

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Old Town Academy K-8 Charter
CDS Code:	37 68338 0123778
LEA Contact Information:	Name: Todd Reed Position: Principal/Executive Director Email: treed@oldtownacademy.org Phone: (619) 574-6225
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2139439
LCFF Supplemental & Concentration Grants	\$50171
All Other State Funds	\$229684
All Local Funds	\$100861
All federal funds	\$106650
Total Projected Revenue	\$2,576,634

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2531791
Total Budgeted Expenditures in the LCAP	\$170320
Total Budgeted Expenditures for High Needs Students in the LCAP	\$23400
Expenditures not in the LCAP	\$2,361,471

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$30500
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$50793

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-26,771
2020-21 Difference in Budgeted and Actual Expenditures	\$20,293

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Added funds included form alternative sources to support opening for in person instruction.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	Projective services for high need students were reported as planned and consistent with expenditures.

supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

LCFF Budget Overview for Parents

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School Year: 2021-22

LEA contact information:

Todd Reed

Principal/Executive Director

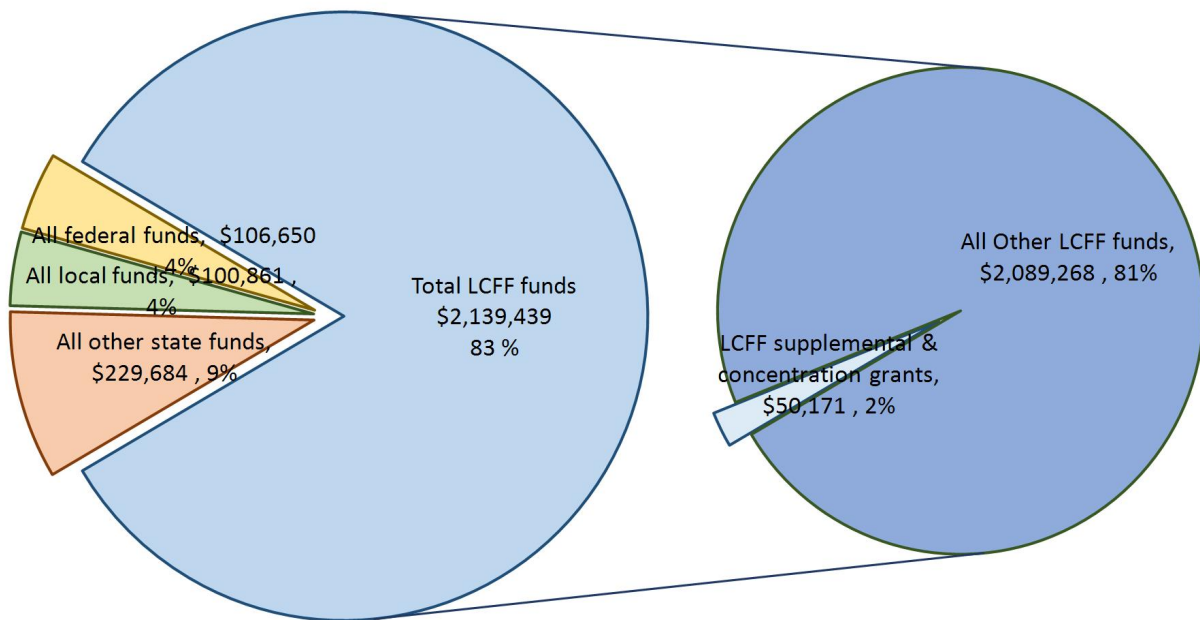
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(619) 574-6225

