

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxford Day Academy

CDS Code: 41 10413 0135269

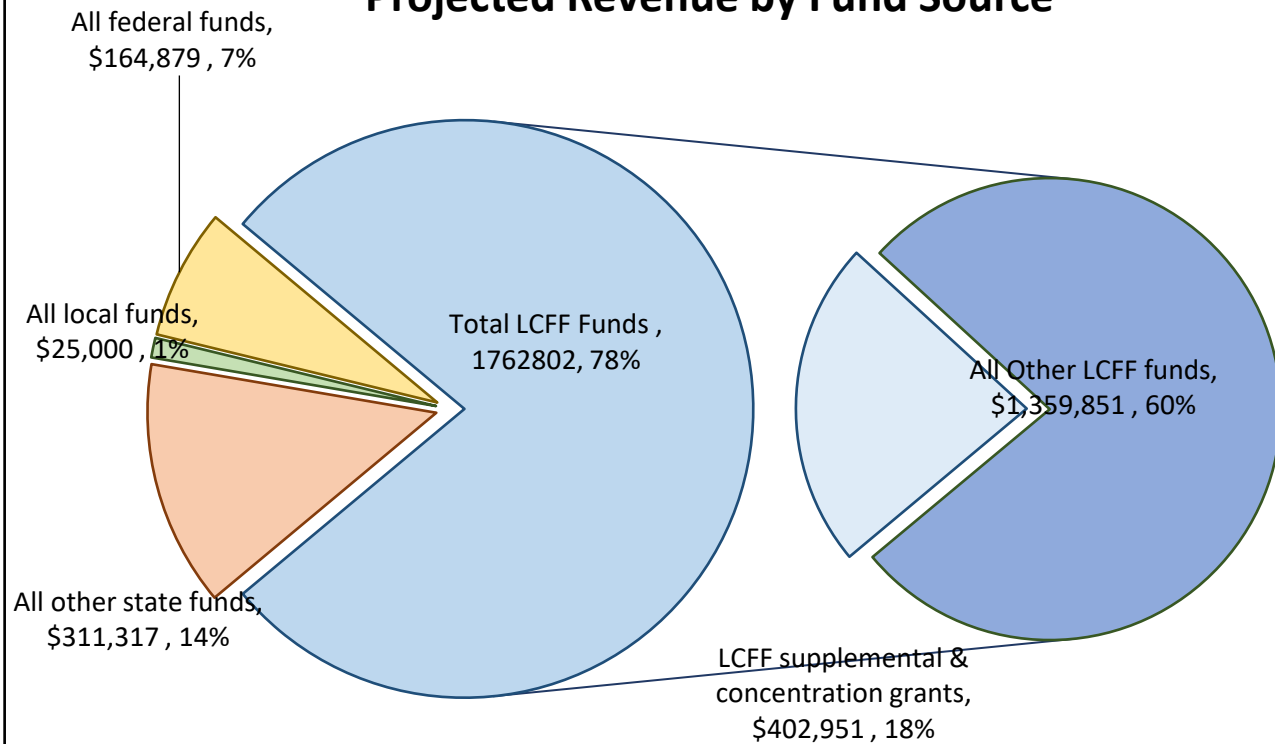
School Year: 2024-25

LEA contact information: Latrice Bennett; lbennett@oxforddayacademy.org(650) 450-6633

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 2024-25 School Year

Projected Revenue by Fund Source

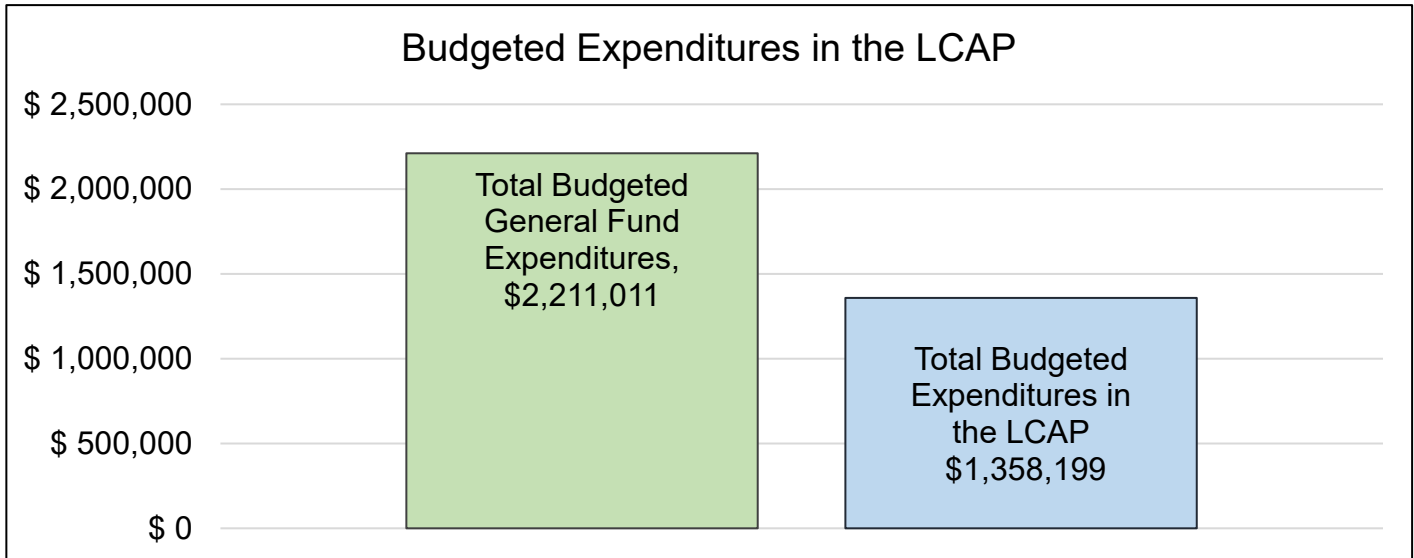


This chart shows the total general purpose revenue Oxford Day Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxford Day Academy is \$2,263,998.00, of which \$1,762,802.00 is Local Control Funding Formula (LCFF), \$311,317.00 is other state funds, \$25,000.00 is local funds, and \$164,879.00 is federal funds. Of the \$1,762,802.00 in LCFF Funds, \$402,951.00 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 Oxford Day Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oxford Day Academy plans to spend \$2,211,011.00 for the 2024-25 school year. Of that amount, \$1,358,199.00 is tied to actions/services in the LCAP and \$828,812.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

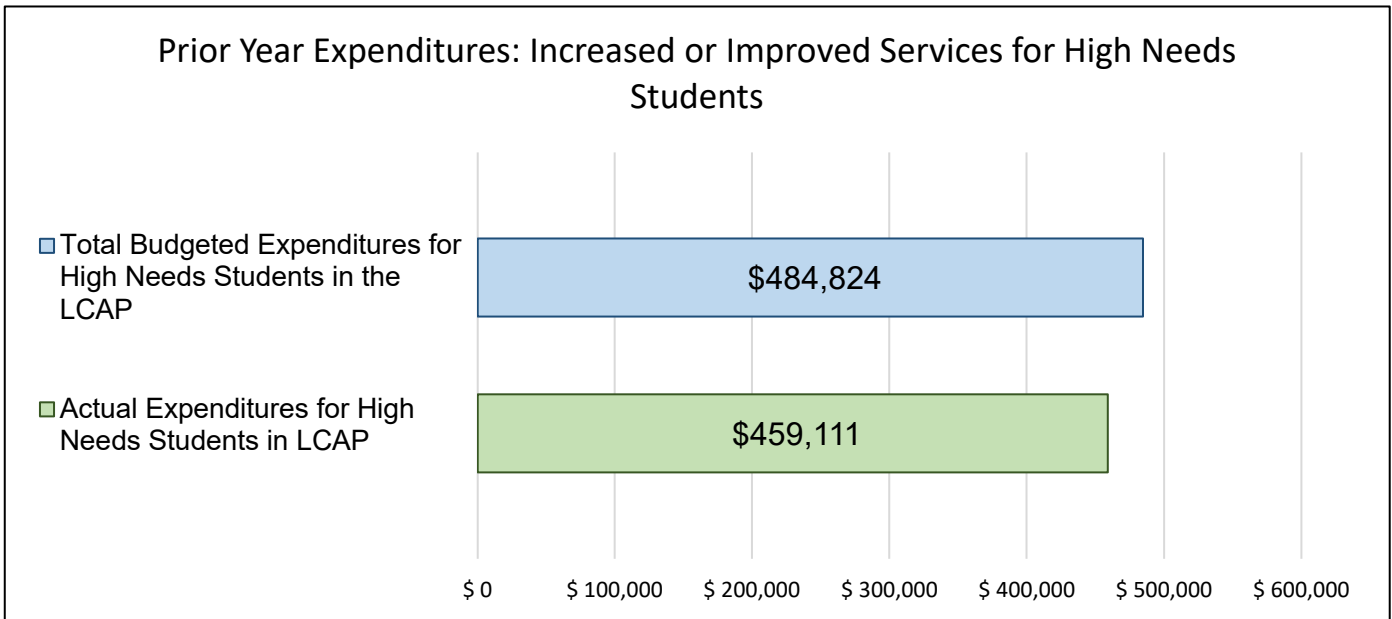
Postage, Business Services, Phone/Fax, Depreciation, Interest, Oversight and Legal Fees

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

In 2024-25, Oxford Day Academy is projecting it will receive \$402,951.00 based on the enrollment of foster youth, English learner, and low-income students. Oxford Day Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oxford Day Academy plans to spend \$427,911.00 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Oxford Day Academy's LCAP budgeted \$484,824.00 for planned actions to increase or improve services for high needs students. Oxford Day Academy actually spent \$459,111.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$25,713.00 had the following impact on Oxford Day Academy's ability to increase or improve services for high needs students:

Estimated actuals for increased services are \$25,713 less than budgeted expenditures for increased services in 2023-24. The enrollment of unduplicated students was less than anticipated, so expenses were decreased. All services were provided to high needs students as planned in 2023-24.

Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxford Day Academy	Latrice Bennett Head of School	lbennett@oxforddayacademy.org (650) 450-6633

Goals and Actions

Goal 1

Goal #	Description
1	ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading and writing.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP: % meeting or exceeding the Norm Grade Level Mean RIT	2019-20: Spring test results not available due to school closure Based on Fall and Winter scores, the percentage of students exceeding the RIT National Norm increased: Math: 36% (Fall) to 40% (Winter) Reading: 38% (Fall) to 44% (Winter) Language Usage: 29% (Fall) to 39% (Winter)	2021-22 Math: 57% Reading: 62% Language usage: 50%	Math: 50% Reading: 47% Language: 49% Data Year: 2022-23 as of January Data Source: NWEA Map Export	Math: 52% Reading: 49% Language: 51% Data Year: 2023-24	Math: 55% Reading: 52% Language Usage: 54% Data Year: 2023-24

% earning passing grades of C or above in math, ELA, history, science, world language, PE/health, and art courses	2019-20 S1: 23% earning C or above in core course	2021-2022 S1: 54% earning C or above in core courses Source: Local Data	77% Data Year 2022-23 S1	82% Data Year 2023-24 S1	>75% Data Year: 2023-24 S1
% of students in Special Education meeting 85% of IEP goals in math and reading comprehension	81% meeting 75% of IEP Goals (original baseline data) 10% meeting 85% of IEP Goals (Baseline data changed to match metric of 85%) Data Year: 2019-20	80% meeting 85% of IEP Goals Source: Local Data Data Year: 2021-22	90% meeting 85% of IEP Goals Data Year: 2022-23	77% Data Year 2023-24	85% to meet 85% of IEP Goals Data Year: 2023-24
A-G completion rate	0 - No baseline data available (2020-21 is baseline year)	All: 73.9% Hisp: 70% EL: 16.7% SED: 70.0% (Source: 2021 Dataquest) San Mateo County Office of Education: 61% Statewide: 52%	All: 68% Hisp: 66.7% EL: 60% SED: 70.8% Data Year: 2021-22 Data Source: Dataquest Four-Year Adjusted Cohort	All: 83% Hispanic: 86% EL: 72% SED: 83% Data Source: Dataquest Four-Year Adjusted Cohort San Mateo County: 63% Statewide: 52%	80% of graduates complete A-G coursework Data Year: 2022-23
% of students meeting/exceeded standard on SBAC ELA and Math for all students and all numerically significant subgroups	0 - No baseline data available ODA 11th graders have not yet taken the CAASPP due to the pandemic.	ELA: All - 40% Hisp - 36.8% SED - 38.9%	ELA: All - 13.04% Hisp - 14.29% SED - 11.11%	ELA 0% Math 0% No students tested	ELA 18% Math 5% Data Year: 2022-23

		<p>Math:</p> <p>All - 10.5%</p> <p>Hisp - 11.1%</p> <p>SED - 11.8%</p> <p>(Source: 2021 Dataquest)</p>	<p>Math:</p> <p>All - 0%</p> <p>Hisp - 0%</p> <p>SED - 0%</p> <p>Data Year: 2021-22</p>	<p>Data Year: 2022-23</p> <p>Data Source: Dataquest CAASPP</p>	
<p>AP pass rate (3 or higher) for students who take the AP exam</p>	<p>0 - No baseline data available</p>	<p>10% Students Scored 3 or Higher</p> <p>65% Students Scored 2 or Higher</p> <p>Data Year: 2020-21</p> <p>Data Source: AP Test Results</p>	<p>20% scored 3 or higher.</p> <p>40% scored at least a 2 (which indicates that they are more prepared than 75% of their graduation peers at a national level)</p> <p>Data Year: 2021-22</p> <p>Data Source: AP Test Results</p>	<p>20% scored 3 or higher</p> <p>Data Year: 2022-23</p> <p>Data Source: AP Test Results</p>	<p>25% of AP exam takers receive a 3 or higher</p> <p>Data Year: 2022-23</p>
<p>% of 11th grade students prepared for college (EAP) as measured by the ELA and Math CAASPP</p>	<p>0 - No baseline data available</p> <p>ODA 11th graders have not yet taken the CAASPP due to the pandemic.</p>	<p>ELA</p> <p>All students: 40%</p> <p>SED: 38.9%</p> <p>Hispanic/Latino: 36.8%</p> <p>Math</p> <p>All students: 10.5%</p> <p>SED: 11.8%</p> <p>Hispanic/Latino: 11.1%</p>	<p>ELA</p> <p>All students: 13.04%</p> <p>Hisp - 14.29%</p> <p>SED - 11.11%</p> <p>Math</p> <p>All students: 0%</p> <p>Data Year: 2021-22</p> <p>Data Source: Dataquest</p>	<p>ELA 0%</p> <p>Math 0%</p> <p>No students tested</p> <p>Data Year: 2022-23</p> <p>Data Source: Dataquest CAASPP</p>	

		(Source: 2021 Dataquest)			
College/Career Indicator	Baseline Year 0	No CCI Indicator provided for 2021 due to lack of data during the pandemic	No CCI Indicator provided for 2022 due to lack of data during the pandemic	55.9% Prepared (High) Data Year: 2022-23 Data Source: CA Dashboard	Will be determined after Baseline is established Data Year: 2022-23
% of teachers rate curriculum materials as aligned to state/national standards (as measured by annual survey or results of annual materials assessment)	100% Data Year: 2020-21	100% Source: Local Data	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2023-24
% of students completing academic/CTE college credit coursework	2018-19: 40%	40% of students in 4-year cohort that have completed one semester, two quarters, or two trimesters of college credit courses 30% of students in 4-year cohort have completed two semesters, three quarters, or three trimesters of college credit courses Source: 2021 CA Dashboard College/Career	60% of students in 4-year cohort that have completed one semester, two quarters, or two trimesters of college credit courses for CTE 50% of students in 4-year cohort have completed two semesters, three quarters, or three trimesters of college credit courses Data Year 2021-22	2022-23 68% of graduates in 4-year cohort completed two college courses	65% Data Year: 2022-23

		Measures Only	(Data Year Corrected in 2024)		
% of students completing field experience annually	100% Data Year: 2018-19	50% (re-structured experience to be more aligned with CTE) Source: Local Data Data Year: 2021-22	50% Data Year 2022-23	50% Data Year 2023-24	50% Data Year: 2023-24
% of graduating students completing CTE pathway <i>(Metric added in 2022)</i>	2022 graduates will provide Baseline data 0	N/A	0% Data Year 2021-22	0% Data Year 2022-23	Will be determined after Baseline is established Data Year: 2022-23
% of core and EL teachers who are highly qualified as measured by ESSA Act and an audit of teacher assignments <i>(moved from Goal 2 in 2022)</i>	100% Data Year: 2020-21	50% fully credentialed and new teachers will be in credential program in Fall 2022 Source: Local Data Data Year: 2021-22	53.4% % of core and EL teachers who are effective Data Year: 2020-21 Data Source: SARC	85% of core and EL teachers effective per ESSA 0.8 teachers misassigned Data Year: 2021-22 Data Source: SARC	60%
% of students enrolled in a broad course of study	100% Data Year: 2020-21	100% Source: Local Data Data Year: 2021-22	100% Data Year 2022-23	100% Data Year: 2023-24	100%
% of students with access to standards-aligned instructional materials for use at home and at school	100% Data Year: 2020-21	100% Source: Local Data Data Year: 2021-22	100% Data Year 2022-23	100% Data Year: 2023-24	100%

Goal Analysis for 2023-24

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.

The school is developing tiered curriculum packets for each learning cycle in each content area. Last year, Modified 1 and Grade Level curriculum packets were implemented and we have seen the addition of the Modified 1 packet greatly improve access to the curriculum for students who start with us performing well below grade level. The school is in the process of developing two additional tiers of curriculum packets - Modified 2 and Advanced - to better address the needs of the range of learners at the school. Teachers who participate in developing the curriculum receive professional development to support the curriculum packets' alignment with content standards and ELD standards and the inclusion of appropriate scaffolds at each level to ensure the content is accessible while ensuring an appropriate level of rigor.

The instructional model continues to be strengthened as teachers and students gain more experience with it. This year's 9th grade class again acclimated very quickly to the instructional model. During the enrichment trip to Oxford University, we developed and implemented our own summer programming aligned with the Oxford Tutorial method. This year we were able to bring some incoming freshmen on the trip to support their acclimation to the instructional model. We also brought staff members who have been with us for one full year and are returning for their second year to support their implementation of the instructional model.

Ongoing Response to Intervention for reading and math is being successfully implemented, as well as the implementation of the internship program mainly for 11th and 12th graders, but with some 9th graders as well. The school has been able to expand partnerships with employers, but the students have also been successful at locating their own internship opportunities.

The school has strengthened the support systems for students by beginning transcript analysis in 9th grade to be able to provide credit recovery opportunities for students who need them right away. This additional support will ensure more students graduate in four years. It has also helped our younger students begin to see the bigger picture of how high school fits in with their future plans.

Concurrent enrollment is occurring with students starting out enrolled in summer courses that earn college credit and then continuing such courses in the regular academic year. The school had to transition from a dual enrollment model to a concurrent enrollment one because some of our students were not able to be successful in a college classroom environment. To support our student's success in college classrooms, we have now implemented a mandatory College Career Advisory Prep (CCAP) class for 11th graders to teach them the knowledge and skills needed to be successful in college and career situations. Once students, teachers, and staff feel a student is ready to be successful in a college course, they can enroll in a class on the college campus. Our goal is for our students to be successful and have college credits that they can take with them into college after graduation.

