



Bay Area Technology School

"It's going to be a great day at BayTech!"



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bay Area Technology School

CDS Code: 01 61259 0106906

School Year: 2023-24

LEA contact information:

Seth Feldman

Executive Director/Principal

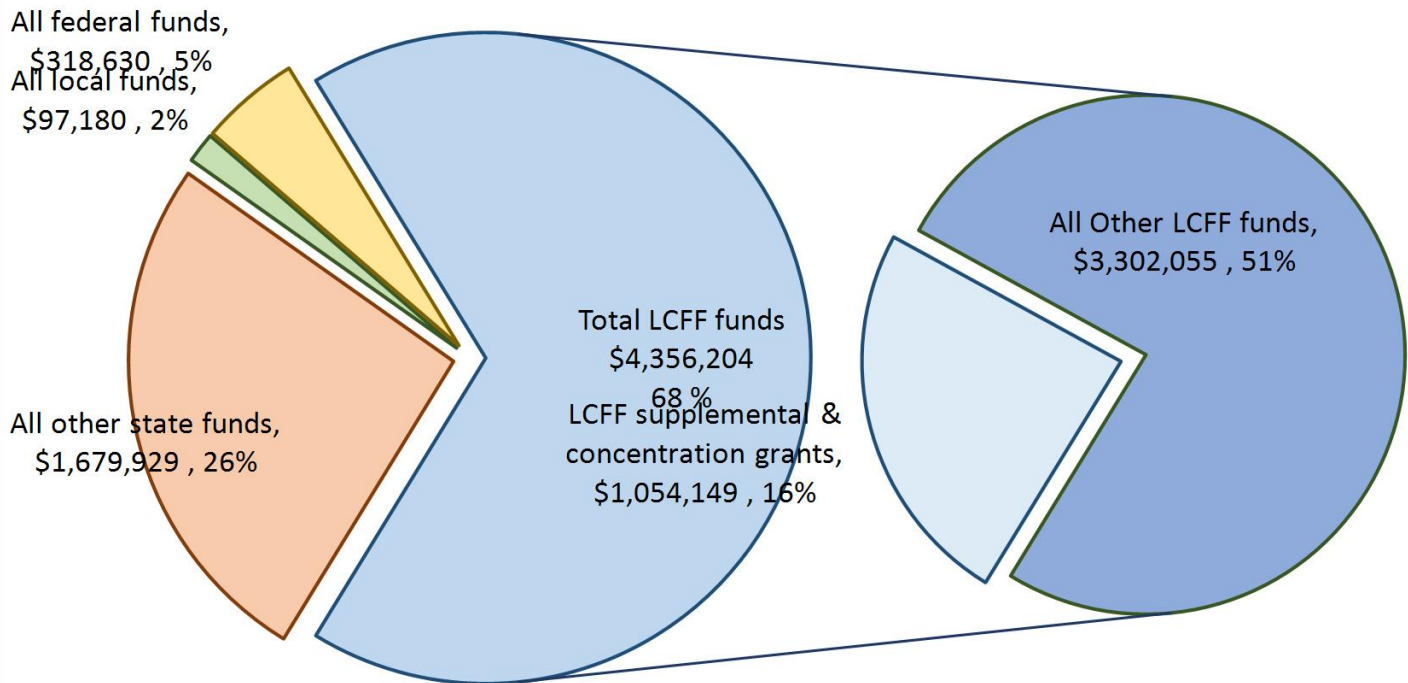
sfeldman@baytechschool.org

(510) 382-9932

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 2023-24 School Year

Projected Revenue by Fund Source

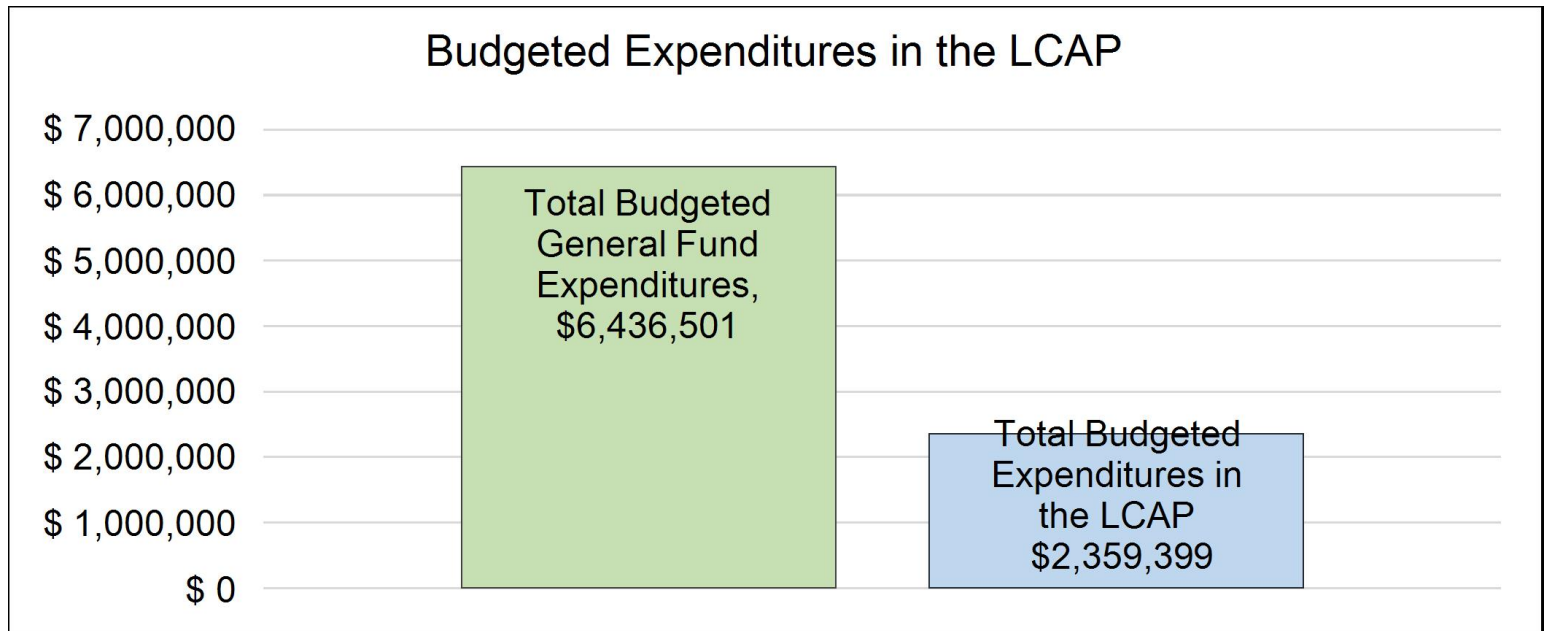


This chart shows the total general purpose revenue Bay Area Technology School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bay Area Technology School is \$6,451,943, of which \$4,356,204 is Local Control Funding Formula (LCFF), \$1,679,929 is other state funds, \$97,180 is local funds, and \$318,630 is federal funds. Of the \$4,356,204 in LCFF Funds, \$1,054,149 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bay Area Technology School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bay Area Technology School plans to spend \$6,436,501 for the 2023-24 school year. Of that amount, \$2,359,399 is tied to actions/services in the LCAP and \$4,077,102 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