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 2021-22 School Year

Projected Revenue by Fund Source



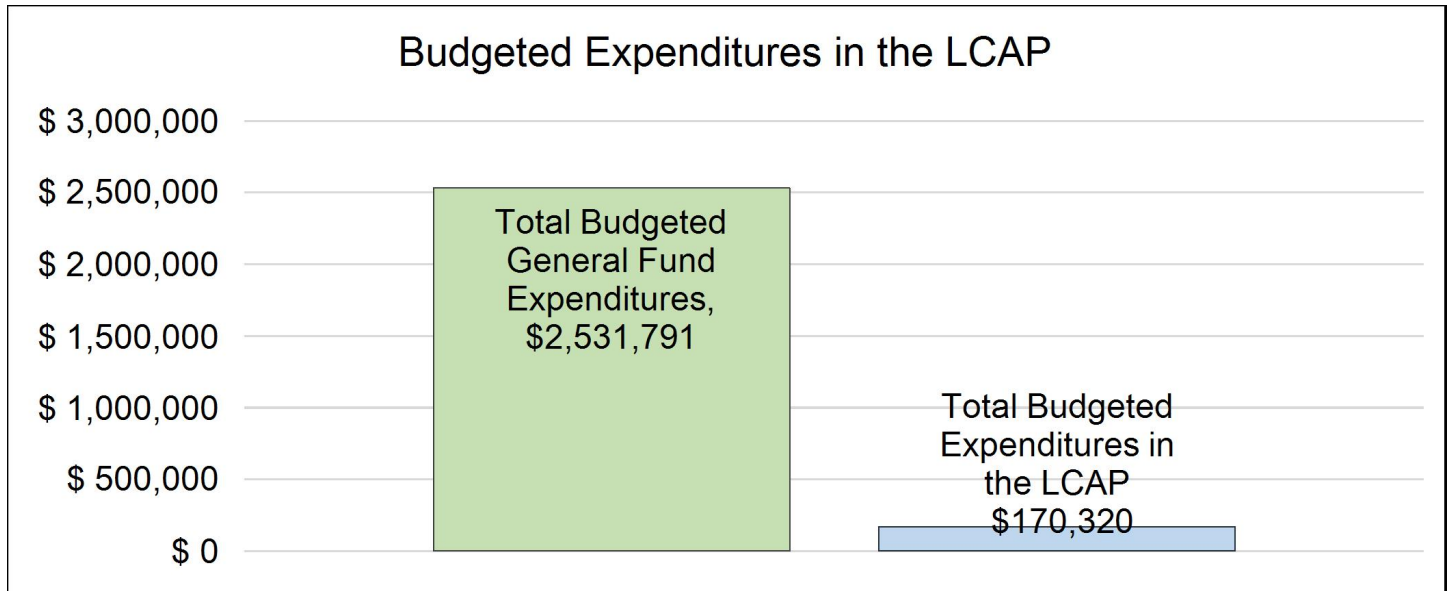
This chart shows the total general purpose revenue Old Town Academy K-8 Charter expects to receive in the coming year from all sources.

The total revenue projected for Old Town Academy K-8 Charter is \$2,576,634, of which \$2139439 is Local Control Funding Formula (LCFF), \$229684 is other state funds, \$100861 is local funds, and

\$106650 is federal funds. Of the \$2139439 in LCFF Funds, \$50171 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 Old Town Academy K-8 Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Old Town Academy K-8 Charter plans to spend \$2531791 for the 2021-22 school year. Of that amount, \$170320 is tied to actions/services in the LCAP and \$2,361,471 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Added funds included form alternative sources to support opening for in person instruction.