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.

- 1.1 Core Curriculum & Assessments estimated actuals (\$44,310) were more than budgeted expenditures (\$30,798) because the school invested additional staff time in curriculum development.
- 1.2 Enrichment estimated actuals (\$30,713) were less than budgeted (\$42,281) due to finding opportunities for cost savings on trips and having fewer students enrolled in college classes on the college campus.
- 1.3 Special Education estimated actuals (\$51,025) were less than budgeted (\$128,475) due to the difficulty in staffing.

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

The Core Curriculum & Assessments action is effective evidenced by 100% of teachers rating curriculum materials as aligned to state/national standards (as measured by annual survey or results of annual materials assessment).

Student Support Structures, Special Education, Professional Development, Teacher Hiring and Retention actions have been effective at supporting student progress with each of the following metrics: 82% earning passing grades of C or above in math, ELA, history, science, world language, PE/health, and art courses, 77% of students in Special Education meeting 85% of IEP goals in math and reading comprehension. Additionally, students are continuing to show growth on the NWEA Reading and Math assessments with growth of 2 percentage points from last year.

The actions are not demonstrating effectiveness on the SBAC ELA and Math assessments because the 11th graders did not take the test in 2022-23. This year, we will ensure most 11th graders participate in state testing. We will also continue to provide teachers with high-quality professional development on strategies to support all students.

The College & Career Counseling & Enrichment actions are proving effective as evidenced by the 55.9% of graduates demonstrating college/career preparedness on the 2023 CA Dashboard, 50% of students completing field experience annually, and the A-G Completion rate for graduates of 83%.

Currently, the focus of our college counselors is in supporting students with concurrent enrollment in college courses to obtain college credit rather than pursuing AP classes.

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.

Goal 1 will be broken into two discrete goals for 2024-25. Goal 1 will be focused on college and career readiness and Goal 2 will be focused on academic growth in key content areas. We determined this separation will be beneficial because it will allow us to separate the metrics and actions related to each of these goals to better determine the effectiveness of specific actions at making progress towards the attainment of each goal.

Because we know many of our students come to us several grade levels behind in core academic areas, our focus is on the academic growth of our students over time. As such, some of our academic metrics are being changed to reflect this focus. The NWEA MAP metric will be changed from % meeting or exceeding the norm grade level mean RIT score to % of students meeting growth goals in NWEA MAP Reading, Math, and Language tests. Similarly, the metrics % of students meeting/exceeding standard on SBAC ELA and Math for all students and all numerically significant subgroups will be changed to Distance from standard on SBAC ELA and Math for all students and all numerically significant subgroups.

The metric % of students in Special Education meeting 85% of IEP goals in math and reading comprehension will be changed to % of graduates with a learning disability who have participated in field experience/internship opportunities to reflect our commitment to ensuring all of our students are prepared for post-secondary opportunities. The metric % of teachers rate curriculum materials as aligned to state/national standards (as measured by annual survey or results of annual materials assessment) is being updated to % of teachers with scope and sequences aligned to state-adopted content standards, including ELD standards because we feel this is a better measure of the degree of implementation of state-adopted content standards.

The metric % of core and EL teachers who are highly qualified as measured by the ESSA Act and an audit of teacher assignments is being updated to % of teachers properly credentialed and assigned to reflect the new manner of reporting teacher credentialing and assignment data from the state.

The metric % of students enrolled in a broad course of study will be removed as this is being measured and reported with the % of students participating in field experience/internships and the # of students enrolled in a college course.

All actions have been modified with descriptions that best describe each element of our program. This LCAP was written during a period of time when the instructional model wasn't being implemented with fidelity and learning was disrupted by the pandemic. Also, at the time the previous LCAP was written, the school had not yet had a graduating class. With the full implementation of the ODA instructional model and a better understanding of how to support our students to be prepared for college and careers, we have refined our actions over time. We are taking the opportunity of a new LCAP to better describe the supports we are providing for our students.

The Highly Qualified Staff and Teachers action has been removed and some of the content has been integrated into the Professional Development action.

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	English Learners will improve English proficiency and academic performance by 2023-24 as measured by EL Reclassification of greater than 5% and 50% of English Learners improving or maintaining at the highest level on the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	2019-20: 0.0%	2020-21: 0%	Not yet available from CDE Data Year: 2021-22	Not yet available from CDE Data Year: 2022-23	>5% Data Year: 2022-23
% of students improving on the ELPAC (CA Dashboard)	2019: 59.1% High	ELPAC 2021 Level 3 or 4: 21.2% Proficient: 12.1% ELPI not calculated for 2021	ELPI: 33.3% Data Year: 2021-22 Data Source: CA Dashboard	45.8% of English learners progressed on the ELPAC or maintained at the highest level. 32.7% used to determine color rating (Yellow) due to participation rate deduction. Data Year: 2022-23 Data Source: CA Dashboard	50% Very High Data Year: 2022-23
Decrease the # of Long Term English Learners	2019-20: 17.3%	2020-21 32.50% (DataQuest "At-Risk"	34.3% Data Year: 2021-22 Source: DataQuest	20 = 31% Data Year: 2022-23	<50% Data Year: 2022-23

and Long-Term English Learners (LTEL))

"At-Risk" and Long-Term English Learners (LTEL)

Source: DataQuest "At-Risk" and Long-Term English Learners (LTEL)

Goal Analysis for 2023-24

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.

The newcomers who attend regularly feel welcome at school quickly. Soccer continues to support assimilation at school. Our newcomers are also now able to participate on the Speech and Debate team because we were able to secure bilingual judges at the tournaments.

The ELD classes are becoming better at developing students' English language proficiency as a result of professional development and coaching. We will continue to provide these supports to continue strengthening the ELD program.

A continuing challenge is the need for many Newcomer English learners to work to pay for living and/or travel expenses. This year this group has had high rates of absenteeism. We have updated our onboarding process for new students to be very thorough about attendance expectations and protocols for students who do not attend regularly. Since implementing this new process, we have seen an improvement in attendance.

The school works very hard with our newcomer students and their families to ensure they have access to food, health care, transportation, and housing resources. We need to continue strengthening both the instructional and community wrap-around supports for our English learners and their families.

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

There were no material differences for Goal 2 actions.

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

These actions demonstrate effectiveness in supporting our students with English language acquisition as evidenced by the increased percentage of English learners increasing a level on the ELPAC or maintaining at the highest level. In 2022, 33.3% advanced a level or maintained at level 4, and in 2023 45.8% advanced a level or maintained at level 4.

The school did decrease the number of Long-Term English Learners who are enrolled this year, but that has more to do with which students choose to enroll. This metric does not accurately reflect the effectiveness of services provided to this subgroup, and it will be removed in the new 2024-25 LCAP.

The ELPAC data shows that only 35% of English Learners who took the ELPAC scored at Level 3 or 4. The majority (65%) of tested English learners scored at Level 1 or 2, indicating their English language skills are minimally developed. In 2021-22, 53.6% of English learners participated in the ELPAC assessment and received scores. Last year the school increased communication with students and families about the importance of participating in testing to monitor progress in English Language acquisition to appropriately place students in English language classes and 71.4% of English learners participated in the ELPAC in 2022-23. We have continued this increased communication this year and hope to achieve the 95% expected participation rate.

The English Learner Advisory Committee identified the following needs with the ELD program: English Learners need more academic support in class to understand the material. They agreed with a proposal to provide additional staffing to push into classrooms with English learners to provide this additional support.

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

The number of Long-Term English learners metric does not accurately reflect the effectiveness of services provided to this subgroup, and it will be removed in the new 2024-25 LCAP.

A Long Term English Learner action has been added to ensure we are providing specific support to this group of students with unique needs. A Long Term English Learner metric has been added “% of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC” to ensure we are tracking the progress of this group of students to ensure they develop English language proficiency. The metrics “English Learner Graduation Rate” and “English Learner College and Career Readiness Rate” have been added to track the efficacy of our actions in supporting this subgroup to be successful after they leave ODA.

The actions have been revised to reflect the current system of supports for our English learners.

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	ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents expressing satisfaction with ODA (based on parent survey)	86% Data Year: 2020-21	2021-22 95% Source: Local Data	97% Data Year: 2022-23	96% Data Year 2023-24	93% Data Year: 2023-24
% of parents who feel engaged in school decision-making (majority of parents are parents of unduplicated pupils)	81% Data Year: 2020-21	2021-22 95% Source: Local Data	97% Data Year: 2022-23	87% Data Year 2023-24	85% Data Year: 2023-24
Cohort graduation rate	92% Data Year: 2019-20	2020-21: All: 57.5% Hispanic: 58.8% EL: 35.3% SED: 60.6% Source: Dataquest	All: 80.6% Hispanic: 80% EL: 76.9% SED: 80% Data Year: 2021-22 Data Source: Dataquest 83.3% 5-Year Cohort Graduation Rate in 2021-22 Data Source: CA Dashboard	All: 67.6% Hispanic: 70% EL: 84.6% SED: 67.6% Data Year: 2022-23 Data Source: Dataquest 69.4% 5-Year Cohort Graduation Rate in 2022-23 Data Source: CA Dashboard	85% Data Year: 2022-23

