be available until first graduating class in 23-24			<2% Data will not be available until first graduating class in 23-24
4-Year Cohort Graduation Rate	Data will not be available until first graduating class in 23-24	Data will not be available until first graduating class in 23-24			95% Data will not be available until first graduating class in 23-24

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS	PBIS Team continue training staff and developing PBIS	\$ 18,425	N
2	Mental Health and Well-Being	i. Mental Health and Well-being*	\$ 36,709	N

Action #	Title	Description	Total Funds	Contributing
		1) School Psychologist provides mental health support 2) provide for basic needs such as school supplies, food, uniforms, and referrals to community resources		
3	Social Emotional Learning	Social-Emotional Learning <ul style="list-style-type: none"> • Habits of Success (embedded throughout the curriculum) • Second Step curriculum 	\$ 18,425	N
4	Facilities, Health and Safety	<ul style="list-style-type: none"> • Annual Update of safety plan • School Facilities • Maintenance and cleaning: cleaning crew during the day and sanitation at night • Health protocols to prevent the spread of COVID-19 	\$ 119,522	N
5	Student Activities	<ul style="list-style-type: none"> • After school tutoring • ASB • Team Sports: LaCrosse • Arts Club 	\$ 18,425	N
6	Attendance Initiatives	Attendance is recorded daily. Teachers reach out to families via email and or phone when a student does not attend. Our office staff monitors student attendance. Both the teachers and office staff notify the principal of attendance and work completion concerns. Our principal meets jointly with parents, teachers and students to problem solve around attendance and acceptable work completion.	\$ 37,995	N

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for implementing the Second Step curriculum. The team will start that implementation in 2022-23, along with continuing to build out the MTSS structure.

Successes with the action implementation process include a strong enrichment program that was engaging for our students and well received. It helped approve our attendance and work completion for all of our students. The joint meetings to problem solve with families have been really successful and they really appreciate that we sit down together and problem solve. Our attendance is still fairly strong despite covid challenges. Our team provided multiple different opportunities (art, running, music, basketball, ASB, yearbooks) to provide ways for students to engage together in non-academic settings where they enjoy being together in a safe environment at school.

Some challenges with implementation this year occurred due to staffing shortages and we have identified that it is essential to have the staffing to implement our SEL curriculum and build our MTSS supports.

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.

The material differences between budgeted expenditures and estimated actual expenditures are the result of the following:

Action 2 Mental Health and Well-Being was more because more funding was spent on this action due to higher than anticipated student needs in this area.

Action 3 Social Emotional Learning was less because staffing costs were lower than anticipated.

Action 4 Facilities, Health and Safety was increased due to insurance premiums being higher than projected.

Action 5 Student Activities was less because staffing costs were lower than anticipated.

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

The actions of PBIS, Mental Health and Well-Being, and Social Emotional Learning were highly effective in achieving the results on the parent, student, and teacher survey, including 83% of teachers feel the school is safe, Teacher survey: 83% feel connected to the school community. Additionally, these actions were effective in achieving 69% of parents reporting that their child feels safe at school.

The actions of Health and Safety, as well as Attendance Initiatives were highly effective 93% Average Daily Attendance, a Chronic Absence Rate rate of 4.6%, and a 2.3% suspension rate, and a 0% Expulsion rate.

Additionally, the Facilities actions were effective in achieving Facilities in overall “good repair”.

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.

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated for all metrics because this is the first year data was available or in some cases an explanation was needed for data for the required metrics that will not be available until we expand to 12th grade and have data for our first graduating cohort in 2023-24.

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

Goal 3

Goal #	Description
3	OCASA will engage and involve parents.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey: % feel connected to the school community	66% Data Year: 2021-22 Data Source: Local Survey	N/A Data first available in 2021-22			90% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: % of parents responding affirmatively to “The school offers me opportunities to participate in parent meetings and councils”	71% Data Year: 2021-22 Data Source: Local Survey	N/A Data first available in 2021-22			90% Data Year: 2023-24 Data Source: Local Survey
Parent Survey Response Rate	15% Data Year: 2021-22 Data Source: Local Survey	N/A Data first available in 2021-22			70% Data Year: 2023-24 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Communication	<ul style="list-style-type: none"> Parent Square, websites, social media FB, IG LinkedIn, YouTube posts recordings of parent meetings, ChatBot on FB and Website Recruiting and Enrollment (software lottery and tracking interactions with prospective parents, labor, events) 	\$ 48,115	N
2	Parent Committee Opportunities	Parent Committee Opportunities <ul style="list-style-type: none"> Parents on the Board SSC 	\$ 21,107	N
3	Family Events	<ul style="list-style-type: none"> Monthly meetings with Q & A Calendy or office staff to create appointments with principal 	\$ 0	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Round table meetings with families as needed to problem solve • Parent Teacher conferences, Arts Exhibition, performances • PTSA facilitates social events • Orientation, Back to School Night, Open House 		

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for partial monthly meetings with Q & A, and partial implementation of Parent Teacher conferences, Arts Exhibition, and performances due to challenges with being on campus due to Covid-19. Additionally, the SSC was not implemented this year, but the team plans to start it back up in 2022-23.