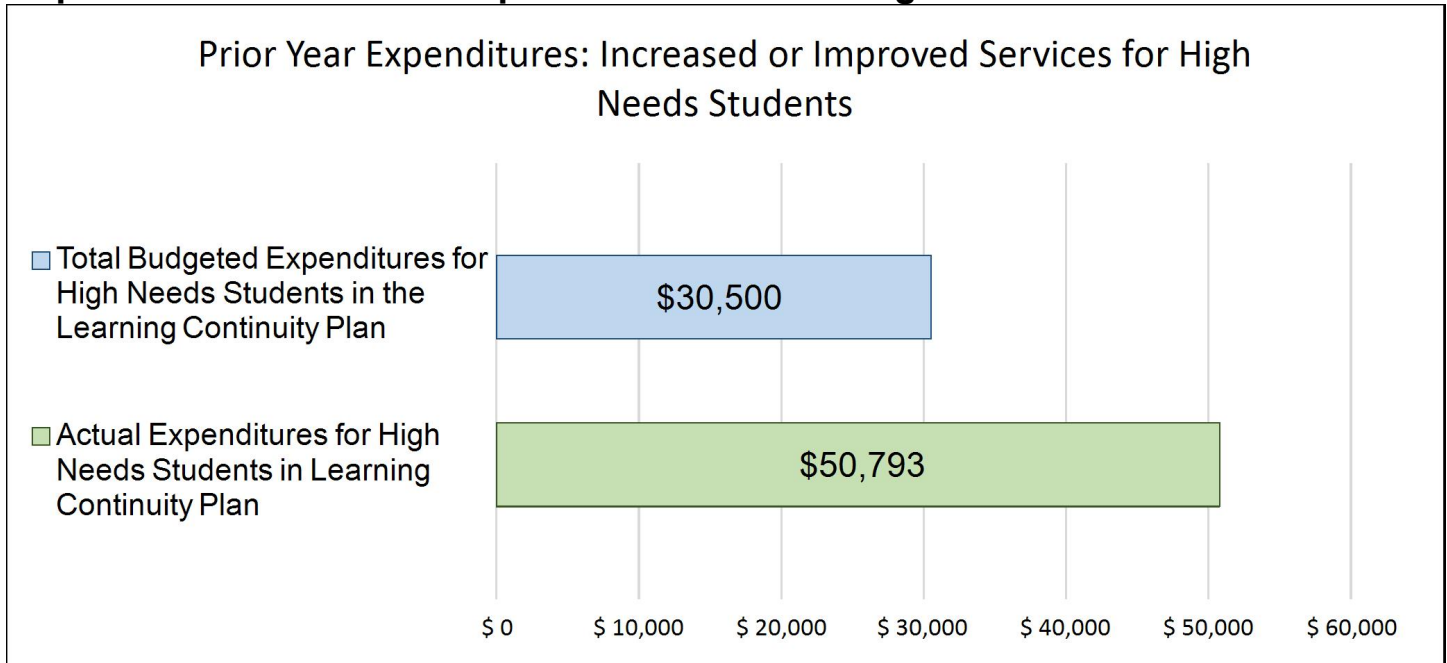
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Old Town Academy K-8 Charter is projecting it will receive \$50171 based on the enrollment of foster youth, English learner, and low-income students. Old Town Academy K-8 Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Old Town Academy K-8 Charter plans to spend \$23400 towards meeting this requirement, as described in the LCAP.

Projective services for high need students were reported as planned and consistent with expenditures.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Old Town Academy K-8 Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Old Town Academy K-8 Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Old Town Academy K-8 Charter's Learning Continuity Plan budgeted \$30500 for planned actions to increase or improve services for high needs students. Old Town Academy K-8 Charter actually spent \$50793 for actions to increase or improve services for high needs students in 2020-21.



Local Control 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
Old Town Academy K-8 Charter	Todd Reed Principal/Executive Director	treed@oldtownacademy.org (619) 574-6225

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Old Town Academy provides a comprehensive Core Knowledge curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world. OTA offer students the means to succeed by providing programs that maximize the abilities, talents, and interests of each individual.

Teaching a BALANCED CURRICULUM that recognizes the many ways to achieve academic success. The OTA core learning strands include History & Geography, Language Arts, Mathematics, Science, Art and Art History, Music, and Physical Education. All Core Learning Strands are taught with a special emphasis on Project-Based Learning and Digital Literacy. STEM (Science, Technology, Engineering, and Math) and Robotics are also major components of our curriculum.

OTA mission states, “We are the leaders of tomorrow, with the skills and competencies to be collaborators, communicators, critical-thinkers and problem solvers. We are risk-takers that learn from experience in order to succeed in an ever-changing world”.

In order to accomplish our mission, and mold our students become future leaders, there is a lot of work to be done in the present. As such, the OTA curriculum and program is rigorous, is designed to become more rigorous each day, and is replete with high expectations. It is not for everyone, and students who are disinterested in or unwilling to put forth exceptional daily, and often hourly, effort are not encouraged to

enroll at OTA. In addition to continuously pushing our students to high academic achievement, OTA embraces an expectation of personal and social responsibility toward oneself, and each other.

In 2020 -2021 OTA severed approximately 259 students from 8.5%% of which are designated as socioeconomically disadvantaged. Approximately 3% of OTA students are classified as English Learners and approximately 11% receive Special Education services. Significant student subgroups include 26% of students identifying as Hispanic, with approximately 56% identifying as White.

OTA is dedicated to providing clear learning goals in every grade that lead to meaningful lessons with technology and hands-on opportunities with real-time feedback in a safe environment for all students. We track student progress over time by growth and acquisition on Core content just in time for the development of the student understanding.

Reflections: Successes

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

In reflecting on the results from the California Assessment for Student Progress and Performance (CAASPP), our middle school students continue to have a greater percentage of students proficient or advanced in both language arts and math. OTA students have shown growth in both ELA and Math, over the last several years. The data also shows that OTA has made adjustments to improve instruction when gains have not been as high as desired (2017) and continue to do so. Through collaborative data analysis, OTA staff strives to always increase academic achievement, and has been very successful in doing so, the past 5 years.