Suspension rate	1.8% Data Year: 2019-20	2020-21: 0% Source: Dataquest	0% Data Year:2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	<5% Data Year: 2022-23
Expulsion Rate	0% Data Year: 2019-20	2020-21: 0% Source: Dataquest	0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	0% Data Year: 2022-23
Average Daily Attendance	93.9% Data Year: 2019-20	2021-22 98.98% Source: P-2 Attendance Reporting	92.6% Data Year: 2022-23 Data Source: P2	97.49% Data Year: 2023-24 Data Source: CALPADS P2	95% Data Year: 2023-24
Cohort Dropout Rate	0% Data Year: 2019-20	2020-21 All: 25.0% Hisp: 29.4% EL: 41.2% SED: 18.2% Source: Dataquest	All: 19.4% Hisp: 20% EL: 23.1% SED: 20% Data Year: 2021-22 Data Source: Dataquest	All: 32.4% Hisp: 30% EL: 15.4% SED: 32.4% Data Year: 2022-23 Data Source: Dataquest	<15% Data Year: 2022-23
Chronic Absence Rate	2018-19 - 9.5%	2020-21 All Students: 21.2% EL: 17.8% SED: 20.3% SWD: 7.7% Hispanic/Latino: 24.4% Source: Dataquest	All Students: 4.6% EL: 3.6% SED: 1.2% SWD: 0% Hispanic/Latino: 2.3% Data Year: 2021-22 Source: Dataquest	All Students: 10.2% EL: 7% SED: 11% Hispanic/Latino: 9.2% Data Year: 2022-23 Source: Dataquest	<10% Data Year: 2022-23

Transfer Rate	29% Data Year: 2019-20	2020-21: 2.8% (as of December 2021) Source: Local Data	1% Data Year: 2021-22 Source: Local Data	3% Data Year: 2023-24 Source: Local Data	<10% Data Year: 2022-23
SEL Rubric: Aggregated scores of 4 out of 5 across SEL categories on MESH survey	3.5 Data Year: 2020-21	2021-22 4 Source: Local Data	4 Data Year: 2022-23 Source: Local Data	3.8 Data Year: 2023-24 Source: Local Data	4 Data Year: 2023-24
School safety Aggregate scores of 4 out of 5 across school safety questions on MESH survey	4.2 Data Year: 2020-21	2021-22 4 Source: Local Data	4 Data Year: 2022-23 Source: Local Data	4 Data Year: 2023-24 Source: Local Data	4 Data Year: 2023-24
% of teachers expressing satisfaction with school on annual community survey results	85% Data Year: 2020-21	2021-22 95% Source: Local Data	93% Data Year: 2022-23 Source: Local Data	93% Data Year 2023-24 Source: Local Data	90% Data Year: 2023-24
% Parent & teacher positive feedback on school safety	Baseline (No data due to school closure) 0	2021-22 90% Source: Local Data	95% Data Year: 2022-23 Source: Local Data	93% Data Year 2023-24 Source: Local Data	85% Data Year: 2023-24
% of staff that leave ODA after 2 years	0%	2021-22 <10% Source: Local Data	<10% Data Year: 2022-23 Source: Local Data	<10% Data Year: 2023-24 Source: Local Data	<10% Data Year: 2023-24
School facilities are in Good repair as indicated on SARC	Met	2021-22 Met Source: SARC	Met Data Year: 2022-23 Source: SARC	Fair Condition Data Year: 2023-24 Source: SARC	Met Data Year: 2023-24

Goal Analysis for 2023-24

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.

Having our own facility has helped our students feel a stronger sense of belonging to the school community because the campus belongs to the school, and the school can hold events and students can stay on campus after school in ways that were not possible in the space we were renting before.

The addition of extracurriculars - sports and clubs - has added to the feeling of community at the school by providing a branch in between school and student social life. Students collaborate on field trip destinations based on academic studies and these field trips have also contributed to a greater sense of belonging. Students see themselves reflected in academic content and school identity through the use of culturally responsive curriculum and school practices.

Students continue to need social-emotional and mental health support. Students and their families have a variety of needs and the school would like to continue to broaden our partnerships with outside agencies in order to create a continuum of care for our students. The school would also like to recruit more students of diverse backgrounds to ensure all students can see themselves reflected in the school community.

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.

- 3.1 Parent Liaison estimated actuals (\$35,607) were more than budgeted (\$25,849) because resources were shifted from attendance support to general parent outreach and support.
- 3.4 Cultural Celebrations estimated actuals (\$24,832) were less than budgeted (\$31,212) because we did not have as many of these events as originally planned.
- 3.5 Attendance Initiatives estimated actuals (\$35,607) were lower than budgeted (\$47,442) because of shifting resources from attendance support to general parent outreach and support.
- 3.7 School Culture Plan estimated actuals (\$155,562) were higher than budgeted (\$140,595) because staffing costs were higher than anticipated.
- 3.8 Student Recruitment Plan estimated actuals (\$7,500) were higher than budgeted (\$1,720) because of the increased need to make enrollment targets before the beginning of the school year.
- 3.9 Well Maintained School Facilities estimated actuals (\$248,024) were lower than budgeted (\$277,187) because we did not have to make as many repairs as anticipated.

3.10 Student Activities estimated actuals (\$18,101) were lower than budgeted (\$24,329) due to lower costs for athletics than anticipated.

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

The Parent Liaison, Family Engagement Program, and Community Partnerships actions were effective as indicated by 87% of parents who feel engaged in school decision-making and 96% of parents expressing satisfaction with ODA based on parent surveys.

The Cultural Celebrations, Attendance Initiatives, Restorative Practices, School Culture Plan, and Student Recruitment Plan actions were effective as indicated by the 0% suspension and expulsion rates, 3% transfer rate, SEL Rubric: Aggregated scores of 3.8 out of 5 across SEL categories on MESH survey, 93% of teachers expressing satisfaction with the school on annual community survey results, and in that less than 10% of staff leave ODA after 2 years.

The Cultural Celebrations, Attendance Initiatives, Restorative Practices, and School Culture Plan are demonstrating effectiveness with regard to the 81% four-year cohort graduation rate and the 19% dropout rate. Both of these metrics are showing improvement from the previous year. These actions are also demonstrating effectiveness as evidenced by the relatively low 10.2% chronic absence rate in 2022-23 and the high daily attendance rate of 97.49% in 2023-24.

The Well-Maintained School Facilities, Health Protocols & Procedures, and Safety Plan actions were effective as indicated by Facilities in Fair Condition reported on the annual SARC, 93% Parent & teacher positive feedback on school safety, School safety Aggregate scores of 4 out of 5 across school safety questions on the MESH survey.

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

The metrics “Transfer Rate” and “% of staff that leave after 2 years” will be removed because they are no longer useful metrics for assessing progress toward our goal.

This goal will become Goal 4 and the language of the goal is being changed to “ODA maintains a strong school culture that cultivates the social development and sense of belonging of all stakeholders” to better align with our focus on the social development and sense of belonging for all members of our school community. The sense of belonging is similar to mission alignment from the previous goal but has a broader meaning. Similarly “ownership” from the previous goal, if considered as agency to influence decision-making, is a component of social development. However, the term social development is more broad and encompasses more of what the school intends to develop in students.

The student survey metrics have removed “MESH” from the description because a new survey tool will be used in the future.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

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
Oxford Day Academy	Latrice Bennett Head of School	lbennett@oxforddayacademy.org (650) 450-6633

Plan Summary 2024-25

General Information

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

Oxford Day Academy (ODA) is a public charter high school located in East Palo Alto (EPA) within the Sequoia Union High School District (SUHSD). ODA started with only 9th grade students in 2017-18 and added a grade each year until the school served grades 9 through 12 in 2020-21. The class of 2021 was the first graduating class. Being one of four high schools in the area, ODA represents a different opportunity for youth of color to access quality education. It is known that the East Palo Alto community faces an acute need for alternative educational models, as much of its population historically has been locked out of traditional opportunities for college and career. For example, while SUHSD boasts a 91% graduation achievement rate, 71% of East Palo Alto youth graduates high school and only 25% hold a bachelor’s degree.

In 2022-23, ODA served 92 students: 79% are Latinx, 2% are African American, 82% are socioeconomically disadvantaged, 9.8% qualify for Special Education services, 57% are English Language Learners, 22% are Long Term English Learners, and 14% are Redesignated English Language Learners. The English learner population served by ODA is very diverse. 20 English learners are classified as Long-Term English Learners (LTEL) because they have been enrolled in California schools receiving English Language Development (ELD) services for over six years, while 19 of the school’s enrolled English learners are newcomers with only 0-3 years in California schools receiving ELD services, and the remaining 7 with 4-5 years in the California school system. The high number of relative newcomers to the United States in a high school program speaks to the strong reputation ODA has developed in the community for meeting the needs of these students. The LCFF Unduplicated percentage is approximately 86%.

The Mission: Oxford Day Academy (ODA) will engage and develop intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world. Vision: ODA operates on two central guiding beliefs: (1) all students are capable of achieving rigorous college preparatory academics when personalized learning is coupled with comprehensive socio-emotional supports, and (2) social justice-oriented project-based learning helps students to develop the skills required to become engaged, productive members of our 21st-century society. Oxford Day Academy students engage in student-led, discussion-based learning known as Harkness Tables, in addition to Field Experience where students gain real-world skills and experiences by developing first as responsible, respectful volunteers capable of making meaningful contributions. We then seek partnerships with businesses and nonprofits with the capacity to develop

high-value skills within their workforce. The design thinking process utilized in Field Experience allows students to conduct research, develop testable hypotheses, and test their hypothesis as they prototype solutions in the real world. Field Experiences are integrated into the Oxford Day Academy curriculum, with students receiving ongoing time and support from ODA staff to ensure that students and community partners alike are positioned to succeed.

Teachers use Oxford-style tutorials to help students connect our service focus with academic content, bringing student agency and personalization to new levels through five key design elements: Harkness discussions, Tutorials, Small Group Instruction, Personalized learning, and Field Experience. The Oxford Tutorial is an inquiry-based method designed to cultivate critical thinking through individualized dialogue between the student and their tutor. The purpose of the tutorial is to develop an individual student's capacity to think in depth about a subject area and to operate with growing confidence within its techniques and methodologies, with the expectation that the process will promote increased understanding of the discipline for both tutor and student. Primarily taught at Oxford University, ODA is among the very first schools to employ this method at the high school level; thus further preparing our students for success in whatever field they choose after graduation.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Oxford Day Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies that will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

Successes

On the CA Dashboard, the College and Career Readiness indicator shows a High level of preparedness amongst the graduating class of 2023-24. Most of the students classified as prepared met the requirements by completing A-G required courses and meeting the appropriate threshold on the SBAC assessment taken as 11th graders or through completing college coursework.