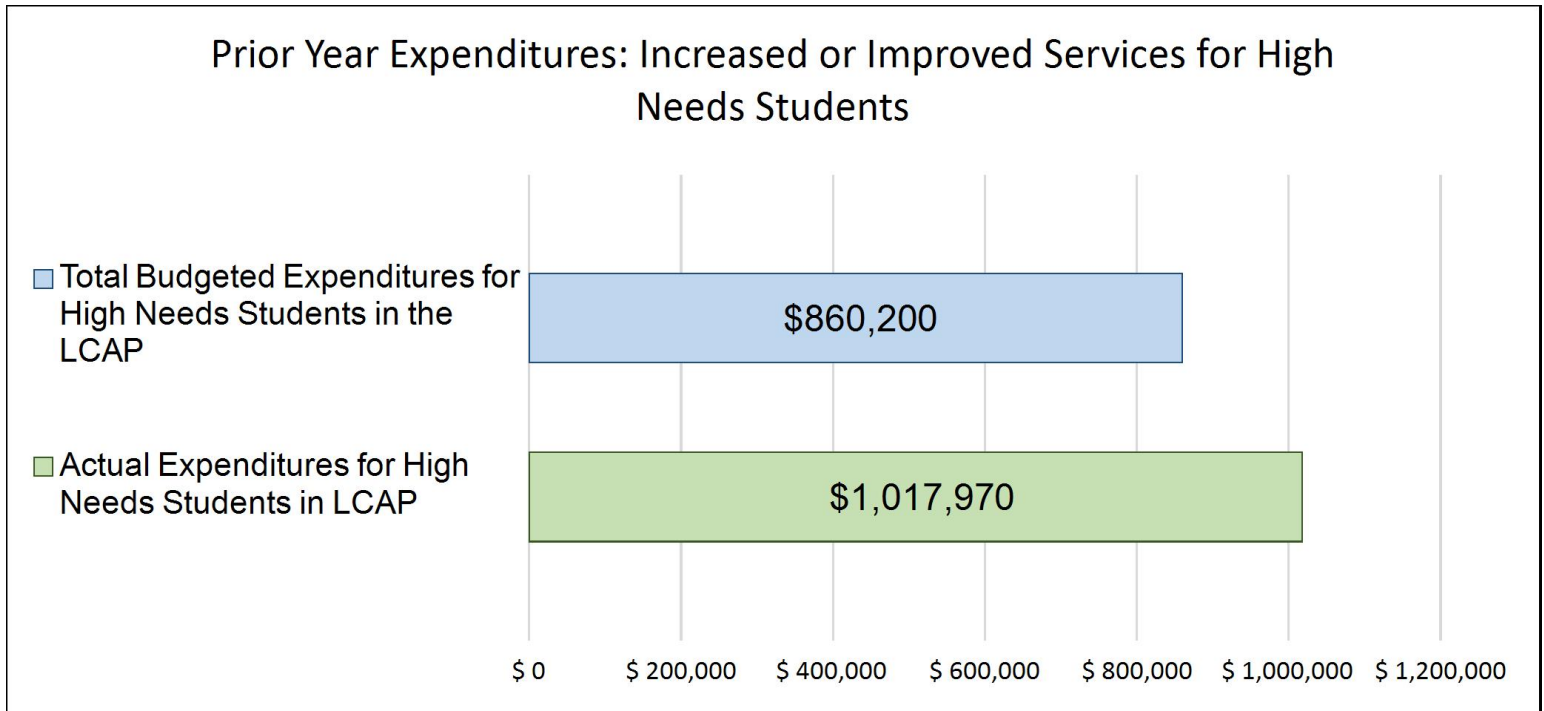
Rent, Special Education services, general teacher salaries, nutrition program, after school and summer program expenses, business, legal, and oversight expenses, equipment leases, and insurance costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bay Area Technology School is projecting it will receive \$1,054,149 based on the enrollment of foster youth, English learner, and low-income students. Bay Area Technology School must describe how it intends to increase or improve services for high needs students in the LCAP. Bay Area Technology School plans to spend \$1,068,876 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Bay Area Technology School's LCAP budgeted \$860,200 for planned actions to increase or improve services for high needs students. Bay Area Technology School actually spent \$1,017,970 for actions to increase or improve services for high needs students in 2022-23.



Bay Area Technology School

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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bay Area Technology School	Seth Feldman Executive Director/Principal	sfeldman@baytechschool.org (510) 382-9932

Plan Summary [2023-24]

General Information

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

Bay Area Technology School (BayTech) is an independent public charter school serving grades 6-12, located on the OUSD King Estate campus in East Oakland. The school opened in the Fall of 2004 with 78 students and has grown to serve approximately 350 students. In 2022-23 the school served 349 students with diverse needs and backgrounds: approximately 84% of students are Socioeconomically Disadvantaged; 5% are Homeless; 26% are English Learners; and 16% qualify for special education services. Approximately, 65% of students identify as being Hispanic or Latino, 25% as African American, 1% as Asian, 1% as White, and 3% as Two or More Races.

Our mission is to infuse assistive technology throughout our school curriculum to provide a personalized educational experience for every student to be college and career ready. BayTech is a small close-knit community providing students with a personalized education. We emphasize open communication between our teachers and parents & families to support students and share in their success. Students can graduate from BayTech with college credits and will have completed the UC A-G Admission Requirements.