Successes with the action implementation process include strong communication with our families despite being virtual through providing a variety of outlets through social media. Additionally, our PTSA was powerful! Our parents are working to coordinate events and serving on committees in order to help support students schoolwide. The PTSA held their first on site meeting this spring.

Some challenges with implementation this year occurred due to the challenge of not being able to have in-person events due to Covid and seeing a lower attendance with virtual events.

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.

Action 1 Parent Communication expenditures were less than budgeted due to reduced staffing costs and not needing to spend the budgeted amount on software to support the lottery and enrollment process.

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

The actions of Parent Communication, Parent Committee Opportunities, and Family Events were highly effective in achieving Parent survey: 66% feel connected to the school community, Parent Survey: 71% of parents responding affirmatively to “The school offers me opportunities to participate in parent meetings and councils”

The Parent Survey Response Rate of 15% is much lower than anticipated and we will increase the communication about participating in the survey next year to increase the number of families participating.

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.

There were no changes made to this goal, expected outcomes, metrics, or actions. The baseline data was updated for all metrics because this is the first year data was available.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$46,442	N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5%	0.00%	\$0	5%

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

Required Descriptions

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

Academic Growth and Achievement

Needs, Conditions, Circumstances

As a new school, we do not have any CA Dashboard data to review. In 2020-21, our EL Reclassification rate was 0%. In 2021, 69.2% of English learners scored at a Level 3 or 4 on the ELPAC with 23.1% scoring at Level 4 (proficient).

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have developed a tiered system of interventions utilizing instructional assistants and specialized curriculum to support instruction. Intervention increases the amount of support available to students by providing opportunities for students to receive targeted support and tutoring in small groups or individually and provides specialized curriculum to meet these students needs. We utilize assessments in order to monitor progress and use data to inform our interventions. By adding high quality assessments, we are able to get accurate data to inform the instruction and intervention and best meet the needs of our low income students, foster youth, and English learners. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

Assessments

Intervention

English Language Development

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 6 points growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and Medium English Learner Progress (50%) with an increase of approximately 2 points each year in the English Learner Reclassification Rate. We plan to use NWEA MAP data to gauge progress throughout the year.

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

OCASA College Prep plans to increase services for unduplicated students through the following LEA-wide actions:

Goal 1, Action 3 Assessments \$2,500 (representing a 0.27% increase in services)

Goal 1, Action 4 Intervention \$38,079 (representing a 4.10% increase in services)

Goal 1, Action 6 English Language Development \$8,063 (representing a 00.87% increase in services)

By implementing these actions, OCASA College Prep is increasing services for foster youth, English learners, and low income students by at least 5.0%.

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.

OCASA College Prep is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

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	OCASA College Prep 1:29	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	OCASA College Prep 1:14	N/A

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The

superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)

- o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,632,721.00	\$ 1,540,059.09

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	Professional Development	No	\$ 40,707	\$ 33,604
1	1	Professional Development	No	\$ 5,700	\$ 5,700
1	2	Instructional Model	No	\$ 693,180	\$ 612,120
1	2	Instructional Model	No	\$ 5,600	\$ -
1	2	Instructional Model	No	\$ 50,966	\$ 15,491
1	2	Instructional Model	No	\$ 3,765	\$ 3,975
1	3	Assessment	Yes	\$ 2,500	\$ 2,500
1	4	Intervention	Yes	\$ 13,640	\$ -
1	4	Intervention	Yes	\$ 77,020	\$ 187,280
1	5	Special Education	No	\$ 177,881	\$ 124,915
1	5	Special Education	No	\$ 78,382	\$ 109,650
1	6	English Language Development	Yes	\$ 7,011	\$ 7,000
2	1	Positive Behavior Intervention & Supports	No	\$ 40,707	\$ 33,604
2	2	Mental Health and Well-being	No	\$ 54,256	\$ 67,850
2	3	Social-Emotional Learning	No	\$ 40,707	\$ 33,604
2	4	Facilities, Health & Safety	No	\$ 91,345	\$ 91,345
2	4	Facilities, Health & Safety	No	\$ 11,751	\$ 19,047

2	4	Facilities, Health & Safety	No	\$ 61,999	\$ 53,709
2	4	Facilities, Health & Safety	No	\$ 36,709	\$ 30,591
2	5	Student Activities	No	\$ 40,707	\$ 33,604
2	6	Attendance Initiatives	No	\$ 25,080	\$ 20,052
2	6	Attendance Initiatives	No	\$ 12,915	\$ 12,915
3	1	Parent Communication	No	\$ 13,133	\$ 560
3	1	Parent Communication	No	\$ 18,354	\$ 15,296
3	1	Parent Communication	No	\$ 10,352	\$ 10,352
3	2	Parent Committee Opportunities	No	\$ 18,354	\$ 15,296
3	3	Family Events	No	\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