Old Town Academy continues to see high levels of growth in all performance categories on the California Dashboard (green and blue indicators in each category). OTA continues to see strong growth in the areas of Math and ELA, where we received blue indicators. OTA also had a blue indicator in the area of Attendance and green Suspension Rates. OTA had good overall growth in the percentage of Special Education Students which increased 6.5 points from the previous year.

OTA administered local Map Growth Assessments for ELA and Math in grades K-8. In ELA approximately 86 % of students were proficient in ELA in the Fall. In the Winter that was slightly higher at 87% and We are still awaiting final results for the Spring. In mathematics, we saw a slight decline in percent of students meeting proficiency from Fall to Winter which was 58.4% in the Fall and 57.4% in the Winter.

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.

Overall academic indicators remain strong. However, OLD TOWN ACADEMY is aware of the need for improvement and established additional supports based on the fact that several subgroups are not growing academically at the same rate as overall peers. These subgroups include Hispanic, Students with Disabilities, and African American. While we have no subgroups performing in the red performance band for ELA, we have three student subgroups in Yellow including, African American, Hispanic, and Students with Disabilities. While all of these subgroups continue to outperform State and County averages, we need to continue to provide targeted supports and interventions to improve the overall percentage of students meeting or exceeding standards.

In the area of mathematics OTA had two subgroups in the orange performance band (Hispanic and Students with Disabilities) and three subgroups in the Blue or Green band (Socioeconomically Disadvantaged, Two or More races, and Caucasians). these subgroups continue to outperform State and County averages, we need to continue to provide targeted supports and interventions to improve the overall percentage of students meeting or exceeding our mission.

Chronic Absenteeism Rates overall were in the Blue performance band. All of the following subgroups saw a reduction in Chronic Absenteeism Rates for 2019; English Learners, Hispanic Socioeconomically Disadvantaged, African American, Asian, Students with Disabilities, and white. We will also continue to implement second step curriculum from elementary through middle school for social emotional learning to support both the students as well as develop strategies used by teachers to enhance the learning environment and improve relationships among students and between student and school.

LCAP Highlights

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

In early 2020 when online education became the only safe option. As the rest of the world has shifted to remote workplaces, online learning prepares students for real-world experiences. With an online class, students develop the necessary discipline that is essential for remote work, a growing feature of a globalized economy. When students are not required to be in a physical classroom environment, they must take more ownership over their learning experience in order to succeed. Our families have done a great job of helping student be independent learners.

We have learned from students what has worked versus what hasn't, and their advice has guided our decision-making process. OTA has built on methods from across the learning experiences that help people unlock their creative potential and apply it to the world. Our students want to make real impact in the world. We think they can start immediately. In the next three years we will challenge them to tackle problems that are happening right now, not the ones from a textbook page. Our lesson learned are detailed in seven themes. These themes are;

Helping student build a network of support

Our teachers can make and communicate a plan, make sure there is a concrete action expectation

All stakeholders are responsive and flexible,

Depth is the key and quality in the assignment is better than the amount of the assignments,

Continue to offer opportunities for student to develop a passion project through PBL

Keep perspective on learning

Build a mental and social emotional strength

All seven of these approaches are important. However, what is much harder to identify, yet even more vital to feel and foster, is a pervasive sense of softness and grace and understanding. This attests not to the what or the how, but to the why. In a time of physical, emotional, financial, mental, social, and political upheaval, being a school that holds care as a central tenet must guide all decision-making and action-taking.

The pandemic is presenting a variety of challenges for people that include personal, professional, and academic struggles. The unprecedented effect of the pandemic is leaving a huge gap in learning for many students. Children of all ages are struggling to maintain some sort of normalcy while striving to get a quality education. No matter the student's age or the type of school setting they are learning in, there are several strategies an educator can use to help mitigate learning loss.

One: Spiraling is a method of teaching that focuses on the regular reviewing of certain topics throughout a curriculum. Children will revisit the same material several times throughout the semester or year. Spiraling is a better way to get material into long-term memory. When using the spiraling method, you can start with basic or superficial material and delve deeper each time you teach the material. There is research to back up spiraling methods and different ways to implement this technique into the learning process.

