Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](): General instructions & regulatory requirements.

[Appendix A](): Priorities 5 and 6 Rate Calculations

[Appendix B](): Guiding Questions: Use as prompts (not limits)

[California School Dashboard:]() Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Orange County Academy of Sciences and Arts	Doreen Fioretto, Principal	dbfioretto@ocasacharter.org (949) 269-3290

The Story

Describe the students and community and how the LEA serves them.

Students at Orange County Academy of Sciences and Arts (OCASA) come from numerous surrounding communities and represent a diverse population of students. The community of families chose OCASA due to their desire for a different learning environment and experience for their students. OCASA accomplishes this through hands-on, inquiry-based instruction and Individualized Learning Plans (ILPs) which are designed to meet the learning needs of every student. These plans are developed by analyzing data from formal and informal assessments, CAASPP data, through interactions with the students, and feedback received from families during conferences. The students served include general education students, students in special education, and students who are English language learners.

Included below are graphs which are presentative of our student population and include demographic information.

Overall enrollment	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Unknown or Declined to State	Total
Male	32	0	2	0	2	126	32	7	**201**
Female	26	0	11	0	0	96	20	4	**157**
Total	58	0	13	0	2	222	52	11	358

Below is a breakdown of the number of students per grade:

GRADE	TOTAL
Kindergarten	63
Grade 1	52
Grade 2	40
Grade 3	50
Grade 4	33
Grade 5	42
Grade 6	27
Grade 7	31
Grade 8	20
Total	**358**

CATEGORICAL DESCRIPTION	NUMBER OF STUDENTS
English Language Learners	15
Students in Special Education	50

LCAP Highlights

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

1. Improve School-Wide Positive Behavior

   a. OCASA will be in year three of our school-wide PBIS program implementation. Year one included the identification and development of school-wide behavioral supports. Year two built on those supports by collecting behavioral data. As OCASA enters year three, the focus will be on refinement and implementation of behavioral supports as well as stream-lined behavioral data collection.

2. Improved differentiation to ensure each student is achieving at his/her academic level.

   a. During year two, OCASA focused on improving differentiation in our Math program and identified critical areas of need in our ELA curriculum. Moving into year three, our focus will be on differentiation and intervention in our ELA curriculum and improved differentiation and intervention in our Math curriculum. This differentiation will continue be addressed in each student's ILP and embedded into instruction.

3. Improved educational outcomes for our students in Special Education.

   a. While OCASA has seen significant gains in educational outcomes for our students in Special Education, refinement of our systems continues to be a focus for our students. In particular, we will build stronger intervention programs for our Math and ELA curriculum as well as expand extension opportunities for those students who are consistently exceeding standards as they progress through the curriculum.

Review of Performance

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

Greatest Progress

OCASA conducted a thorough analysis of our CAASPP data, comparing year one scores with year two scores. Compared to OCASA's first year of testing, all students grew 8% in ELA and 12% in math. As a school that focuses on individual student progress, these results were one area of significant progress. As OCASA focuses on the upcoming school year, we will continue to grow our interventions and extensions to meet the learning needs of our students in Special Education and our English Language learners in order to continue that individual improvement of academic performance.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

All of OCASA's indicators on the California School Dashboard were green for those areas which could be rated. Many of our populations are too small to be identified on the California School Dashboard (EL, SPED, Foster Youth, etc.). The only area identified for improvement was participation rates for our students in Special Education. OCASA has submitted a plan to the CDE to improve participation rates in the 2019-20 school year for our students in Special Education as well as students school-wide.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

Describe how the LEA supported 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve School-Wide Positive Behavior

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #5, #6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase in Positive Referrals (Rocket Referrals) to Administration.	Increase in Positive Referrals (Rocket Blasts) increased by 35%. Priority #3 – Parent feedback related to Positive Referrals indicated that Positive Referrals were motivating for their students. Requests to increase and continue this program.
Reduction in Administrative Referrals.	There was a reduction in Administrative referrals by 6%.

Expected	Actual
	Priority #5 – Student attendance rates were higher in 2018-19 as compared to 2017-18. Lower suspension rates possibly correlate to higher attendance rates. Priority #6 – Student suspension rate decreased as indicated on the California Dashboard.
Staff participation in the SW-PBIS and MTSS programs.	Staff attendance and participation exceeded 90% attendance based on attendance data from staff meetings and SW-PBIS/MTSS Professional Development trainings.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1 – Goal #1

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
PBIS team will continue to attend training and bring it back to OCASA to train the rest of the staff. Staff will continue to participate in developing our PBIS behavioral support plans.	OCASA's PBIS team changed mid-year; however, we were able to add an additional member to the team who had previous experience with PBIS. The team attended trainings at OCDE as required by our contract. The PBIS team met regularly to develop Professional Development plans and to refine tools for our PBIS program. These tools were specifically related to discipline/behavioral referrals. More than 90% of our staff participated in our training sessions and worked together to develop behavioral support plans for each grade band. As a result of year-long professional development for the implementation of MTSS, teachers and instructional assistants met together to develop tiered intervention matrices for the upcoming school year. Additionally, staff evaluated the	$14,503	$14,503

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
	effectiveness of our school-wide systems, which provided direction for improvements in our systems as a whole.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

While the staff worked collectively to develop a referral system to improve school-wide behavior through targeted feedback and administrative intervention, the challenges that continue to be worked through include what interventions were most appropriate for continued behavior. As a PBIS school, the focus is on positive interventions to bring about behavioral changes. This proved challenging at times for students who continually struggled to manage their own behavior in the classroom and on the playground.