The school is demonstrating success with supporting the English language acquisition of our English learners, as evidenced by the increased percentage of English learners increasing a level on the ELPAC or maintaining at the highest level. In 2022, 33.3% advanced a level or maintained at level 4, and in 2023 45.8% advanced a level or maintained at level 4. On the CA Dashboard overview page, 32.7% of English learners making progress is used to determine the Dashboard color rating (Yellow) due to the participation rate deduction because only 71.4% of ODA's enrolled English learners tested.

The school's efforts to create a positive school culture are successful with the CA Dashboard Suspension indicator at the Blue level with a 0% suspension rate.

All Local Indicators were met on the 2023 CA Dashboard.

Challenges

The high percentage of high school-aged English learners with diverse needs poses a challenge to ensure a rigorous, college-ready curriculum for all students while ensuring access for students with limited English proficiency. The school has addressed this need by providing curriculum packets at various levels to ensure all students have access to the same material but at the appropriate language level.

On the 2023 CA Dashboard, the school had a Red performance level for Math. A new action has been added to the LCAP to address this need that includes the use of data to monitor academic progress in Math and place students in the appropriate tiers for intervention. 9th and 10th grade students will attend math intervention classes twice during the week through our partnership with the Boys and Girls Club. Students will also use adaptive online programs that provide math intervention targeted to each student's needs.

Reflections: Technical Assistance

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

Not Applicable

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.

Oxford Day Academy 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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents have participated in regular information meetings and provided feedback regarding strengths and areas of growth for our academic program. ODA Parents met to discuss the strengths and areas of need concerning school programs, useful resources, and identified specific areas that they would like the school to focus on i.e., ELD progression in proficiency of English, resources for non-English speaking parents to be able to learn English, more community resources for community service for the students. The group of parents and community members who attend English as a Second Language classes twice weekly provide informal feedback on necessary programmatic supports for English learner students. ODA also meets with the parents of students with disabilities weekly. Based on information from these meetings, the school updates the LCAP to incorporate feedback.
Teachers, administrators, and other school personnel	Describe the process for engaging the identified educational partner(s) here and include dates of meetings or dates surveys were administered.
Students	Students have formed a group “School Culture & Climate“(SCC) to meet regularly and take inventory of school culture and climate. The committee meets with their faculty advisor and sends out surveys to students regarding school safety, instruction, and general feedback for consideration. Members of the committee also send a representative to attend monthly board meetings to report on what is happening in the school from a student perspective, as well as updates and information about events they are planning. Based on information from this group, the school updates the LCAP to incorporate the student feedback.
Mixed Groups (SSC Meetings, ELAC Meetings, Governing Board Meetings)	<p>ODA offers a variety of modalities to ensure the effective communication of the organization’s mission, vision, and instructional model. The school site council, which is composed of a student, parents, teachers, administration, and volunteers meets regularly to discuss Title 1 Finances, fundraised resources and budgets, and best practices for advancing ODA’s mission.</p> <p>The SSC and ELAC provided feedback during the 5/4/24 meeting. A Public Hearing was held on 5/6/2024 to solicit community input on the plan. The Board will approve the plan at the 6/3/24 meeting.</p>
Other Community Groups	ODA team leads regularly liaison with affiliated organizations that target students whose performance data requires more intensive supports, as reflected by MAP scores; and regularly liaison with organizations to collaborate with direct and meaningful intent to develop students to be college-ready, offer exposure to college courses, and preemptively offer response to interventions. These organizations and affiliates are Cañada College, Centre for Tutorial Teaching, Boys & Girls Club, and Reach University.

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

The adopted LCAP was influenced by feedback in the following areas:

2024-25 Goal 2: Teachers have provided feedback that each year they become more comfortable with the ODA instructional model. They feel implementation of the instructional model has been strengthened each year after a bumpy start. The previous LCAP had components of the instructional model in various actions. Based on teacher and administrator feedback, the details of the instructional model are now documented in LCAP Goal 2, Action 2 Instructional Model.

The inclusion of the Student Success Team (SST) work being informed by MTSS best practices in Action 2.3 was influenced by the feedback of a group of teachers who evaluated the school's progress this year in MTSS implementation and determined where the school should take the work going forward.

2023-24 Goal 2 Annual Update Goal Analysis

The English Learner Advisory Committee identified the following needs with the ELD program: English Learners need more academic support in class to understand the material. They agreed with a proposal to provide additional staffing to push into classrooms with English learners to provide this additional support.

2024-25 Goal 3

Teacher and board member feedback influenced the elimination of # of LTELs as metrics because the metric does not provide information about the efficacy of the actions because the students are already identified as such upon enrollment.

Action 3.2 ELD Professional Development was developed in response from ELAC feedback that more training and development for teachers on utilizing ELD strategies would be helpful.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	ODA will cultivate community engagement through professional development opportunities in order to prepare students for post-secondary opportunities.	Broad

State Priorities addressed by this goal.

Priority #4 Pupil Achievement, Priority #7 Course Access, and Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The majority of ODA students come from socioeconomically disadvantaged, immigrant families and will be first-generation college students. As such, it is necessary to provide the necessary competencies for applying to college, successfully navigating the college experience, and conducting oneself professionally in the workplace. ODA will ensure each graduate, including students with disabilities, has multiple field experience opportunities before graduation. ODA will provide a college/career counselor to ensure high rates of A-G completion, high numbers of students enrolled in and passing college courses while in high school, and high levels of academic preparation to demonstrate college readiness on the EAP, as well as College/Career Readiness on the CA Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G completion rate for graduating cohort <i>Data Source: Dataquest</i>	All: 83% Hispanic: 86% EL: 72% SED: 83% Data Year: 2022-23			90% Data Year: 2025-26	N/A for 2024
1.2	# of students enrolled in a college credit course during the school year <i>Data Source: Local</i>	10 Data Year: 2023-24			25 Data Year: 2026-27	N/A for 2024

1.3	% of graduates that have earned one semester or two quarters of college credit. <i>Data Source: Local</i>	83% Data Year: 2023-24			90% Data Year: 2026-27	N/A for 2024
1.4	% of graduates who have participated in field experience/internship opportunities <i>Data Source: Local</i>	100% Data Year: 2023-24			100% Data Year: 2026-27	N/A for 2024
1.5	% of graduates who have with disabilities who have participated in field experience/internship opportunities <i>Data Source: Local</i>	100% Data Year: 2023-24			100% Data Year: 2026-27	N/A for 2024
1.6	% of graduates completing a CTE pathway <i>Data Source: SARC</i>	0% Data Year: 2022-23			10% Data Year: 2025-26	N/A for 2024
1.7	% of 11th grade students prepared for college (EAP) as measured by the ELA and Math CAASPP <i>Data Source: Dataquest</i>	ELA 0% Math 0% No students tested Data Year: 2022-23			ELA: 20% Math: 15% Data Year: 2025-26	N/A for 2024

1.8	% of graduating cohort prepared for College/Career <i>Data Source: CA Dashboard</i>	All: 55.9% Prepared (High) SED: 55.9% EL: 61.5% Hispanic: 60% Data Year: 2022-23			71% Data Year: 2025-26	N/A for 2024
1.9	AP pass rate (3 or higher) for students who take the AP exam <i>Data Source: Local AP Results</i>	0 Data Year: 2022-23			0 (Priority is concurrent enrollment - not AP) Data Year: 2025-26	N/A for 2024

Goal Analysis for 2024-25

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

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Field Experience	<p>ODA provides students with real-life experience to use workplace knowledge and skills.</p> <p>A) Professional Workplace Management: Opportunities for students to spend a portion of the school day participating in internships and training on professional workplace skills such as interviewing, resume building, and grant writing.</p> <p>B) Service Learning with Design Thinking: ODA students create a social justice portfolio</p> <p>C) Interdisciplinary Learning Studios - multi-grade, interdisciplinary learning for four hours, followed by opportunities to bring those ideas to life through field research, internships, and Impact project (grade 12) implementation.</p>	\$80,815	Yes
1.2	College & Career Readiness	<p>ODA provides staffing and material resources to ensure students progress toward graduation, gain the knowledge and skills necessary to apply to college, and navigate the college experience.</p> <p>A) ODA provides a college/career counselor to monitor student progress beginning in 9th grade to ensure all students are on track to graduate completing A-G requirements. Students who are missing credits can either participate in Imagine Learning/Edgenuity or ODA's in-house credit recovery platforms depending on the situation. The college/career counselor also supports college/career planning, applying to college, completing financial aid applications, and completing post-secondary plans.</p> <p>B) ODA provides AP testing, college course,s and material fees to ensure students can access college credit through either AP tests or enrollment in college courses at local community colleges.</p> <p>C) All 11th graders enroll in College and Career Advisory Prep (CCAP) class to prepare them for college selection and enrolling and managing college course work with high school courses to ensure our students can productively engage in college courses and earn credit for the courses.</p> <p>D) ODA will ensure all students have access to testing preparation, college tours, and info sessions. All students will have a statement of self that they will begin writing sophomore year in preparation for the college application personal essay requirement.</p>	\$29,480	No

Goal 2

Goal #	Description	Type of Goal
2	All ODA students and subgroups will demonstrate growth in key content areas.	Broad

State Priorities addressed by this goal.

#1 Basic Services, #2 Implementation of State Standards, #4 Pupil Achievement

An explanation of why the LEA has developed this goal.