Two: Determining basic learning standards and courses students will need to take in the next year will help decide exactly what to include.

Three: After deciding on prerequisite content, it's necessary to create lessons and courses that will enable students to learn this content as quickly and thoroughly as possible. Creating mini-lessons is a great way to focus on specific material in a short amount of time.

Four: When students use materials that are developed specifically for their needs they are more engaged because the content is completely relevant to them. To help students master core concepts they may be struggling with, include subject specific resources that are tailored specifically for their grade level.

Five: Using standardized lessons that focus on the entire class is not always the best approach. This is especially true when time management is critical. More than ever, instructors need to adapt lessons and make accommodations for each of their students. There are several ways instructors can more easily personalize lessons plans, teaching methods, and curriculum.

- Collaborate – Every educator who works with a child should help in creating a profile that identifies strengths, weaknesses, and learning styles of that particular child.
- Customize – After collaborating and creating a profile, you can then customize material. This may seem overwhelming, but even customizing material and teaching methods in a few areas may help mitigate learning loss.

- Assess – Start by conducting baseline assessments before personalized learning begins. Every few weeks to once a month conduct short assessments to determine if your learning techniques are successful.
- Intervene – After each assessment, plan intervention that is specific and pinpoints areas the child needs the most help with.

Six: Project based learning engages students in real-world problem solving by working on projects that can last anywhere from a week to a semester. The project should include problem solving, critical thinking, and a variety of collaboration and communication techniques. Examples would include planning and starting a garden, creating a family tree, and designing an app or a website. Creating long-term projects for students to work on can provide several benefits when attempting to mitigate learning loss.

- Incorporating Several Subjects at Once – When working on projects, students are often learning several subjects and applying different learning standards at the same time.
- Bridging Academics and Real-Life Situations – Connecting academics to real-life scenarios will provide motivation and an excitement for learning that rarely comes from a textbook or a lecture.
- Gives Hands-on Experience – Students almost always learn and retain more knowledge by “doing” instead of listening or even watching an activity.
- Improves Student Collaboration – Students not only learn from instructors, but from each other. Having students work with and learn from one another is a great way to help mitigate learning loss.

Seven: As important as a quality educator is, successful learning is dependent on all the adults in a child’s life working together. A variety of learning partners is invaluable to the educational process. The following are a few ways families and communities can come together to help reduce learning loss.

- Improve Family Communication – Start a blog detailing classroom activities and lessons or send out a weekly email with similar information. Keeping parents up to date with all relevant educational information will help parents in the learning process and help mitigate learning loss.
- Bring in a Class Parent – Invite parents to lead reading circles, start a book club, or help with math tutoring. If even a few parents can help for one hour every week or two, this can make a huge difference throughout the course of the school year.
- Invite Professionals into the Classroom – Whether it’s the chef from a popular restaurant or a nurse from a local clinic, bringing in professionals from the community is a great way to make learning more interesting for students.
- Send Students into the Community – Resilient Educator suggests several options for working with the community, including sending students to interview and work beside local professionals.

Based on student achievement data, OTA will increase our focus on Core Skills Using Spiraling Methods. Our data has shown that students did demonstrate grade level growth this past year as in years past, indicating a need to address skills acceleration consistently and effectively. Our data also demonstrates a need to continue to focus on supporting students and providing higher level of personalization, promote project-based learning, and including increase family’s communication.

OTA will examine site-level data to determine best practices and consider piloting a skills acceleration practices group that can serve as a model for sites statewide in the future. Specific actions and metrics relating to student achievement outcomes, including unduplicated and EL students, can be found in our 2021-24 LCAP under each goal.

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.

Currently we do not have any schools that have been identified as Comprehensive Support Improvement or CSI.

Support for Identified Schools

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

Currently we do not have any schools that have been identified as Comprehensive Support Improvement or CSI.

Monitoring and Evaluating Effectiveness

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

Currently we do not have any schools that have been identified as Comprehensive Support Improvement or CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the 2019-2020 school year, significant outreach and engagement was conducted with families. This included three parent surveys, a Coffee with the principal town hall, a parent advisory / board group, and site-based parent engagement meetings. This was critical in providing the information needed for the 2020-2021 school year, given the challenges of COVID-19. Specific actions and metrics relating to student achievement outcomes, including unduplicated and EL students, can be found in our 2021-24 LCAP under each goal.