On September 28, 2022, multiple gunmen entered the King Estates campus, where our school is co-located with two other schools, and opened fire resulting in injuries to six people and one death. BayTech staff were injured in the the shooting, but fortunately none fatally. No students were injured or killed in the shooting. The school entered a lockdown protocol, until the authorities came and evacuated students

and staff to a safe location off-campus where students were reunited with their families. The campus was closed for some time as the school community processed the tragedy. Counseling for staff and students was made available. Before reopening, the school held meetings with families and staff to hear what they needed to return to campus and feel safe. The school made changes to drop-off and pick-up procedures, campus/classroom access, and security staffing based on feedback. Students returned to a normal schedule after these changes were in place with mental health support for students being the topmost priority.

BayTech has purchased the historic Palace Theater in the east Oakland, San Antonio neighborhood, and plans to renovate the building to create highly unique and personalized learning space for BayTech's students, providing a new opportunity for implementing its educational programming. A three-story renovation of the building is planned to include a gymnasium, lobby areas, several classrooms and administrative offices while retaining much of the building's historic architecture. The renovation is planned to be complete, so that the campus will be ready for students during the 2024-25 school year. The new dedicated campus space will enhance student security and sense of belonging.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Bay Area Technology School which is the Schoolwide Program; herein referred to as the LCAP. This plan also serves as the CSI plan for Bay Area Technology School. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Provide rigorous instruction customized to challenge and meet the needs of all students in order to prepare them with 21st Century college and career ready skills; Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement; Provide attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, English learners, students with disabilities, socioeconomically disadvantaged, homeless, Hispanic, and African American student subgroups were in the lowest status level for all but one of the state indicators. This plan will address ways to improve our school and student outcomes for each of these groups in particular, based on a needs assessment and identification of resource inequities. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

We are incredibly proud of the resilience of our school community in returning to full in-person instruction after the school shooting that occurred early in the school year. The school was able to engage with the entire school community to determine the actions necessary to ensure students, families, and staff felt safe returning to campus. As a result of this, the school has seen an increase in parent participation and involvement, an incredible outpouring of community support, and an intense focus on school safety and compliance for all stakeholders.

Based on our reflections on the 2022 CA Dashboard we have identified the following successes:

English Learner progress is at the high level with 55.7% of English learners progressing at least one level on the ELPAC or maintaining at the highest level. We attribute this success to our personalized learning model that meets students where they are and provides tailored instruction and adaptive resources to provide instruction at each child's level.

The 4-year cohort graduation rate is at the high status level with a 93.3% graduation rate. This is a notable success because this 4-year cohort persevered with school attendance through the pandemic, during a time when many disadvantaged youth stopped attending school. We attribute this success to the strong sense of community fostered by the small school environment and consistent outreach during distance learning to ensure students maintained their connection to the school. Additionally, as a part of its recovery from the pandemic school closures, BayTech has budgeted a full-time college and career (academic) counselor to support students through BayTech's college/career course of study. Students begin to meet with the counselor in their 8th-grade year at BayTech. This initial meeting is intended to review the student's readiness for High School and to preview the steps needed to complete a 4-year High School plan. The current academic counselor is working with all high school students to design individualized academic schedules and plans. Students are informed throughout the High School years of their graduation status and provided information to recover credits, as necessary. BayTech offers a full summer school schedule with three-three week sessions to ensure that all students who complete their Senior year of High School at BayTech are A-G compliant. Students and parents are notified of updated academic grade status through progress reports which are sent out each 6-week period and correlates with our scheduled time for parent-teacher conferences held three times, every 5-6 weeks, each semester for all students. Additionally, parents are notified when a student is in danger of failing a class and a conference is then requested by the school involving the student, parent and teacher of any classes in which the student is failing. Parents can always request to see their student's teacher at any time without a failing grade necessitating the meeting. Parents also receive a report card at the end of each semester. Teachers collaborate each week to ensure that best practices are shared and student learning outcomes are met. Students, administrators, teachers, and parents have access to AERIES which provides immediate and up-to-date access to assignments and grades.

Also, BayTech has had a significant number of graduates in both 2021 and 2022 who were accepted to four-year universities including the University of California (Berkeley, Davis, UCLA, Santa Cruz, Santa Barbara, and others) as well as CA State Universities (SF, Sacramento, San Jose, East Bay, Northridge, Humboldt, Chico, etc.), and private colleges such as the University of Southern California, University of New Mexico, Oregon Tech, Central Washington University, Dominican University, Washington State University, and other elite universities and HBCUs.