We hold our students to high academic standards in order to prepare them to excel in a 21st-century global society. We are proud of how much our students have grown, and we have much work to do to continue this growth. The Curricular Resources action’s effectiveness will be evidenced by 100% of students with access to standards-aligned instructional materials for use at home and at school.

The Professional Development action will demonstrate effectiveness with 100% of teachers with scope and sequences aligned to state-adopted content standards, including ELD standards. The Professional Development action’s inclusion of partnership with REACH university will increase the percentage of properly credentialed and assigned teachers.

The Instructional Model, Math Academic Support, and Special Education actions will demonstrate effectiveness at supporting student progress with each of the following metrics: NWEA MAP: % meeting growth goals in reading and math, percentage of students earning passing grades of C or above in math, ELA, history, science, world language, PE/health, and art courses, Distance from Standard SBAC ELA and Math for all students and all numerically significant subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to standards-aligned instructional materials for use at home and at school <i>Data Source: SARC</i>	100% Data Year: 2023-24			100% Data Year: 2026-27	N/A for 2024
2.2	% of properly credentialed and assigned teachers <i>Data Source: SARC</i>	85% Data Year: 2021-22			87%	N/A for 2024

2.3	% of teachers with scope and sequences aligned to state-adopted content standards, including ELD standards <i>Data Source: Local</i>	100% Data Year: 2023-24			100%	N/A for 2024
2.4	% earning passing grades of C or above in math, ELA, history, science, world language, PE/health, and art courses <i>Data Source: Local</i>	82% Data Year: 2023-24			90%	N/A for 2024
2.5	NWEA MAP: % meeting or exceeding the Norm Grade Level Mean RIT <i>Data Source: Local</i>	Math: 52% Reading: 49% Language: 51% Data Year: 2023-24			Increase 6 percentage points	N/A for 2024
2.6	SBAC ELA: Distance from Standard for all students and all numerically significant subgroups <i>Data Source: CA Dashboard</i>	ELA -333 No students tested Data Year: 2022-23			-102 Data Year: 2025-26	N/A for 2024
2.7	SBAC Math: Distance from Standard for all students and all numerically significant subgroups <i>Data Source: CA Dashboard</i>	Math -348 No students tested Data Year: 2022-23			-161 Data Year: 2025-26	N/A for 2024

2.8	CA Science (CAST): % of students met/exceeded standard <i>Data Source: Dataquest</i>	0% No students tested Data Year: 2022-23			8% Data Year: 2025-26	N/A for 2024
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curricular Resources	<p>ODA teachers chunk course content derived from the Common Core State Standards and CA ELD Standards, into curriculum packets that are distributed seven weeks at a time, at the start of each learning cycle. Each packet contains articles, videos, and vocabulary sets with due dates for tutorials and end-of-cycle projects.</p> <ul style="list-style-type: none"> - English - Reading Lists - Science - Mixtapes - Mathematics - GPSs <p>Students will be collaborative thought partners with instructors in creating class content.</p>	\$45,612	No
2.2	Instructional Model	<p>The Oxford Day Academy instructional model will be fully implemented and understood in grades 9-12. All students will be aware of their academic strengths and areas of growth to support full engagement in the instructional model. The instructional model includes the following components:</p> <ul style="list-style-type: none"> -Independent Learning Time: Students work through their reading lists, GPS's, and Mixtapes and CHOOSE what to read and when. Teachers will also suggest a schedule for students to follow if needed. -Harkness Collaboration: Peer-to-peer learning is developed through student-facilitated discussion and tasks given by the teacher. Tasks are informed by the topics of study. This replaces the direct instruction of the teacher -Small Group Instruction: Students can choose when they need extra support and direct instruction through our weekly workshops. Teachers will also identify struggling students to attend weekly workshops based on their Harkness engagement. -Tutorials: Students present their learning artifact during a 45-minute conversation with their teacher. This is where the teacher checks for the student's understanding of the content. Tutorials happen every three weeks. 	\$449,572	No

2.3	Academic Support	<ul style="list-style-type: none"> - Summer Institute for 9th graders to spend two weeks acclimating to the ODA instructional model. - All students will know how to track their own academic progress in each core subject. - NWEA MAP data is used 3x a year to monitor academic progress in Math and place students in the appropriate tier for intervention (RTI) - Adaptive Online Programs (Math and ELD Support, and English RTI available but not used as primary resources) used to provide math intervention targeted to each student's instructional needs. - Weekly Office Hours - Math RTI twice a week 9th/10th - 70-minute course in schedule for free through work with boys and girls clubs - Campus Monitor ensures they get there on time. - Student Success Team (SST) uses MTSS practices to provide tiered intervention to students. 	\$97,188	Yes
2.4	Special Education	<p>ODA provides an inclusion program for all students with disabilities. Students are provided specific services as indicated by each student's IEP.</p> <ul style="list-style-type: none"> - Teachers are provided PD specific to SPED programs based on current student data. Some topics include - Instructional strategies for English Learners with IEPs - Modifications & Accommodations for students with special needs. - How to modify curriculum and assessments - Differentiated learning and content - Functions of Behavior - Student-led IEPs - Grades monitoring and grading alternatives for students with IEPs; Students with IEP's don't get F's on transcripts unless the class has not been made up before graduation (or if transferring out of the school) - Weekly resource class in schedules for students who need additional instructional support. 	\$68,042	No

2.5	Professional Development	<p>All teachers and staff are provided professional development based on student data and teacher needs including induction services for new teachers. To address the shortage of qualified teachers, the school has a partnership with REACH University to support teachers in obtaining an appropriate credential. The school has also developed a classified staff pathway for classified staff to obtain a college degree and teaching credential.</p> <p>The Professional Development action increases staffing to provide teachers with coaching on curriculum development that aligns state-adopted content standards, ELD standards, and best practices for instruction.</p>	\$47,277	No
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Goal 3

Goal #	Description	Type of Goal
3	English Learners will improve their English proficiency in order to be prepared for post-secondary opportunities through the development of targeted and coherent systems of support.	Broad

State Priorities addressed by this goal.

Priority #4 Pupil Achievement

An explanation of why the LEA has developed this goal.

In 2022-23 52 (56.5%) of ODA's enrolled students were English learners (EL), 20 of those students were Long Term English Learners with 6 or more years receiving ELD services in California and 19 were students who have been in the country from 0-3 years. All English learners need to progress in English language acquisition and both of these groups have very different needs that must be addressed to accomplish this.

By providing targeted newcomer supports, professional development for all teachers, English Language Development instruction, and Long Term English Learner supports we will see English learners make progress on the ELPAC, increased EL reclassification rates, EL graduation rates, and EL college/career readiness rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of English Learners increasing a level or maintaining at the highest level on the ELPAC <i>Data Source: CA Dashboard</i>	45.8% Data Year: 2022-23			55%	N/A for 2024
3.2	EL Reclassification <i>Data Source: Dataquest</i>	Data release delayed by CDE			>5%	N/A for 2024
3.3	English Learner Graduation Rate <i>Data Source: CA Dashboard</i>	76.9% Data Year: 2022-23			83%	N/A for 2024
3.4	English Learner: % prepared for college/career <i>Data Source: CA Dashboard</i>	61.5% Data Year: 2022-23			68%	N/A for 2024
3.5	% of Long Term English Learners scoring at Levels 3 & 4 on the ELPAC <i>Data Source: Dataquest</i>	Level 3: 40% Level 4: 15% Data Year: 2022-23			Level 3: 45% Level 4: 25%	N/A for 2024

Goal Analysis for 2024-25

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

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Newcomer Supports	<p>ODA is building a program of supports for newcomers to the country to ensure they have the academic, social, and material resources necessary to develop English language skills and prepare for post-secondary opportunities.</p> <p>ODA begins the systematized newcomer support process with an updated onboarding process that emphasizes communication about attendance policies and the determination of necessary supports for regular school attendance. The school conducts outreach to families to connect them with food, transportation, and healthcare resources.</p> <p>Newcomer students are supported in their transition to the school by affirmation of their cultural backgrounds and experiences with participation in year-round soccer teams and the Spanish language debate team.</p> <p>The school also coordinates with Cañada College to place students in the correct ELD course.</p>	\$63,176	Yes
3.2	English Learner Professional Development	<p>All teachers are provided professional development on implementing ELD strategies and instruction informed by data, supporting academic English, and cultural competency/culturally responsive teaching.</p> <p>Teachers receive coaching on the integration of ELD standards with content standards and the creation of instructional units that pre-teach vocabulary, specifically teach academic English, and utilize instructional strategies that support both language acquisition and content knowledge development.</p>	(included in Action 2.5 costs)	No
3.3	ELD	The Curriculum and Development team supports the implementation of the structured English Immersion program that includes personalized and differentiated learning with regular benchmark assessments aligned to the ELD standards, an ELD course to provide Designated Supports differentiated for Newcomers, and targeted small group instruction for English Learners.	\$117,496	Yes
3.4	Long Term English Learners	ODA will monitor Long Term English Learner data to ensure they are making progress towards English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC so that students can move towards qualification for reclassification as fluent English proficient.	\$44,646	Yes

Goal 4

Goal #	Description	Type of Goal
4	ODA maintains a strong school culture that cultivates the social development and sense of belonging of all educational partners .	Broad

State Priorities addressed by this goal.

- Priority #3 Parent Engagement
- Priority #5 Pupil Engagement
- Priority #6 School Climate

An explanation of why the LEA has developed this goal.

We developed this broad goal in order to ensure that our parents and students are fully engaged and that we build a positive and safe school culture and climate. In order to maintain and continue to build a positive culture, these services must continue to be provided, especially for our Low-Income students, English Learners, Foster Youth, and students with disabilities.