An LCAP survey was presented to all stakeholders. These survey result guided the development of school-based outcomes goals. Other specific areas are required by state and federal expectations. As OTA continues to work toward a district parody all students group will be treated with equity.

A summary of the feedback provided by specific stakeholder groups.

After the input from parents, staff and students, some common themes emerged which were then incorporated into the goals and actions and services listed in our LCAP. The common elements include increasing supports for students struggling with mental health challenges and more SEL training for teachers. Parents shared that they appreciated the sense of community and belonging that OTA provided. In addition, they valued the teaching staff and the opportunity for student voice. They advocated for math and literacy supports. This will be addressed by an effort by OTA to engage teachers in PD and math and literacy improvement. OTA will continue providing these services in future LCAP plans.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on student achievement data, OTA will increase our focus on Core Skills Using Spiraling Methods. Our data has shown that students did demonstrate grade level growth this past year as in years past, indicating a need to address skills acceleration consistently and effectively. Our data also demonstrates a need to continue to focus on supporting students and providing higher level of personalization, promote project-based learning, and including increase family's communication. OTA will examine site-level data to determine best practices and consider piloting a skills acceleration practices group that can serve as a model for sites statewide in the future. Specific actions and metrics relating to student achievement outcomes, including unduplicated and EL students, can be found in our 2021-24 LCAP under each goal.

Goals and Actions

Goal

Goal #	Description
1	In order to provide students with structures to support academic growth, the LEA will provide interim assessments. These assessments will have the ability to test student in math and ELA at least twice a year. Students that are reported to be behind grade level expectations will display achievement in all sub categories 1.0 or greater of standard achievement over time.

An explanation of why the LEA has developed this goal.

Thus, OTA needs to provide two things to increase to the level of High performing, to include more students into the school that would constitute a minority population to be statistically significant, and OTA provides a program for to population to achieve above the State and local accountability measure in Math, Science, and ELA. All stakeholder groups were consulted in the creation of the goals and the final reporting was shared in an open board meeting as a public option.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly growth on academic measures from interim assessments	Grade level reports on fall testing annually.				All students will display growth from the baseline in the fall measures greater than national normed expectations of 1 years growth in 1 year.
Students will engage in learning at the level that projects achievement of learning goals outlined by a 1:1 annual growth	All student start the year with zero minutes weekly.				All students are working in system for 60 minutes weekly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State dashboard summative assessments shows growth in the distance from standard.	Students achieve at DFS at +45				All student in specific sub groups will achieve at a rate with .5% of the average for other populations.
Provide students with specific needs access on supplemental curriculum in Mathematics.	Teacher created items				Systematic resources for student RTI Tier 2 and 3.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Improvements in ELA	Interim diagnosis systems and prescriptive lessons	\$23,000.00	No Yes
2	Academic Achievement in Mathematics	Interim diagnosis systems and prescriptive lessons	\$29,000.00	No Yes
3	Supplemental Math Curriculum for Tier support 2 and 3.	Provide supplemental Curriculum and resources for students in the greatness need of academic support in Math	\$8,000.00	No Yes

Goal Analysis [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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide development that will support the teaching and learning of all students.

An explanation of why the LEA has developed this goal.

As small charter school we have a greater number of teacher turn over and these newer teachers will need professional development in the septic priorities and curriculum adopted by chartering authority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hire highly qualified teachers. As necessary, new teachers will participate in induction, on terms and conditions as set by the OTA Board.	Teachers with an active California teaching credential in the area in which they were hired to teach.				All teacher have required credentials by 2025.
Professional learning for teachers: <ul style="list-style-type: none"> Provide ongoing support to all teachers to align their teaching to Common Core ELA. Provide training, coaching, and ongoing 	All teachers have an introduction training on Support for English learners. Providing Teachers with Strategies and On-Going Support for Teaching English Language Learners At-Risk				All teacher are provided specific straits to support students language acquisition needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>support to all teachers to align their teaching to the new ELD standards for English learners and understand cultural competencies through SDAIE training</p> <ul style="list-style-type: none"> Continued training for all teachers to align their teaching to Common Core mathematics and to ensure high quality re-engagement lessons are occurring as needed. 					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Focus on teaching and learning.	Create conditions of learning that demonstrate exemplary teaching and learning practices that engage all students.	\$785,018.00	No Yes
2	Professional Development in Leader in Me	To create a culture of leadership the site can provide training in a behavioral expectations of students.	\$4,000.00	No Yes

Goal Analysis [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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Support Students and Families with the need for social emotional changes.