We will continue these practices next year to ensure continued success in these areas.

All local indicators on the CA Dashboard reported "Standard Met."

Reflections: Identified Need

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

Based on the 2022 CA Dashboard, we have identified the following areas of need:

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, English learners, students with disabilities, socioeconomically disadvantaged, homeless, Hispanic, and African American student subgroups were in the lowest status level for all but one of the state indicators. Our needs assessment found there to be no resource inequities between student groups. The needs assessment found that chronic absenteeism, students coming to BayTech three or more years below grade level from other schools, and learning loss during the pandemic are the root causes of low academic achievement in 2021-22. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

The chronic absence rate was very high at 34.6% in 2021-22 due to the need for students to quarantine if exposed to COVID-19 and overall high rates of illness in the community. There has continued to be high rates of illness this year with students and families falling ill with the flu, RSV, and/or COVID. Moving forward, BayTech plans to allocate more resources towards supporting increased attendance. When a student is in danger of becoming chronically absent, designated staff will schedule a home visit to provide support and check on the well being of our student. In some cases Oakland Police dept is also asked to do a health and wellness visit to the student's home. During distance learning due to the pandemic, BayTech completed at least two home visits per family. Since the return to in-person learning, BayTech has found that there is still an overwhelming need to complete home visits to ensure that students and families have the support needed to come to school.

The suspension rate also points to an area of need at 7.6% and a high status level on the 2022 CA Dashboard. BayTech Suspension rates are decreasing for the current school year due to the significant work of the BayTech staff to take a more proactive approach to discipline responses. Staff are active supervisors and use strategies that defuse behaviors that could alternatively become escalated. BayTech provides behavior reminders via standardized posters that explain the BayTech behavior expectations, positive discipline chart, and BayTech choice reminders throughout the learning spaces and school. Incoming new Middle School students participate in a Summer SOAR (Student Orientation, Advising and Resources) to introduce incoming students to the behavior expectations and school norms. At home suspension is considered a last resort to respond to the behavior of students. If appropriate, the Dean of Students or Principal will assign in-school suspension as a consequence rather than out of school suspension. Increased mental health support, detention, counseling, conflict mediation, and other proactive responses are implemented in order to decrease the need for off campus or out of school suspensions.

The Chronic Absence and Suspension rates needs are specifically addressed by the Goal 2 Attendance Initiatives action and the following Goal 3 actions: Daily Anchoring Program, Social Emotional Support, and Tier 1 SEL and Behavioral Supports.

English Language Arts achievement is an area of need at the low status level with students scoring on average 65.5 points below standard. Mathematics achievement is also an area of need at the very low status level with students scoring on average 131.5 points below standard. The vast majority of our students enter decidedly below grade level, many with reading and math computational scores below the 3rd-grade level. Currently, students identified as performing at three more levels below grade level in reading and/or in math are enrolled in both regular Math and English Language Arts courses and in Math Enrichment and/or ELA Advancement support classes as part of their regular schedule. The Humanities and Reading class in Middle School was created to help accelerate the skills of students who are reading several levels below grade level. Designed to be a class of no more than 8 students, students are afforded more attention in a small group setting to focus on mastering ELA standards and any gaps they have in ELA. Students boost their learning by focusing on reading strategies, spelling, and writing skills. Additionally, teachers offer academic support and tutoring after school five days per week (Monday through Friday) and offer office hours through out the day to support struggling students with one or more failing course grades. Yup tutoring is provided for all BayTech students to need additional support in Math. BayTech is currently using CPM for Middle School and High School Mathematics with supplemental materials such as “All things Algebra” to meet learning goals and standards. Students who have shown exceptional testing scores in 7th grade are enrolled in a 9th-grade Algebra 1 class during their 8th-grade year. In this way, BayTech truly meets students where they are, whether below or above grade level and provides growth opportunities for all students.