The Parent Engagement action will demonstrate effectiveness by increasing the percentage of parents who feel engaged in school decision-making and the percentage of parents expressing satisfaction with ODA based on parent surveys.

The Student Activities/Athletics, Attendance Supports, and School Culture Plan actions will demonstrate effectiveness through improved graduation, dropout, suspension, expulsion, attendance, chronic absence, and transfer rates. We will also see the effectiveness of these actions with increased positive parent and student survey responses about school safety and connectedness.

The Facilities action’s effectiveness will be demonstrated by Good Repair reported on the SARC and increased percent of positive feedback on school safety on the annual surveys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of parents expressing satisfaction with ODA (based on parent survey) <i>Data Source: Local Survey</i>	96% Data Year: 2023-24			90% Data Year: 2026-27	N/A for 2024

4.2	% of parents who feel engaged in school decision-making (majority of parents are parents of unduplicated pupils) <i>Data Source: Local Survey</i>	87% Data Year: 2023-24			90% Data Year: 2026-27	N/A for 2024
4.3	Cohort Graduation Rate <i>Data Source: CA Dashboard</i>	All: 67.6% Hisp: 70% EL: 84.6% SED: 67.6% Data Year: 2022-23			85% Data Year: 2025-26	N/A for 2024
4.4	Suspension Rate <i>Data Source: CA Dashboard</i>	0% Data Year: 2022-23			<2% Data Year: 2025-26	N/A for 2024
4.5	Expulsion Rate <i>Data Source: Dataquest</i>	0% Data Year: 2022-23			0% Data Year: 2025-26	N/A for 2024
4.6	Attendance Rate <i>Data Source: CALPADS P-2</i>	97.49% Data Year: 2023-24			95% Data Year: 2026-27	N/A for 2024
4.7	High School Dropout Rate <i>Data Source: Dataquest</i>	All: 32.4% Hisp: 30% EL: 15.4% SED: 32.4% Data Year: 2022-23			<12% Data Year: 2025-26	N/A for 2024

4.8	Chronic Absence Rate <i>Data Source: CA Dashboard</i>	All Students: 10.2% EL: 7% SED: 11% Hispanic/Latino: 9.2% Data Year: 2022-23			<10% Data Year: 2025-26	N/A for 2024
4.9	Composite score responses for school climate (out of 5) <i>Data Source: Student Survey</i>	3.8 Data Year: 2023-24			4 Data Year: 2026-27	N/A for 2024
4.10	Composite score responses about school safety (out of 5) <i>Data Source: Student Survey</i>	4 out of 5 Data Year: 2023-24			4 Data Year: 2026-27	N/A for 2024
4.11	% of teachers expressing satisfaction with school on annual community survey results <i>Data Source: Teacher Survey</i>	93% Data Year: 2023-24			95% Data Year: 2026-27	N/A for 2024
4.12	% Parent positive feedback on school safety <i>Data Source: Parent Survey</i>	93% Data Year: 2023-24			95% Data Year: 2026-27	N/A for 2024
4.13	School facilities condition <i>Data Source: SARC</i>	Fair Condition Data Year: 2023-24			Good Condition Data Year: 2026-27	N/A for 2024

Goal Analysis for 2024-25

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

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement	<p>Parent Liaison plans and facilitates extensive community building with parents and families including</p> <ul style="list-style-type: none"> • Board representation: Two parents are elected to the Board to provide feedback from family meetings and students share feedback from student meetings. • Student Culture Community (SCC) A community-building advisory board that encourages family involvement in Personalized Learning Plans for students with the SELC coaches and provides designated times for parents to give feedback to school leadership. • Community Support Fund management, which provides financial support to special student populations in need • Informal survey development throughout the year, as needed, to address issues and inform discussions. • Responds to the needs of the families, including parent education classes on topics such as Health, Parenting, and ESL instruction for parents. 	\$52,334	Yes
4.2	Student Activities/Athletics	<p>Oxford Day Academy provides a variety of activities during and beyond the school day to promote the social development of all students and a strong school culture for all educational partners.</p> <ul style="list-style-type: none"> • Oxford summer convening selected students and staff attend an annual summer trip to Oxford to be fully immersed in the instructional model at the student and teacher level. Other trips are available as part of our Cultural Anthropology program. • Field Trips facilitated by SELCs to increase student engagement in school programming • Sports, Debate Team, and School Clubs • Cesar Chavez celebration, Black History Month, International Women's month, Mexican independence day • ODA Awards ceremony (end of every semester) and Harambee (school assemblies) to gradually be facilitated by students • Potlucks to build community 	\$21,966	No

4.3	Attendance Supports	<p>The Parent Liaison, Director of Operations, Campus Monitors, and SELCs work together to get kids to school and work with truant students to develop a plan.</p> <p>Attendance is regularly reviewed to identify Students who are in need of attendance interventions and create action plans with families. Incentives are provided for regular attendance.</p>	\$50,916	No
4.4	School Culture Plan	<p>Each student is assigned an SEL coach (SELC) who stays with that student all 4 years to form a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals. SELCs explicitly teach social-emotional skills daily in studio time and social-emotional skills are integrated throughout the curriculum. School values are also integrated throughout school culture and curriculum.</p> <ul style="list-style-type: none"> ● All students will work with SELCs to create learning profiles that will be updated annually. ● All students will engage in wellness programming and have access to a designated wellness space. ● Mental Health supports are available to students through our partnership with Adolescent Counseling Services. ● Campus Monitors provide supervision before, after, and during transition periods to ensure student safety. 	\$98,318	Yes
4.5	Facilities	The school provides clean, well-maintained facilities.	\$91,361	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$402,951	\$ 44,712

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
29.63%	0%	\$0	29.63%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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1.1	<p>The majority of ODA students come from socioeconomically disadvantaged, immigrant families and will be first-generation college students. As such, it is necessary to provide the necessary competencies for applying to college, successfully navigating the college experience, and conducting oneself professionally in the workplace.</p> <p>62% of English learners and 56% of Socioeconomically Disadvantaged students were considered prepared for College and Career on the 2023 CA Dashboard.</p>	<p>ODA will provide increased staffing to ensure each graduate has multiple field experience opportunities prior to graduation. These field experiences will support developing competency in conducting oneself professionally in the workplace. These services are principally directed towards Socioeconomically Disadvantaged students and English learners to address their needs as first-generation college students to navigate the pathways to college and career and learn professionalism, but are provided on a schoolwide basis because all students will benefit.</p>	<p>1.8 % of graduating cohort prepared for College/Career (EL and SED subgroups)</p>
2.3	<p>In 2021-22, 0% of English Learners and Socioeconomically Disadvantaged students met/exceeded standards in Math. This is the most recent CAASPP data available for these subgroups.</p> <p>The CA Dashboard reports students in both groups are 348 points below standard (calculated by participation rate penalty).</p> <p>English Learners and Socioeconomically Disadvantaged students need additional math instruction in Operations and Algebraic Thinking and Number and Operations in Base Ten in order to be successful in high school math courses that meet A-G requirements.</p>	<p>The Academic Support action increases staffing with escorts to Math intervention classes twice a week for 9th and 10th graders at the Boys and Girls Club, where instruction is provided in Operations and Algebraic Thinking and Number and Operations in Base Ten to meet the unique needs of English Learners and Socioeconomically Disadvantaged students.</p> <p>Services are increased with NWEA MAP data used 3x a year to monitor academic progress in Math and place students in the appropriate tier for intervention (RTI). Adaptive Online Programs are also used to provide additional math instruction in Operations and Algebraic Thinking and Number and Operations in Base Ten, so that Socioeconomically Disadvantaged students and English learners can be successful in high school math courses that meet A-G requirements. These services are principally directed towards unduplicated students but are provided on a schoolwide basis because all students will benefit.</p>	<p>SBAC Math: Distance from Standard (EL and SED subgroups)</p>