MTSS implementation will begin during the 2019-20 school year, as 2018-19 was a training year for the staff. During training, there were clearly articulated areas of focus, which will be incorporated into the 2019-20 school-wide goals for positive behavior.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Using guidance from our mentors at OCDE and our school's PBIS team, staff was able to focus on positive behavior strategies throughout the year. Setting up the year, teachers posted both classroom and school-wide STAR expected ehavioral matrices. Teachers conducted lessons around the expected behaviors and rewarded students with positive referrals (Rocket Blasts) and STAR tickets. Overall the staff distributed over 1000 STAR tickets to students, wrote and delivered over 80 Rocket Blasts and coordinated approximately 3 whole-class rewards per room per year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

OCASA's suspension rates decreased over the past year, which is indicated on the California Dashboard. This indicator demonstrates that our SW-PBIS program is making a positive difference on our campus as we work to incorporate positive behavioral interventions as part of our progressive discipline policy.

Goal 2

Improve differentiated instruction to ensure each student is achieving at his/her academic level, resulting in increased Academic Rigor.

State and/or Local Priorities addressed by this goal:

State Priorities: #2, #3, #4, #7, #8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase in student performance on standardized, formal and informal assessments. Administration.	CAASPP results indicated that overall student performance increased by 8% in ELA and 12% in math (State Priority #4, #8) State Priority #2 - #3: Adopted curriculum supports CCSS for all core content areas. Increased scores on CAASPP indicate that students are accessing CCSS in the classroom. Parents provide feedback directly to Administration regarding support for and concerns related to curriculum.
Teacher participation in professional development related to differentiation in the classroom	Participation rates of teachers in professional development was at 90% due to teacher absences and other professional development commitments. However, we included our Instructional Assistants in these trainings, so the overall impact of professional development was greater than if we only had teachers participating. State Priority #7: Differentiation supports Gen Ed students, students with Disabilities, and unduplicated students.
Teacher lesson plans identifying differentiated instruction based on student learning needs.	All teachers had to submit lesson plans for observations throughout the school year and during SMART goal meetings as evidence of differentiation. 95% of these lesson plans included specific, targeted differentiation for students based on identified learning needs in each classroom (State Priority #7).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1 – Goal #2

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue their Professional Development as it relates to core curriculum. Teachers and IAs will participate in Professional Development directly related to differentiated instruction and increased academic rigor. Teachers will use collaborative planning time to incorporate differentiation into their lesson plans.	Teachers of K-5 students participated in 3 full days of Professional Development targeting UCI Math curriculum, including observations at other schools with the UCI training team. Teachers of students in 6-8 grades participated in four full days of Professional Development during the school year focused on all core content areas. During the summer of 2018, one new social studies teacher spent our days in Professional Development in addition to the four days spent throughout the school year in order to be fully prepared to teach the core content. Both teachers and IAs participated in on campus Professional Development provided by our SELPA Program Specialist and Education Specialists specifically targeting differentiated instruction in order to increase academic rigor and academic achievement. Teachers participated in grade level PLC meetings once per week for collaborative planning opportunities. Administration and Education Specialists supported differentiation during these planning sessions as needed and were available for consult when requested.	$158,524	$158,524

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Steps taken to reach out goal of improved scores on assessments included adding a new math curriculum (UCI Math Project) and significantly increasing professional development to support stronger implementation of the curriculum in the classroom.

To support our goal of participation in Professional Development for differentiation, we incorporated an electronic sign-in system for Professional Development which included invitations to specified staff and electronic tracking of attendance. In addition, we brought in trainers from our SELPA as well as sent staff to outside professional development training as needed to further support implementation of differentiation in the classroom.

Every teacher completed SMART goals, which included specific goals directly related to LCAP goals. Differentiation was part of each teacher's SMART goals. Administration met with each teacher three times over the school year to track progress on goals and review evidence of implementation in the classroom. Additionally, Administration conducted regular observations in the classroom, specifically looking for evidence related to SMART goal implementation and differentiation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Steps taken to ensure successful implementation of services in order to achieve our LCAP goals were highly successful. Our scores increased significantly on standardized assessments. Teacher/staff participation rates were high for professional development both on campus and in outside professional development opportunities. Including Instructional Assistants (IAs) in the on campus trainings further supported student learning and differentiation in the classroom as IAs are primarily responsible for providing SAI support in the classroom under the direction and supervision of our Education Specialists.

The addition of the electronic tracking/evaluation system proved to be very successful in assisting both teachers and administration in the evaluation of successful implementation of goals. Staff was fully aware of their participation rates in Professional Development and had a simplified method for documenting evidence of their success in achieving goals on their SMART goal documents. This evidence also provided an opportunity for teachers to identify areas for improvement as they conducted self-evaluations on their progress throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff participation in trainings specifically related to differentiation was particularly effective in supporting student learning. Each of the training sessions included the opportunity for teachers to work collaboratively in grade level bands to further the differentiation process.

Teachers were required to connect SMART goals directly to LCAP goals and thereby incorporated differentiation directly into lesson plans to demonstrate implementation in the classroom. Differentiation impact was measured through formal/informal assessment and re-teaching as needed to ensure students were achieving in the classroom.

Teachers administered a standardized assessment three times per year to identify students who were not achieving academically and collaborated with their grade band teams as well as administration to ensure that they were targeting those students who required further academic intervention. Grouping strategies were also developed using this data to ensure that all students were achieving at their academic level.