Our educational approach is based on the integration of assistive technology to provide a personalized educational experience for every student to be college and career ready. The technology aspect of our school highlights our utilization of adaptive technology to assist students in personalized learning. Utilizing adaptive technology including i-Ready and IXL students receive educational support in the areas of reading and math personalized to their academic level. Teachers participate in regularly scheduled department meetings to discuss curriculum and instruction. Teachers are spending time in these department meetings ensuring that curriculum is vertically aligned across grade levels. Teachers are also working together across departments to ensure that English Language Arts standards are addressed consistently across the content areas. The academic achievement needs are specifically addressed through the combination of all Goal 1 actions.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2023-24 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program and adaptive online resources, in conjunction with a comprehensive assessment system. We will provide enrichment opportunities for our students. We will use the results of assessments to inform our Multi-Tier System of Support, including specialized instructional resources, small-group and one-on-one instruction and additional tutoring. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our

students with IEPs. We will provide a comprehensive college preparatory program and supports for our students. Teachers will be supported through professional development to implement our curriculum and instructional model. In terms of student and family engagement Goal 2), we will implement attendance initiatives, Parent Education and Engagement events, frequent communication, and an extensive program of student activities. Students and families will experience a positive school climate (Goal 3) where students are supported in Social Emotional Learning, mental health and behavior supports, as well as a clean and safe environment.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Bay Area Technology School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Educational Partner engagement has been critical to the work at BayTech this year.

The Advocacy and Community Engagement group serves the function of a SSC and ELAC and meets at least four times each year. Parents (including parents of English Learners and students with disabilities), classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The 2023-24 LCAP was reviewed at the April 27, 2023 meeting. The teachers, staff, students and parents also participate in an annual survey, administered in March 2023, which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year at staff meetings and individual meetings. The decisions will take into account the needs of Bay Area Technology School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as iReady, cumulative assessments, and attendance and student demographic data to include the significant subgroups. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Students provide feedback in classroom meetings, through the student council and through Spring 2023 student surveys.

The following community groups also provide feedback on school plans: UC Berkeley, Families in Action, and Higher Ground

Leadership team considered all input, summarized it by group, and ensured that trends from input of each group are addressed in the plan. A public hearing was held on 5/1/23 and the board adopted the plan at a public meeting on 6/12/23.

A summary of the feedback provided by specific educational partners.

Parents:

Parents express that communication through Parent Square is very helpful. Communication almost daily about community events, school events, school policies and procedures. Parents feel that they are involved and are able to comment or call the office about the messages. Parents appreciate the continued availability of tutoring, after school tutoring, and Saturday school. Parents are very appreciative of the additional school security procedures and staffing that has been implemented this year. They like the small school community that allows all staff to know their child. They would like to see more opportunities for students to get college credits while enrolled in high school.

Teachers/other staff:

Teachers and staff express appreciation for the community feel of the school and everyone coming to work and students coming to school this year. They do not express any needs. 75% of teachers agreed with this statement of the March staff survey, "I receive enough support

and resources to meet the unique challenges of this school year from my charter." 88% agreed "Students at my school have the support and resources they need to be successful with their learning."

Special Education Administrator noted the increase in Special Education students from OUSD schools whose needs are now being met at BayTech.

Students:

BayTech students stated they wanted more activities at the school to promote togetherness and more athletic options.

Mixed Groups:

The Advocacy and Community Engagement is in tune with the rest of the parent group. They appreciate the school for the things they are doing especially around the communication and security pieces. The group loves that the administration has spent money toward tutoring for students.

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

Parents:

We have included in the budget to continue to provide tutoring, afterschool tutoring, and Saturday school.

Students:

BayTech students stated they wanted more activities at the school to promote togetherness. We have implemented middle school and high school pep rallies as a result of their feedback and will continue with these activities next year. They also wanted more sports and we are continuously increasing the sports teams available for students.

Mixed Groups:

BayTech plans on continuing working with Parent Square and Aeries to continue to support parent communication.

Goals and Actions

Goal

Goal #	Description
1	Provide rigorous instruction customized to challenge and meet the needs of all students in order to prepare them with 21st Century college and career ready skills.

An explanation of why the LEA has developed this goal.