4.1	Parents and guardians of our socioeconomically disadvantaged students, English learners, and Foster Youth need additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development and regular attendance.	To support the needs of parents of socioeconomically disadvantaged students, English learners, and Foster Youth to have additional opportunities to learn how to support their child's learning, we are providing additional parent support through our Parent Liaison to increase the amount of opportunities our parents and guardians of English learners, low income, and foster youth students have to access training and support through parenting courses and monthly parent meetings on topics to increase their capacity to partner in support of their students' learning. These services are principally directed towards Socioeconomically Disadvantaged students, English learners, and Foster Youth, but are provided on a schoolwide basis because all students will benefit.	4.1 % of parents expressing satisfaction with ODA
4.4	<p>Graduation Rate</p> <p>EL: 84.6%</p> <p>SED: 67.6%</p> <p>High School Dropout Rate</p> <p>EL: 15.4%</p> <p>SED: 32.4%</p> <p>Chronic Absence Rate</p> <p>EL: 7%</p> <p>SED: 11%</p>	The Attendance Support and School Culture Plan actions provide increased staffing and resources to increase student engagement. We are bolstering our Attendance Initiatives with added staff support to ensure regular communication with families and students regarding absences, correct coding of student transfers, and referrals for family supports for students who are not attending due to the need to help with family finances. Our School Culture Plan is designed to include additional support to benefit our Low-income students, English learners, and Foster Youth by providing intensive and personalized support. We have added Social Emotional Learning Coaches to provide small group and 1 on 1 check-ins with students on an ongoing basis in order to build strong relationships between the school, the parents, and students; and to help the students set and achieve short and long-term academic, SEL, and college/career goals. We are also adding mental health support and student activities in response to the need we have seen among our Unduplicated students for counseling and non-academic enrichment activities.	<p>4.3 Graduation Rate</p> <p>4.7 High School Dropout Rate</p> <p>4.8 Chronic Absence Rate</p> <p>(EL and SED subgroups)</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	<p>In 2022-23 19 students were enrolled who have been in the country from 0-3 years and are scoring at Level 1 Beginning to Develop on the ELPAC. These students need access to language acquisition programs and materials that provide access to the core curriculum.</p> <p>Students and their families also share that the students face incredible pressure to get jobs to pay their share of expenses. This pressure causes decreased attendance and less focus on school.</p> <p>In 2022-23, 76.9% of English learners graduated from high school. The economic pressures make it difficult for some English learners to complete high school.</p>	<p>The Newcomer Supports action addresses these needs by providing increased staffing to provide a unique onboarding process and outreach to families to connect them with food, transportation, and healthcare resources.</p> <p>Newcomer students are also supported in their transition to the school by affirmation of their cultural backgrounds and experiences with participation in year-round soccer teams and the Spanish language debate team. These activities provide a connection to the school community that promotes the regular attendance necessary to acquire English.</p> <p>The school also coordinates with Cañada College to place students in the correct ELD course to accelerate English language acquisition.</p>	<p>3.1 % of English Learners increasing a level or maintaining at the highest level on the ELPAC</p> <p>3.3 English Learner Graduation Rate</p>
3.3	<p>In 2022-23, 45.8% of English Learners increased a level or maintained at the highest level on the ELPAC.</p>	<p>Increased staffing supports implementation of the structured English Immersion program that includes personalized and differentiated learning with regular benchmark assessments aligned to the ELD standards, an ELD course to provide Designated Supports differentiated for Newcomers, and targeted small group instruction for English Learners.</p>	<p>3.1 % of English Learners increasing a level or maintaining at the highest level on the ELPAC</p>
3.4	<p>20 LTELs or 31% of enrolled students in 2022-23</p> <p>40% of Long Term English Learners scored at Level 3 on the ELPAC and 15% scored at Level 4 (proficient) on the ELPAC in 2022-23.</p>	<p>ODA will provide increased staffing to monitor Long Term English Learners' data to ensure they are making progress toward English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC, so that students can move towards qualification for reclassification as fluent English proficient.</p>	<p>3.2 EL Reclassification Rate</p> <p>3.5 % of Long Term English Learners scoring at Levels 3 & 4 on the ELPAC</p>

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

Not applicable

Additional Concentration Grant Funding

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

Oxford Day Academy is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to retain staff providing direct services to students through the following actions:
 Goal 1, Action 1 Field Experience (\$59,073) retains the Social Emotional Learning Coaches (SELCS) who provide direct support to students.

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

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 1,359,851	\$ 402,951	29.632%	0.000%	29.632%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,136,615	\$ 116,161	\$ -	\$ 105,423	\$ 1,358,199	\$ 1,165,418	\$ 192,781

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Field Experience (Title I and LCFF)	All	Yes	LEA-wide	All	High School	Ongoing	\$ 80,815	\$ (0)	\$ 59,073	\$ -	\$ -	\$ 21,741	\$ 80,815	0.000%
1	2	College & Career Readiness	All	No	LEA-wide	N/A	High School	Ongoing	\$ 24,480	\$ 5,000	\$ 5,000	\$ 24,480	\$ -	\$ -	\$ 29,480	0.000%
2	1	Curricular Resources	All	No	LEA-wide	N/A	High School	Ongoing	\$ -	\$ 45,612	\$ 45,612	\$ -	\$ -	\$ -	\$ 45,612	0.000%
2	2	Instructional Model	All	No	LEA-wide	N/A	High School	Ongoing	\$ 449,572	\$ 0	\$ 449,572	\$ -	\$ -	\$ -	\$ 449,572	0.000%
2	3	Academic Support	All	Yes	LEA-wide	All	High School	Ongoing	\$ 92,188	\$ 5,000	\$ 97,188	\$ -	\$ -	\$ -	\$ 97,188	0.000%
2	4	Special Education	All	No	LEA-wide	N/A	High School	Ongoing	\$ 48,042	\$ 20,000	\$ -	\$ 68,042	\$ -	\$ -	\$ 68,042	0.000%
2	5	Professional Development	All	No	LEA-wide	N/A	High School	Ongoing	\$ 44,277	\$ 3,000	\$ 44,277	\$ -	\$ -	\$ 3,000	\$ 47,277	0.000%
3	1	Newcomer Supports	All	Yes	Limited	English Learners	High School	Ongoing	\$ 62,334	\$ 842	\$ 63,176	\$ -	\$ -	\$ -	\$ 63,176	0.000%
3	2	English Learner Professional Development	All	No	LEA-wide	N/A	High School	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	ELD	All	Yes	Limited	English Learners	High School	Ongoing	\$ 117,496	\$ (0)	\$ 93,857	\$ 23,639	\$ -	\$ -	\$ 117,496	0.000%
3	4	Long Term English Learners	All	Yes	Limited	English Learners	High School	Ongoing	\$ 44,646	\$ -	\$ 44,646	\$ -	\$ -	\$ -	\$ 44,646	0.000%
4	1	Parent Engagement (Title I and LCFF)	All	Yes	LEA-wide	All	High School	Ongoing	\$ 52,334		\$ 36,876	\$ -	\$ -	\$ 15,458	\$ 52,334	0.000%
4	2	Student Activities/Athletics	All	No	LEA-wide	N/A	High School	Ongoing	\$ -	\$ 21,966	\$ 21,966	\$ -	\$ -	\$ -	\$ 21,966	0.000%
4	3	Attendance Supports	All	No	LEA-wide	N/A	High School	Ongoing	\$ 50,916	\$ -	\$ 50,916	\$ -	\$ -	\$ -	\$ 50,916	0.000%
4	4	School Culture Plan (Title I and LCFF)	All	Yes	LEA-wide	All	High School	Ongoing	\$ 98,318	\$ (0)	\$ 33,094	\$ -	\$ -	\$ 65,224	\$ 98,318	0.000%
4	5	Facilities	All	No	LEA-wide	N/A	High School	Ongoing	\$ -	\$ 91,361	\$ 91,361	\$ -	\$ -	\$ -	\$ 91,361	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,359,851	\$ 402,951	29.632%	0.000%	29.632%	\$ 427,911	0.000%	31.467%	Total:	\$ 427,911
								LEA-wide Total:	\$ 226,231
								Limited Total:	\$ 201,679
								Schoolwide	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Field Experience (Title I and LCFF)	Yes	LEA-wide	All	High School	\$ 59,073	0.000%
2	3	Academic Support	Yes	LEA-wide	All	High School	\$ 97,188	0.000%
3	1	Newcomer Supports	Yes	Limited	English Learners	High School	\$ 63,176	0.000%
3	3	ELD	Yes	Limited	English Learners	High School	\$ 93,857	0.000%
3	4	Long Term English Learners	Yes	Limited	English Learners	High School	\$ 44,646	0.000%
4	1	Parent Engagement (Title I and LCFF)	Yes	LEA-wide	All	High School	\$ 36,876	0.000%
4	4	School Culture Plan (Title I and LCFF)	Yes	LEA-wide	All	High School	\$ 33,094	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,656,702	\$ 1,532,207.65

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	Core Curriculum and Assessments	No	\$ 30,798	\$ 44,310
1	2	Enrichment	No	\$ 42,281	\$ 30,713
1	3	Student Support Structures (LCFF S&C and Tit	Yes	\$ 172,459	\$ 140,804
1	4	Special Education	No	\$ 128,475	\$ 51,025
1	5	Teacher Professional Development	No	\$ 103,410	\$ 103,174
1	6	Highly Qualified Staff and Teachers	No	\$ 463,901	\$ 466,796
1	7	College & Career Counseling	Yes	\$ 26,780	\$ 27,470
2	1	Integrated Support	No	\$ -	
2	2	Designated Support (Title I)	No	\$ 19,317	\$ 18,592
2	3	Newcomers Supports	Yes	\$ 19,317	\$ 22,461
3	1	Parent Liaison	Yes	\$ 25,849	\$35,607
3	2	Family Engagement Program	Yes	\$ 50,815	\$50,815
3	3	Community Partnerships	No	\$ -	
3	4	Cultural Celebrations	No	\$ 31,212	\$24,832
3	5	Attendance Initiatives	Yes	\$ 47,442	\$35,607
3	6	Restorative Practices	Yes	\$ 50,815	\$50,815
3	7	School Culture Plan	Yes	\$ 140,595	\$155,562
3	8	Student Recruitment Plan	No	\$ 1,720	\$7,500
3	9	Well-maintained School Facilities	No	\$ 277,187	\$248,024
3	10	Student Activities	No	\$ 24,329	\$18,101

2023-24 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)
\$ 414,392	\$ 484,824	\$ 459,111	\$ 25,713	35.87%	35.54%	-0.33%

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	3	Student Support Structures (LCFF S&C a	Yes	\$ 144,217	\$ 112,562.00	0.00%	0.00%
1	7	College & Career Counseling	Yes	\$ 26,780	\$ 27,470.00	0.00%	0.00%
2	3	Newcomers Supports	Yes	\$ 19,317	\$ 22,461.00	0.00%	0.00%
3	1	Parent Liaison	Yes	\$ 25,849	\$ 35,607.00	0.00%	0.00%
3	2	Family Engagement Program	Yes	\$ 50,815	\$ 50,815.00	0.00%	0.00%
3	5	Attendance Initiatives	Yes	\$ 47,442	\$ 35,607.00	0.00%	0.00%
3	6	Restorative Practices	Yes	\$ 50,815	\$ 50,815.00	0.00%	0.00%
3	7	School Culture Plan	Yes	\$ 119,589	\$ 119,589.00	0.00%	0.00%

2023-24 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)
\$ 1,291,746	\$ 414,392	0.00%	32.08%	\$ 459,111	35.54%	71.08%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o 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.
- o Indicate the school year to which the baseline data applies.
- o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are

foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- o 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the

LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

- 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).

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