Gradebook for Math was used as another data point to identify students who required further differentiation in order to access the curriculum.

An area of challenge was a lack of clear intervention strategies for those students who required significant differentiation and scaffolding in order to be successful. As the MTSS team completed their training, it was clear that we needed to develop a specific Tiered Intervention system for ELA, Math, and Behavior. The team began this process at the end of the school year and will continue to develop these interventions throughout the 2019-20 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Individualized instruction based on assessment data served to increase student academic performance based on standardized assessment data and rubric based grading data. The impact of these services also served to more quickly identify those students who required intervention, both in Math and ELA. Students who were receiving reading intervention increased their overall comprehension and fluency rates based on the data from those intervention programs.

Use of gradebook assisted teachers in identifying patterns and areas for intervention in grades K-5. This data served as a starting point for intervention and remediation as well as extensions when warranted.

While there was improvement in the overall academic outcomes for students, targeted interventions will ensure that more students are progressing and achieving at their highest academic ability. This is a clear goal for the 2019-20 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

As noted above, deeper implementation of the intervention process is critical to the academic success of students in the classroom. Staff will continue to meet weekly to collaborate and develop tiered intervention strategies to meet the learning needs of their students. These intervention strategies will assist teachers in differentiating and individualizing the academic program for each of the students in the classroom.

Goal 3

Increased Professional Development focused on how best to serve our students in Special Education, resulting in improved academic performance.

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #5, #7, #8
Local Priorities:

Annual Measureable Outcomes

	Expected	Actual
Metrics/Indicators		
	Increase in student performance on standardized, formal and informal assessments. Administration.	Overall, student performance grew by 8% in ELA and 12% in math on the CAASPP assessments (State Priority #5 – Student attendance rates improve academic outcomes; State Priority #7 – Student access to CCSS based curriculum increases student performance; State Priority #8 – Increase in growth on CAASPP assessments)
	Instructional Assistant participation in training to provide SAI hours in the classroom.	Instructional Assistants met weekly with Education Specialists for training and instruction in order to provide SAI hours to students in the classroom.

Additionally, Instructional Assistants attended school-wide professional development throughout the school year which was targeted to support students in Special Education in the classroom. |
| | Increase in percentage of goals achieved for students with IEPs. | Students increased IEP goal mastery by approximately 3% (State Priority #3 – Parent Involvement in the IEP process) |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1 – Goal #3

Planned Actions/Services		Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Teachers and IAs will work collaboratively with our Education Specialists to develop learning plans for our	For the 2018-19 school year, we deliberately scheduled PLC time for teachers each week in order to allow for Education Specialists to collaborate with teachers. During collaboration periods, student goals were discussed as well as how to best support student learning in the classroom. Education Specialists worked with curriculum to scaffold curriculum appropriately. Progress on goals was also discussed as well as any concerns for student progress.		$442,011	$442,011

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
students with disabilities. These plans will include further training for our IAs as they provide SAI for the students. It will also provide teachers with the tools they need as the general education provider to meet the learning needs of these specific students.

Education Specialists will attend Professional Development as needed to improve their skills and ability to train/work with staff. | IAs met weekly with the Educational Specialists as well to report on completion of SAI hours, to address any student concerns that arose, and to be further trained on how to best complete SAI hours with the students. IAs were trained on how to document SAI hours for tracking purposes.

The lead Education Specialist attended eight MTSS training sessions, specifically focusing on interventions for all students for Tier 1 interventions and building a repertoire of interventions for Tier 2 and Tier 3 as needed. In collaboration with the additional Education Specialist, the team brought these intervention strategies to the Teachers and Instructional Assistants to use in the classroom. | | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During Preservice Professional Development, targeted workshops were provided to staff in order to provide specifi ed training on inclusive practices for Special Education in the Classroom.

Staff and administration participated in Professional Development throughout the school year through Orange County Department of Education and the El Dorado SELPA either on-site or off-site to improve this practice in the classroom.

Instructional Assistants had specific training related to their role in the classroom in supporting students with SAI hours, which was provided on-site by our El Dorado SELPA Program Specialist to ensure staff was fully trained.

Education Specialists met each week with the Instructional Assistants to provide updates on goals and discuss best practices for meeting the learning needs of students.

Teachers collaborated with Education Specialists at least monthly to review progress on goals and to target practices to meet the learning needs of students in their classrooms.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Staff reported that they were more prepared to meet the learning needs of students in Special Education who were in their classroom. Instructional Assistants were consistently providing and logging all SAI hours and interventions as required by student IEPs.

Student academic outcomes, as reported on report cards and standardized assessments, improved over the course of the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

No changes were made to this goal or expected outcomes as a result of the analysis; however, continued Professional Development and Special Education support continue to be a top priority for OCASA. OCASA will continue to increase support in the classroom through implementation of MTSS and campus-wide.

An area of challenge was providing the support staff on campus to service students in Special Education. OCASA will be increasing availability of support staff by hiring a full-time School Psychologist this year to improve Social-Emotional learning of students in Special Education and General Education with the goal of continuing to improve academic outcomes in the classroom and on campus.

Stakeholder Engagement

The [instructions to this section](#) contain additional information and are followed by [guiding questions](#) that may be helpful in drafting this section.

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Families and staff were all provided with a school climate survey in the Spring of 2019. Students were surveyed throughout the year by teachers and by Administration in order to provide feedback on the educational program and school climate at OCASA. Students in grades 6-8 and their families completed surveys provided through the Summit Learning Curriculum to provide feedback related to school climate and as well as learning in the classroom. Additionally, Administration met with numerous groups of parents on a monthly basis to update families on academic and school-wide needs which had been addressed as a result of these monthly meetings.