An explanation of why the LEA has developed this goal.

Our students have been had good behavior in the last two years with the continued focus on the topic will ensure the practices are part of the culture and the behavior data will continue to go down.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Using an evidence-based, comprehensive-school improvement model, developed in partnership with educators, that empowers students with the leadership and life skills they need to thrive in the 21st century.	No teachers are trained.				All teacher on site are trained and using systems based on observational data and students behavioral data on dashboard.
Behavior modification programs use a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility	7 of 11 teacher have trained.				All teacher on site are trained and using systems based on observational data and students behavioral data on dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for harm and make restitution with victims.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Behavioral Expectation	Create professional development programs that support students and teachers with creating a foundation expectation of OTA by asking students to develop leadership and effective habits of learning.	\$6,000.00	No Yes
2	Behavioral Midigation	Provide professional Development for teachers that did not complete training in resotivie practices.	\$2,500.00	No Yes

Goal Analysis [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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12%	0.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

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

OTA takes a systematic approach to closing the achievement gap by allocating multiple resources and interventions for academically low-performing students. OTA identifies students who are performing below grade level through the Comprehensive Student Assistance Team (CSAT) process, using results of the state CAASPP assessments, and MAP assessments administered by the school, Fountas and Pinnell Assessments, and authentic assessments by teaching staff. Staff will follow the process outlined in the above table to identify students who are struggling to determine a referral to CSAT.

All students at Old Town Academy Charter are assessed in the areas of English/language arts and math and an individual evaluation is completed for each student to assess academic strengths and weaknesses. This assessment process allows Old Town Academy's instructional leaders and teaching staff to identify the learning needs of each student, including those with special needs. Each student, parent, and advisor meet to discuss and plan how each student's needs are addressed. Academically low-achieving students are monitored with quarterly benchmarks to determine the student's progress. Results and potential interventions are discussed with parents, students, and teachers at that time.

Students who are identified as consistently low-achieving, will be referred to CSAT.

Interventions for academically low-achieving students will begin with an assessment of student abilities and needs. Depending on identified needs, students will receive one or more interventions, including but not limited to the following:

- strategic grouping/small group instruction
- facilitating instruction through multiple modalities
- strategic seating
- differentiation, scaffolding, compacting of lessons/activities
- 1:1 support via an instructional assistant
- check-in systems(daily or weekly progress reports)
- after school tutoring
- Flex Time
- counseling
- alternative placement
- online resources

In addition, to support students in dealing with personal issues that may be impeding academic success, Old Town Academy works with community-based providers of mental health prevention and intervention services to support our students.

Following the CSAT flow chart, a student may be referred to the Student Study Team(SST) if the RTI plan is not increasing academic achievement.

Identification of ELL Students

English Language Learners (ELLs) have full access to Old Town Academy's educational program and are supported to achieve English language proficiency. To identify ELLs, Old Town Academy administers the home language survey to all students as they enroll. All students whose home language survey indicates a language other than English will be assessed using the English Language Proficiency Assessment of California (ELPAC) to determine their initial English language proficiency level. Students observed to have very low English proficiency are also administered a primary language assessment in their non-English language to identify their academic levels irrespective of English proficiency.

The Initial and/or Summative ELPAC will be administered annually to all ELL students. In accordance with the process established by the California Department of Education, Old Town Academy uses annual ELPAC results, CAASPP data, teacher observations and parent input to determine reclassification of English Language Learners. Once an ELL student is reclassified Fluent English Proficient, Old Town Academy continues to monitor the student's academic performance in English until they have met or exceeded standards on the CAASPP at least three times, in line with its goal of helping every incoming student achieve English language proficiency within five years of arrival.

The ELL Program

Old Town Academy provides a quality ELL program that enables ELL students to attain English proficiency, to achieve in all academic subject areas, and to have full access to the range of educational opportunities that Old Town Academy provides. To help students understand content being taught, teachers use support strategies such as providing instructional material at or near students' reading levels in their native language and/or in English, explicitly teaching academic vocabulary, and using appropriate instructional strategies such as Specially Designed Academic Instruction in English (SDAIE) methods. These include Core Learning Lab strategies for identifying each student's vocabulary-reading comprehension level and giving them guided practice in vocabulary-leveled reading texts to prepare them for

grade level content. Tutoring and homework help give ELLs additional support to keep pace. Teachers participate in professional development to develop the skills needed to effectively serve ELL students. More details are provided in the section on professional development. Because the English learner subgroup has not yet been a numerically significant subgroup for the purposes of any state assessments, OTA administrators and teachers continue to support them with these methods using the local benchmarking measures.