2021-22 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)
\$ 52,299	\$ 86,531	\$ 196,780	\$ (110,249)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Development	No	\$ -	\$ -	0.00%	0.00%
1	1	Professional Development	No	\$ -	\$ -	0.00%	0.00%
1	2	Instructional Model	No	\$ -	\$ -	0.00%	0.00%
1	2	Instructional Model	No	\$ -	\$ -	0.00%	0.00%
1	2	Instructional Model	No	\$ -	\$ -	0.00%	0.00%
1	2	Instructional Model	No	\$ -	\$ -	0.00%	0.00%
1	3	Assessment	Yes	\$ 2,500	\$ 2,500.00	0.00%	0.00%
1	4	Intervention	Yes			0.00%	0.00%
1	4	Intervention	Yes	\$ 77,020	\$ 187,280.00	0.00%	0.00%
1	5	Special Education	No	\$ -	\$ -	0.00%	0.00%
1	5	Special Education	No	\$ -	\$ -	0.00%	0.00%
1	6	English Language Development	Yes	\$ 7,011	\$ 7,000.00	0.00%	0.00%
2	1	Positive Behavior Intervention & Supports	No	\$ -	\$ -	0.00%	0.00%
2	2	Mental Health and Well-being	No	\$ -	\$ -	0.00%	0.00%
2	3	Social-Emotional Learning	No	\$ -	\$ -	0.00%	0.00%
2	4	Facilities, Health & Safety	No	\$ -	\$ -	0.00%	0.00%
2	4	Facilities, Health & Safety	No	\$ -	\$ -	0.00%	0.00%
2	4	Facilities, Health & Safety	No	\$ -	\$ -	0.00%	0.00%
2	4	Facilities, Health & Safety	No	\$ -	\$ -	0.00%	0.00%
2	5	Student Activities	No	\$ -	\$ -	0.00%	0.00%
2	6	Attendance Initiatives	No	\$ -	\$ -	0.00%	0.00%
2	6	Attendance Initiatives	No	\$ -	\$ -	0.00%	0.00%
3	1	Parent Communication	No	\$ -	\$ -	0.00%	0.00%
3	1	Parent Communication	No	\$ -	\$ -	0.00%	0.00%
3	1	Parent Communication	No	\$ -	\$ -	0.00%	0.00%
3	2	Parent Committee Opportunities	No	\$ -	\$ -	0.00%	0.00%

3	3	Family Events	No	\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2021-22 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)
\$ 1,037,692	\$ 48,938	0.00%	4.72%	\$ 196,780	0.00%	18.96%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 636,896	\$ 79,458	\$ -	\$ 16,125	797,371	\$ 535,632	\$ 196,848

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development	All	\$ 28,956	\$ -	\$ -	\$ -	\$ 28,956
1	2	Instructional Model	All	\$ 289,824	\$ -	\$ -		\$ 289,824
1	3	Assessment		\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
1	4	Intervention		\$ 38,079	\$ -	\$ -	\$ -	\$ 38,079
1	5	Special Education	SPED	\$ 15,643	\$ 79,458	\$ -	\$ 16,125	\$ 111,226
1	6	English Language Development	English learners	\$ 8,063	\$ -	\$ -	\$ -	\$ 8,063
2	1	PBIS	All	\$ 18,425	\$ -	\$ -	\$ -	\$ 18,425
2	2	Mental Health and Well-being	All	\$ 36,709	\$ -	\$ -	\$ -	\$ 36,709
2	3	Social Emotional Learning	All	\$ 18,425	\$ -	\$ -	\$ -	\$ 18,425
2	4	Facilities, Health and Safety	All	\$ 119,522	\$ -	\$ -	\$ -	\$ 119,522
2	5	Student Activities	All	\$ 18,425	\$ -	\$ -	\$ -	\$ 18,425
2	6	Attendance Initiatives	All	\$ 29,306	\$ -	\$ -	\$ -	\$ 37,995
3	1	Parent Communication	All	\$ 6,644	\$ -	\$ -	\$ -	\$ 48,115
3	2	Parent Committee Opportunities	All	\$ 6,375	\$ -	\$ -	\$ -	\$ 21,107
3	3	Family Events	All	\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 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)	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
\$ 928,842	\$ 46,442	5.00%	\$ 48,642	0%	5.24%	Total:	\$ 48,642
						LEA-wide Total:	\$ 38,079
						Limited Total:	\$ 8,063
						Schoolwide Total:	\$ 2,500

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Assessment	Yes	Schoolwide	All	OCASA College Prep	\$ 2,500	0.00%
1	4	Intervention	Yes	LEA-wide	All	OCASA College Prep	\$ 38,079	0.00%
1	6	English Language Development	Yes	Limited	English learners	OCASA College Prep	\$ 8,063	0.00%