Administration also regularly held meetings with individual families and groups of families in order to verbally survey their opinions and feedback related to academic rigor, school climate and school wide positive behavior needs at OCASA. This information was used to determine part of the actual outcomes of our goals and a focus for our goals for the 2019-20 school year.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parents and staff regularly shared consistent concerns regarding improved school-wide positive behavior, academic rigor, and improved academic performance for students in Special Education. As a result, OCASA increased participation in programs which

would improve all three areas of concern through PBIS and MTSS programming. The MTSS programming, in particular, focuses on Universal Design for Learning and Social-Emotional Learning for all students. These two areas are specifically aligned with the three goals stated in the 2019-20 LCAP. Administration reported on the progress and impacts of both the PBIS and MTSS implementation on the campus to families and staff. Feedback from those meetings was incorporated throughout the planning process for the 2019-20 LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

The instructions to this section contain additional information and are followed by guiding questions that may be helpful in drafting this section.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

[Describe the goal here]

1. Improve School-Wide Positive Behavior

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #5, #6

Local Priorities:

Identified Need:

We have completed two years of the SW-PBIS program on our campus, with successful implementation of referral documents. In evaluating staff, family, and student survey data, it is clear that we still have room to improve school-wide behavior. In reviewing

California Dashboard Data, our suspension rate decreased, which a positive outcome. However, school-wide, referrals continue to be implemented for many of the same behaviors. We will be implementing a system to track those behaviors in order to develop further intervention strategies in our progressive discipline program.

In addition, we will begin the process of implementing MTSS on our campus for the 2019-20 school year, which combines PBIS and Response-to-Intervention (Rti) practices. MTSS also contains a social-emotional learning component. This is critical to the improvement of school-wide positive behavior, as many of the behaviors are directly connected to social interactions between students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in Positive Referrals (Rocket Referrals) to Administration.	15%	26%	35%	40%
Reduction in Administrative Referrals.	10%	7%	6%	5%
Staff participation in the SW-PBIS and MTSS programs.	80%	80%	90%	95%
Parent Survey – School Wide PBIS				Increased Parent Participation on Annual Survey, including parents of students with disabilities and unduplicated students.

Impacts/Updates (Parent Involvement 3a, b, c)	School Site Council (SSC) feedback on this goal.
Stationary Attendance Rates and Lower Chronic Absenteeism (Pupil Engagement – 5a, b; As a K-8, not required to report 5c, 5d, and 5e)	Attendance reports from the SIS

Chronic Absenteeism rates from California Dashboard |
| Decreased Pupil suspension and expulsion rates (School Climate 6a, b) | Reports from the SIS indicating stationary/decreased suspension/expulsion rates. |
| Student, Staff, and Parent Surveys (School Climate 6c) | Suspension/Expulsion Rates on California Dashboard

Student, Staff, and Parent Surveys indicating satisfaction with the school climate. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	OCASA

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified Goal	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Identified staff to participate in off-site trainings and train remaining staff during Professional Development meetings during the school year.	PBIS team will continue to attend training and bring it back to OCASA to train the rest of the staff. Staff will continue to participate in developing our PBis	PBIS team will continue to attend training and bring it back to OCASA to train the rest of the staff. Staff will continue to participate in developing our PBIS. MTSS Team will continue to attend trainings and work with staff to develop

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		systems of intervention and support school-wide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$14,503	$15,207
Source	N/A	Unrestricted Funds, ASES, SPED	Unrestricted Funds, ASES, SPED
Budget Reference	N/A	Account # 1100, 1300, 2000	Account # 1100, 1300, 2000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Improve differentiated instruction to ensure each student is achieving at his/her academic level, resulting in increased Academic Rigor.

State and/or Local Priorities addressed by this goal:

State Priorities: #1, #2, #3, #4, #7, #8

Local Priorities:

Identified Need:.

As our student population expands and the data that we have gathered continues to build an academic picture of our students, we need to ensure that teachers are differentiating to meet the various learning needs of all our students. We will use current and previous year's assessment data to improve differentiation school-wide. This differentiation will be addressed in each student's ILP and embedded into instruction.

In addition, we will implement MTSS tiered-intervention strategies to help support differentiation and learning needs in the classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in student performance on standardized, formal and informal assessments. Administration (Pupil Achievement 4a; Pupil Outcomes 8)	We did not have a baseline for this measure, as we did not begin gathering standardized assessment data until the end of the 2016-17 school year with the CAASPP assessments.	Increase of 2% in ELA and Math	Increase of 2% in ELA and Math	Increase of 2% in ELA and Math
Teacher participation in professional development related to differentiation in the classroom (Course Access 7c;	N/A	N/A	100%	90% Teacher Lesson Plans IEP Meeting Notes
Teacher lesson plans identifying differentiated instruction based	N/A	N/A	80%	95%

on student learning needs.				
Teachers appropriately assigned and credentialed (Basic Services 1a)				Credential verification report from the SIS
All students have access to CCSS standards aligned (Basic Services 1b, Implementation of State Standards 2a; Course Access 7a)				Inventory and purchase records. Scope & Sequence Documents Grade Book Reports, Student ILPs, and Report Cards. CAASPP Results California Dashboard
Teachers appropriately assigned and credentialed (Basic Services 1a)				Credential verification report from the SIS
School Facilities sufficient to meet student educational needs (Basic Services 1C)				OCDE Annual Oversight Report

Differentiation that includes SDAIE strategies and specific scaffolding to support ELD standards (Implementation of State Standards 2b; Pupil Achievement 4d; Course Access 7b)

Teacher Lesson Plans

Percentage of students who increase proficiency on ELPAC assessments and/or who are RFEP.