In addition to the targeted instruction in the Core Learning Lab and the MAP Assessment Progress tracking mentioned previously, Old Town Academy immerses English Learner students into the regular classroom environment. Our experience is that Student Language Buddies, SDAIE strategies, Core Learning Lab Targeted Vocabulary-Reading Instruction, and individual and small-group coaching from bilingual instructional support staff and volunteers provides strong native language support and language acquisition experiences the ELL students need to be language proficient within the five-year goal.

Furthermore, to ensure that the school effectively assists ELL students in a successful transition from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP) status, Old Town Academy:

- Hires CLAD or BCLAD certified, experienced teachers and works with other ELL specialists as appropriate to develop effective programming. Teacher professional development addresses strategies to provide ELL students with full access to the curriculum
- Provides teachers with professional development on best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of ELL students.
- Ensures that instructional materials for ELL students and new curriculum frameworks and standards are aligned.
- Provides instructional support in the home language (as appropriate) or in accessible English for students with the lowest ELD levels as is feasible and desirable
- Monitors the academic and language acquisition progress of ELL students throughout the year.

Old Town Academy guides teachers' understanding that raising ELL students' rate of English language acquisition and overall academic performance is not only a moral imperative, it will likely remain a factor in the state Dashboard accountability system. Instructional staff monitors progress of ELLs throughout the year to ensure that students are on track for meeting growth goals. Old Town Academy complies with all applicable laws with respect to ELLs, including those pertaining to identification, provision of services, assessment and reclassification.

(1) Essential Learning Curriculum (Core Knowledge)

(2) Quality Assurance Assessment Systems (CAASPP; NWEA/MAP; Fountas & Pinnell)

(3) Project-Based Learning - dedicated to the core curriculum and to developing students' 21st Century Skills, such as collaboration, communication, critical thinking, creativity, perseverance, and caring.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$43,000.00	\$10,500.00	\$716,224.00	\$87,794.00	\$857,518.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$791,018.00	\$66,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Students with Disabilities English Learners Foster Youth Low Income Students meeting the the State Standard low socially economic disadvantge	Academic Improvements in ELA	\$10,000.00	\$5,000.00	\$2,000.00	\$6,000.00	\$23,000.00
1	2	All Students with Disabilities English Learners Foster Youth Low Income	Academic Achievement in Mathematics	\$10,000.00	\$5,000.00	\$2,000.00	\$12,000.00	\$29,000.00
1	3	Students with Disabilities English Learners Foster Youth Low Income Students IN Tier 2 or 3 level supports	Supplemental Math Curriculum for Tier support 2 and 3.	\$1,000.00			\$7,000.00	\$8,000.00
2	1	Students with Disabilities English Learners ELL Students	Focus on teaching and learning.	\$12,000.00		\$712,224.00	\$60,794.00	\$785,018.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All English Learners Foster Youth Low Income	Professional Development in Leader in Me	\$4,000.00				\$4,000.00
3	1	All English Learners Foster Youth Low Income	Behavioral Expectation	\$4,000.00			\$2,000.00	\$6,000.00
3	2	All Students with Disabilities English Learners Foster Youth Low Income	Behavioral Midigation	\$2,000.00	\$500.00			\$2,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$43,000.00	\$857,518.00
LEA-wide Total:	\$20,000.00	\$795,018.00
Limited Total:	\$36,000.00	\$843,018.00
Schoolwide Total:	\$31,000.00	\$72,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Academic Improvements in ELA	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$23,000.00
1	2	Academic Achievement in Mathematics	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$29,000.00
1	3	Supplemental Math Curriculum for Tier support 2 and 3.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$8,000.00
2	1	Focus on teaching and learning.	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$12,000.00	\$785,018.00
2	2	Professional Development in Leader in Me	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$4,000.00
3	1	Behavioral Expectation	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$6,000.00
3	2	Behavioral Midigation	Schoolwide	English Learners	All Schools	\$2,000.00	\$2,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder input can include, but are not necessarily limited to:

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.