English Language Arts achievement is an area of need at the low status level with students scoring on average 65.5 points below standard. Mathematics achievement is also an area of need at the very low status level with students scoring on average 131.5 points below standard. The vast majority of our students enter decidedly below grade level, many with reading and math computational scores below the 3rd-grade level. We believe that as we continue to provide fully credentialed teachers who are supported through consistent professional development on curriculum and instruction, that the rigor of classroom instruction will continue increase. We believe that by providing students with high quality curricular resources, English Language Development, a Multi-Tiered System of Support, Adaptive Online Resources, a College Preparatory program, and a broad course of study, we can reach our goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately placed (CCTC)	100%	Teacher credentialing and assignment data release delayed by CDE	72% Data Year: 2020-21 Data Source: DataQuest		100%
% of student access to Standards Based Instructional Materials for use at home and at school(SARC)	100%	100%	100% Data Year: 2022-23 Data Source: SARC		100%
% of students meeting growth targets on	Winter 2020-21 data:	2021-22 Grade-Reading/Math	Reading 62% met growth target		All students on grade level will grow one

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady math and reading tests (6-12)	Grade-Reading/Math 6 49% 34% 7 53% 49% 8 35% 46% 9 29% 39% 10 16% 12% 11 6% 6% 12 20% 19%	6 52% 44% 7 58% 84% 8 50% 79% Reading BOY % at grade level/EOY % at grade level 9 13%/18% 10 13%/23% 11 21%/39% 12 4%/12% Math BOY % at grade level/EOY % at grade level 9 15%/28% 10 11%/29% 11 17%/17% 12 4%/8%	Math 73% met growth target Grade-Reading/Math 6 52%/59% 7 71%/80% 8 63%/78% Reading BOY % at grade level/EOY % at grade level 9 13%/16% 10 6%/8% 11 17%/19% 12 20%/7% Math BOY % at grade level/EOY % at grade level 9 19%/35% 10 17%/37% 11 2%/6% 12 8%/8% Data Year: 2022-23 Data Source: iReady Growth Report		grade level per year. All students below grade level will grow two grade levels per year.
% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all subgroups	2018-19 SBAC: ELA % met/exceeded standard All Students: 22.4 SED: 20.8	Students did not test in 2021	ELA % met/exceeded standards: All Students: 23.4% EL: 7.7% SED: 20.2%		ELA % met/exceeded standard All Students: 28.4% SED: 25.2% EL: 12.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 0 Black or African American: 15.4 Hispanic: 24.5 Math % met/exceeded standard All students: 11.4 SED: 12.8 EL: 2.9 Black or African American: 13.7 Hispanic: 10 2019-20 CAASPP testing cancelled		SWD: 9.4% Black or African American: 23.1% Hispanic or Latino: 21.3% Math % met/exceeded standards: All Students: 9.1% EL: 1.9% SED: 7.8% SWD: 3.1% Black or African American: 1.9% Hispanic or Latino: 10.2% Data Year: 2021-22 Data Source: DataQuest		Black or African American: 28.1% Hispanic: 26.3% Math % met/exceeded standard All students: 14.1% SED: 12.8% EL: 6.9% Black or African American: 6.9% Hispanic: 15.2%
% meeting or exceeding standards on CAST	2018-19 11.25% Meeting or Exceeding standards	Students did not test in 2021	All Students: 4.1% EL: 0% SED: 3.9% Black or African American: 5.6% Hispanic: 2.0% Data Year: 2021-22 Data Source: DataQuest		50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of graduates meeting UC/CSU entrance requirements	2019-20 4-Yr Cohort Graduates: 85% satisfied UC/CSU entrance requirements	100% Data Year: 2020-21 Data Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	All Students: 89.3% SED: 88.0% Hispanic: 94.4% Data Year: 2021-22 Data Source: DataQuest Four-Year Adjusted Cohort Graduation Rate		100%
% of students college ready as assessed by EAP/CAASPP	2018-19: ELA: 19.23% Ready or Conditionally Ready 34.62% Not Yet Ready 46.15% Not Ready Math: 7.69% Ready or Conditionally Ready 11.54% Not Yet Ready 80.77% Not Ready	Students did not test in 2021	ELA: 34.8% Ready or Conditionally Ready 34.8% Not Yet Ready 30.4% Not Ready Math: 13.1% Ready or Conditionally Ready 4.4% Not Yet Ready 82.6% Not Ready Data Year: 2021-22 Data Source: DataQuest		ELA: 60% Math: 50%
% of AP exam participants scoring a 3 or higher	Baseline 0	0	0		N/A We encourage students to pursue dual enrollment options.
% enrollment in courses required by the state for middle and high school	100%	100%	100% Data Year: 2022-23 Data Source: SIS Enrollment Data		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students participating in dual enrollment courses	Baseline 19-20 10%	2021-22 3% Source: SIS Enrollment Data	2 students Data Year: 2022-23 Data Source: SIS enrollment records		25%
% of EL Students improving at least one level on ELPAC (Dashboard ELPI)	2018-19: 48.8%	ELPI not produced by CDE in 2021 due to the pandemic	55.7% - High Data Year: 2021-22 Data Source: CA Dashboard		77%