Parent Surveys and Administration Meetings with parent groups representing unduplicated students and students with disabilities (Parent Involvement (3a, b, c).

Parent Survey data related to student performance and curriculum.

SSC meeting notes. SSC council will include parents representing unduplicated students.

IEP meeting notes

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	OCASA

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Goal	Modified Goal	Unchanged Goal

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increased Professional Development focused on core curriculum (Wonders, FOSS, UCI Math, Summit Curriculum) with increased collaboration time embedded into master schedule.	Teachers will continue their Professional Development as it relates to core curriculum. Teachers and IAs will participate in Professional Development directly related to differentiated instruction and increased academic rigor. Teachers will use collaborative planning time to incorporate differentiation into their lesson plans.	Teachers will continue Professional Development with UCI Math Curriculum with targeted Professional Development with the Wonders ELA Curriculum Teachers and IAs will continue to participate in Professional Development specifically targeting differentiated instruction and academic rigot. Teachers will continue to meet weekly to collaborate and build differentiation into their curriculum planning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$158,524	$181,476
Source	N/A	Unrestricted, Title II, EPA	Unrestricted, Title II, EPA
Budget Reference	N/A	Account # 1100, 2000, 5863	Account # 1100, 2000, 5863

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Increased Professional Development focused on how best to serve our students in Special Education, resulting in improved academic performance.

State and/or Local Priorities addressed by this goal:

State Priorities: #1, #3, #4, #5, #7, #8

Local Priorities:

Identified Need:.

In order to improve differentiation as well as meeting the learning needs of our SPED population, we see a need to increase professional development as it relates to our students in Special Education. This includes incorporating targeted and specific Social-Emotional Intervention, as many of the academic needs are impacted by behavioral concerns both in the classroom and school-wide.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in student performance on standardized, formal and informal assessments (Pupil Achievement, 4a; Pupil Engagement 5a; Pupil Outcomes 8)	We did not have a baseline for this measure, as we did not begin gathering standardized assessment data until the end of the 2016-17 school year with the CAASPP assessments.	Increase by 1% in ELA and Math	Increase by 1% in ELA and Math	Increase by 1% in ELA and Math Attendance Reports from the SIS California Dashboard
Instructional Assistant participation in training to provide	N/A	N/A	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SAI hours in the classroom.				
Increase in percentage of goals achieved for students with IEPs (Parental Involvement 3c; Course Access 7c)	N/A	N/A	80%	95%

Teachers appropriately assigned and credentialed (Basic Services 1a)			Credential verification report from the SIS
All students have access to CCSS standards aligned (Basic Services 1b, Course Access 7a, b, c)			Inventory and purchase records.

Scope & Sequence Documents

Grade Book Reports, Student ILPs, and Report Cards.

CAASPP Results

California Dashboard |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	OCASA

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified Goal	Unchanged Goal

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Targeted Professional Development to ensure students are receiving appropriate services in our inclusive environment.	Targeted Professional Development for Instructional Assistants and teachers to ensure preparation to serve students in our inclusive environment. Weekly meetings with Education Specialists to review services and progress on goals.	Targeted Professional Development for Instructional Assistants and teachers to ensure preparation to serve students in our inclusive environment. Weekly meetings with Education Specialists to review services and progress on goals.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Implementation of MTSS and PBIS strategies related to intervention and Universal Design for Learning.	Implementation of MTSS and PBIS strategies related to intervention and Universal Design for Learning.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	$442,011	$462,343
Source	N/A	Unrestricted, SPED	Unrestricted, SPED
Budget Reference	N/A	Account # 1300, 1900, 2100, 5869	Account # 1300, 1900, 2100, 5869

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 87,346	100 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Staff will receive specific Professional Development designed to improve outcomes from our students who are English language learners. This includes training in Reading Intervention and SDAIE strategies as needed.

Students who qualify for free/reduced lunch will have meals provided to them at no cost.

Staff will provide tutoring after school for these students should the need arise.

After school enrichment programs will also be provided at no or reduced cost for those students who qualify for free/reduced lunch. Additionally, targeted instructional tutoring will be included as part of the after-school program.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to

specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and

enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

If completing the Federal Addendum, ensure that the descriptions of the LCAP goals and actions *within the LCAP* address the following ESSA provisions, as applicable:

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION   STATE PRIORITY ALIGNMENT

1112(b)(1) (A–D)   1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A)   developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B)   identifying students who may be at risk for academic failure;

(C)   providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D)   identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION   STATE PRIORITY ALIGNMENT

1112(b)(11)   6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION   STATE PRIORITY ALIGNMENT

1112(b)(12)(A–B)   2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A)   academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B)   work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION   STATE PRIORITY ALIGNMENT

2102(b)(2)(A)   1, 2, 4 (as applicable)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION   STATE PRIORITY ALIGNMENT

3116(b)(3)   3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Local Control an Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Orange County Academy of Sciences and Arts

CDS code:

30103060134056

Link to the LCAP:
(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(**NOTE:** *This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

As reflected in our 2019-20 LCAP, federal funds will be used for the following purposes:

- Purchase and train staff to implement reading intervention programs in the classroom
- Purchase and train Education Specialists and other support staff to use intervention programs for math remediation
- Provide Professional Development to teachers to support differentiated instruction in the classroom, inclusive of EL strategies
- Purchase and train staff to implement Social-Emotional Learning curriculum school-wide
- Hire additional staffing to meet the learning needs of our students with disabilities through training and direct services to students

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP goals thoroughly align with ESSA regulations. We have designed these goals to meet the learning needs of all students, thereby incorporating students who are inherently at-risk as well as the general student population. The 2019-20 LCAP goals are focused on three key areas:

- Improved instruction through differentiation
- Improved instruction in Special Education
- Improved school-wide positive behavior, resulting in students remaining in the classroom instead of being removed for disciplinary reasons, thereby providing them with the same access to the curriculum as other students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

As a charter school, we enroll students who choose to attend our school. We do not select school attendance for our students. However, the poverty criteria for our students is those who qualify or free/reduced lunch.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All of the teachers at our school have at least two years of teaching experience prior to being hired to teach at OCASA. Teachers are evaluated three times a year to assess their performance and ensure that they are effective in the classroom. All teachers currently hold valid credentials and are CLAD certified.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our families are active participants in the education of their students. We hold conferences each semester, hold monthly parent nights, send out weekly newsletters, and conference with them as needed. These meetings can include the general education teacher, the special education staff, and administration as needed. All of this information is communicated through the use of our Parent Portal and can be translated into any language that is required by the family.

When a family requires a translator in order to participate, we ensure that we provide one for the family meeting.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have an Assistant Principal who is directly responsible for monitoring attendance at our school. She reaches out directly to those families when there are concerns about attendance or performance in the classroom.

As a charter school, we reach out to the community and hold Parent Information Meetings in order to educate families about our school. We also provide school tours in order to provide information to interested families. As a school of choice, families must choose to attend our school.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

OCASA has a Homeless Liaison. Our Homeless Liaison has received training and is responsible for coordinating services under the McKinney-Vento Homeless Assistance Act. We currently do not have any homeless students.

Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

> (A) through coordination with institutions of higher education, employers, and other local partners; and

> (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our middle school students are active participants in their education. The curriculum provides for the opportunity to begin planning for high school and college. Students meet weekly with mentors who provide direction as students create goals for their future. Our students will have identified educational goals upon entering high school after promoting from OCASA.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

> (A) assist schools in identifying and serving gifted and talented students; and

> (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

    (A) LEA; and

    (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All of our teaching staff participates in regular professional development (at least bi-weekly), both on campus and off-site as requested by the teaching staff. These professional development sessions target specific needs on our campus, as reflected in our LCAP.

Teachers have the ability to self-select other professional development as they determine how they would like to improve their practice school-wide and in the classroom.

All of our teaching staff have valid credentials. Two of our teachers for the 2019-20 school year will be participating in an induction program of their choice over the next two years in order to clear their credentials. All other teachers hold clear credentials.

OCASA's Principal holds an administrative credential, which will be clear by the end of the 2019-20 school year. We are in the process of hiring an Assistant Principal for the 2019-20 school year and

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Differentiation in order to support the learning needs of all students is a targeted goal in our LCAP document. This differentiated practice will ensure that students described under Section 1111(d) and 1124c are accessing the curriculum according to their needs, with the goal that they will be able to score at Standard Met/Exceeded on standardized assessments.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers and administrators will regularly review standardized assessment data throughout to year as well as formal/informal assessments in the classroom in order to design/differentiate curriculum to meet the learning needs of our students. In addition, teachers and families create an Individualized Learning Plan for each student at our school and meet with the families twice per year to update and personalize the plan for each student.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Orange County Academy of Sciences & Arts
CDS code:	30-10306-0134056
LEA contact information:	Kapil Mathur, (949) 269-3291, kcmathur@ocasacharter.org
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF funds	$ 2,971,940
LCFF supplemental & concentration grants	$ 87,346
All other state funds	$ 391,650
All local funds	$ 604,152
All federal funds	$ 62,910
Total Projected Revenue	$ 4,030,652

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures	$ 3,970,237
Total Budgeted Expenditures in LCAP	$ 659,027
Total Budgeted Expenditures for High Needs Students in LCAP	$ 87,346
Expenditures not in the LCAP	$ 3,311,210

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 87,346
Estimated Actual Expenditures for High Needs Students in LCAP	$ 87,346

Not for Inclusion with the Template

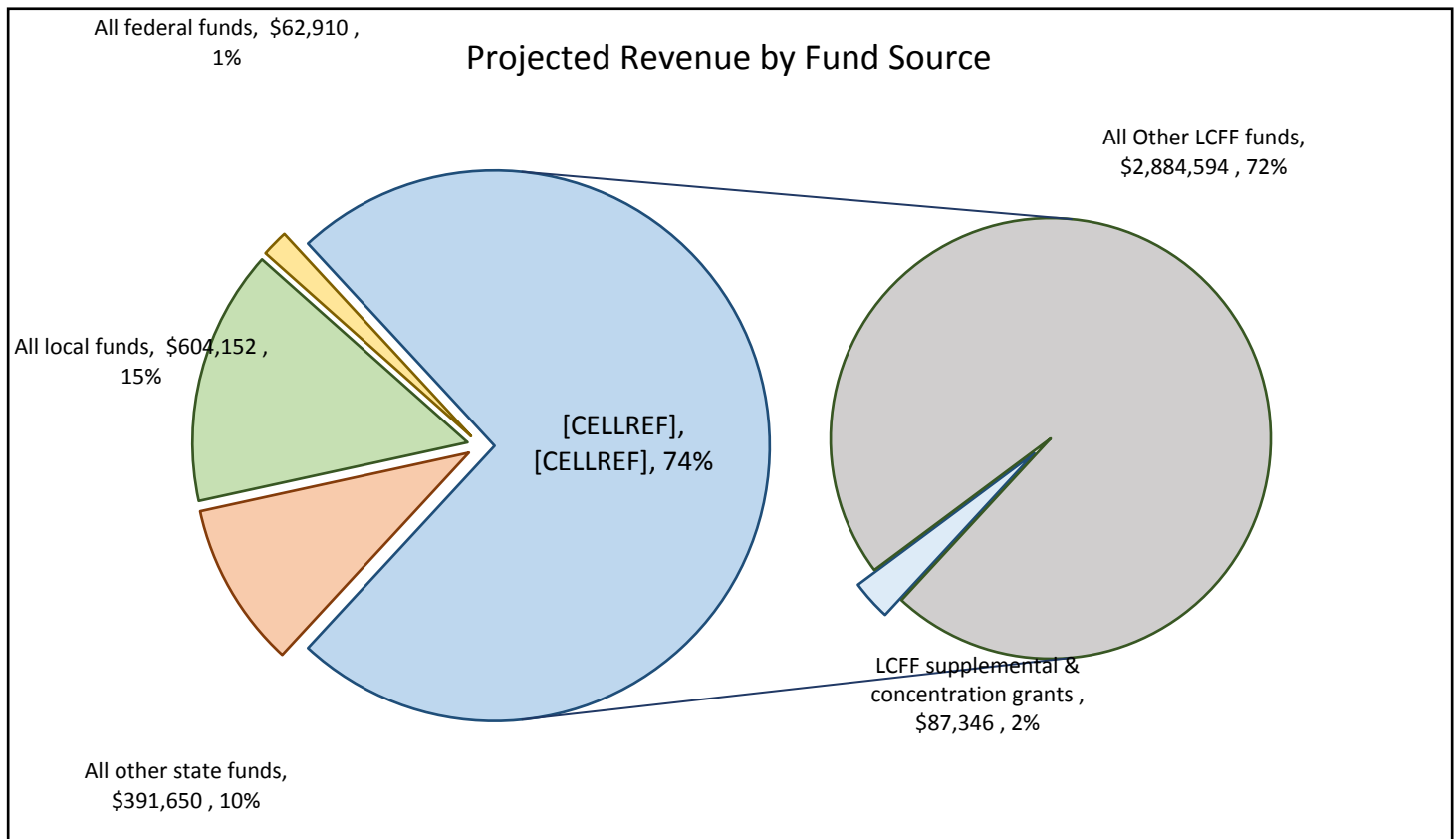**LCFF Budget Overview for Parents:** Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Please see budget for the 2019-20 school year.
A prompt may display based on information provided in the Data Input tab.	Students with high needs will be served with the following actions: Improve School-Wide Positive Behavior (Unchanged Goal #1); Improved differentiation to ensure each student is achieving at his/her academic level, resulting in in increased Academic Rigor (Unchanged Goal #2); Increased Professional Development focused on how best to serve our students in Special Education, resulting in improved academic performance (Unchanged Goal #3)
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County Academy of Sciences & Arts

CDS Code: 30-10306-0134056

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kapil Mathur, (949) 269-3291, kcmathur@ocasacharter.org

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $62,910 , 1%

All Other LCFF funds, $2,884,594 , 72%

All local funds, $604,152 , 15%

[CELLREF], [CELLREF], 74%

LCFF supplemental & concentration grants , $87,346 , 2%
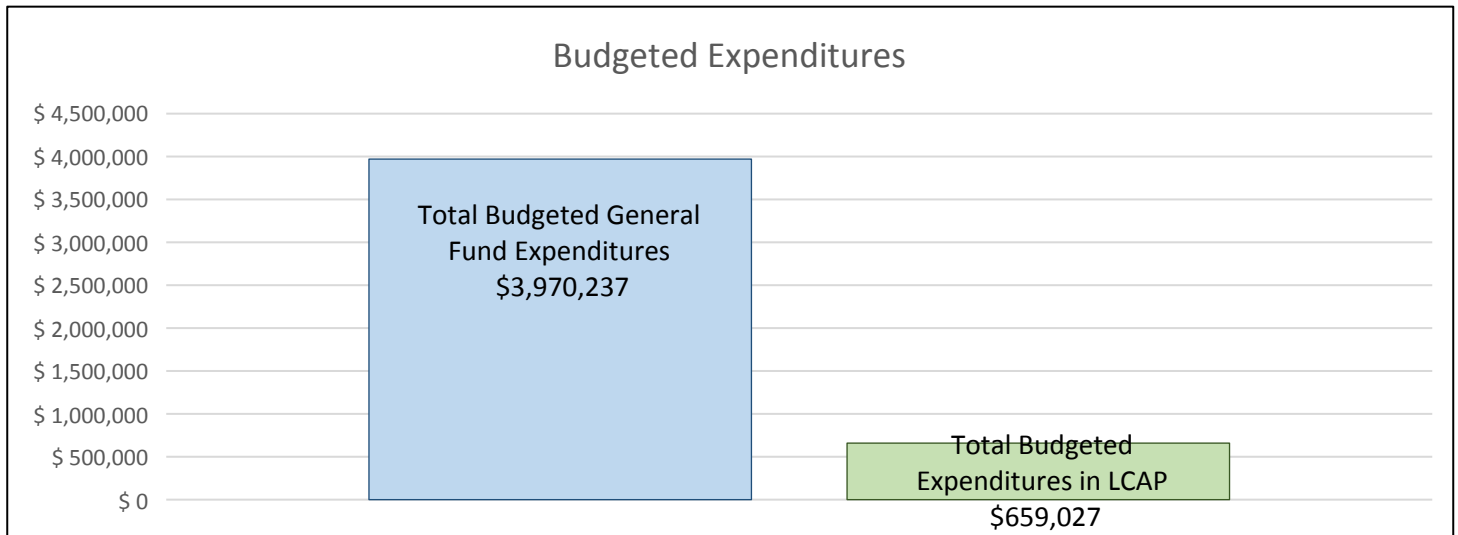
All other state funds, $391,650 , 10%

This chart shows the total general purpose revenue Orange County Academy of Sciences & Arts expects to receive in the coming year from all sources.

The total revenue projected for Orange County Academy of Sciences & Arts is $4,030,652.00, of which $2,971,940.00 is Local Control Funding Formula (LCFF), $391,650.00 is other state funds, $604,152.00 is local funds, and $62,910.00 is federal funds. Of the $2,971,940.00 in LCFF Funds, $87,346.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures

This chart provides a quick summary of how much Orange County Academy of Sciences & Arts plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Orange County Academy of Sciences & Arts plans to spend $3,970,237.00 for the 2019-20 school year. Of that amount, $659,027.00 is tied to actions/services in the LCAP and $3,311,210.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
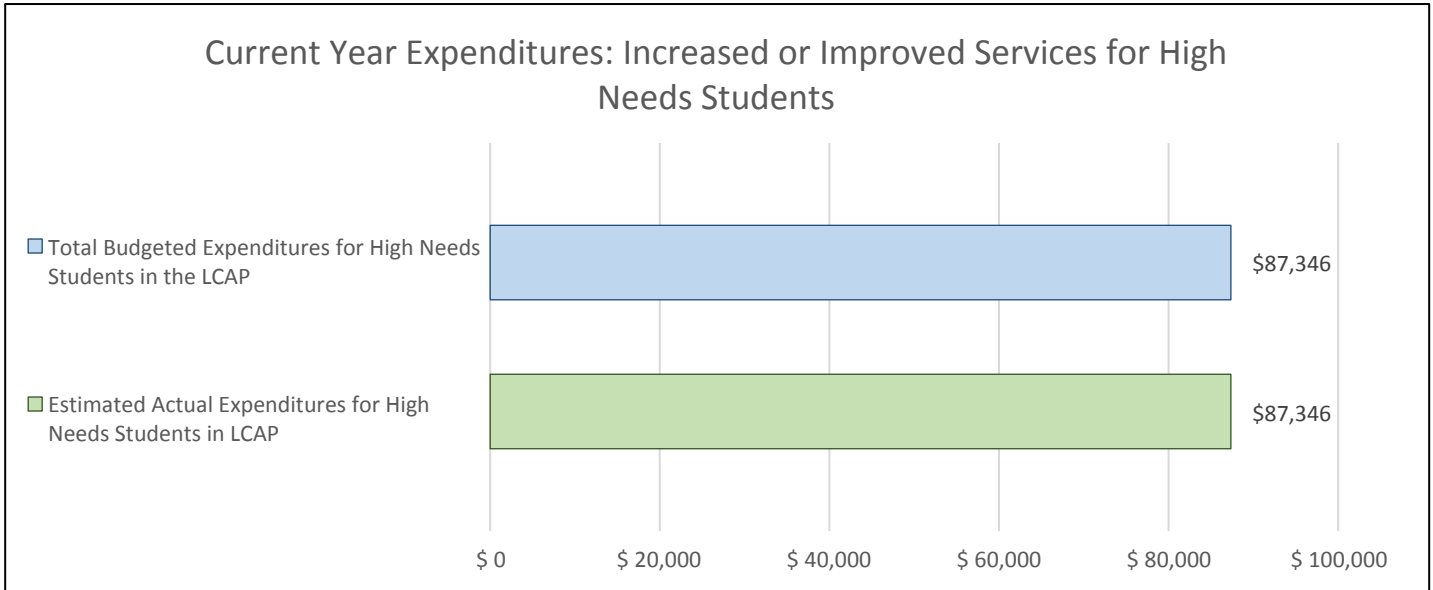
Please see budget for the 2019-20 school year.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Orange County Academy of Sciences & Arts is projecting it will receive $87,346.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County Academy of Sciences & Arts must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Orange County Academy of Sciences & Arts plans to spend $87,346.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High
Needs Students

☐ Total Budgeted Expenditures for High Needs
Students in the LCAP $87,346

☐ Estimated Actual Expenditures for High
Needs Students in LCAP $87,346

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000

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

In 2018-19, Orange County Academy of Sciences & Arts's LCAP budgeted $87,346.00 for planned actions to increase or improve services for high needs students. Orange County Academy of Sciences & Arts estimates that it will actually spend $87,346.00 for actions to increase or improve services for high needs students in 2018-19.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

• **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

• **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5* (*5 CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.

• **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.

• **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

LCFF Budget Overview for Parents Data Entry Instructions

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming LCAP Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

• **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

• **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

• **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.

• **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

• **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.