EL Reclassification rate	2018-19: 6.2% 2019-20: 0%	2020-21: 1.8%	2021-22 Data not yet available		15%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum & Instruction	<p>Bay Area Technology will provide standards-aligned curriculum and instructional materials to all students to ensure each student has access to a rigorous curriculum that provides the knowledge and skills to become college and career ready.</p> <p>Instructional strategies</p> <ul style="list-style-type: none"> School-wide Reading for Comprehension Program, focusing on common strategies across teachers Google Classroom 	\$10,000.00	No
1.2	English Language Development	BayTech provides a structured English Immersion program for English learners. Teachers provide Integrated ELD in core classes and students receive explicit instruction in English language development	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills through the Advanced Reading class.</p> <p>All teachers are provided Professional Development on Language acquisition strategies. AVID Excel techniques will be used school-wide to accelerate language acquisition.</p>		
1.3	Multi-Tiered System of Support	<p>BayTech provides a robust multi-tiered system of supports for students based on i-Ready reading and math assessment results and students grades. The school provides the supports listed below for all students, and for the specific benefit of English learners, socioeconomically disadvantaged students, and Foster Youth.</p> <ul style="list-style-type: none"> • Tutoring after school for 6th-9th graders (ASES) • Tutoring through YUP, an online math tutoring program available 24 hours a day/seven days a week. • Partnership with UC Berkeley to provide tutors for students during and after school, as well as on Saturdays. • Saturday School provides additional academic support biweekly with two or more teachers. • Teachers offer office hours for students to receive additional assistance on assignments. • Daily interactive reading period to accelerate reading fluency and comprehension. • Eagle period has a small group of students supported by a teacher utilizing adaptive technology for personalized instruction • Teacher aides provide lower teacher to student ratios • Advanced Reading class for reading acceleration for students who score far below grade level in reading 	\$694,757.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Adaptive Online Resources	Our educational approach is based on the integration of assistive technology to provide a personalized educational experience for every student to be college and career ready. The technology aspect of our school highlights our utilization of adaptive technology to assist students in personalized learning. Utilizing adaptive technology including IReady and IXL students receive educational support in the areas of reading and math personalized to their academic level. This use of technology increases services to Low Income, English Learners, Foster Youth by maximizing academic growth.	\$72,433.00	Yes
1.5	College Preparatory Program	<p>Bay Area Technology provides a high-quality college preparatory program with the necessary supports to ensure our Low Income, English Learners, Foster and Homeless Youth develop the mindset of college-going students and have the support they need to become college ready.</p> <p>BayTech provides a full-time college and career (academic) counselor to support students through BayTech's college/career course of study. Students begin to meet with the counselor in their 8th-grade year at BayTech. This initial meeting is intended to review the student's readiness for High School and to preview the steps needed to complete a 4-year High School plan. The current academic counselor is working with all high school students to design individualized academic schedules and plans. Students are informed throughout the High School years of their graduation status and provided information to recover credits, as necessary. BayTech offers a full summer school schedule with three-three week sessions to ensure that all students who complete their Senior year of High School at BayTech are A-G compliant.</p> <ul style="list-style-type: none"> • College visits or additional enrichment activities St. Mary's, SFSU, Merritt, etc. • Annual College Night • graduation coaching for all 11th/12th graders, individual college/career plans tracking credits and credit recovery 	\$295,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>plans where needed, Academic monitoring and intervention, including Saturday School.</p> <ul style="list-style-type: none"> The Armed Services Vocational Aptitude Battery (ASVAB), a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military is administered annually. 		
1.6	Broad Course of Study	Bay Area Technology will ensure all students are enrolled in a broad course of study that includes Arts, Technology, Leadership, and Health, and Physical Education.	\$96,000.00	No
1.7	P.D. & Coaching	<p>Bay Area Technology will ensure high quality instruction to all students by providing staff professional development and coaching. The BayTech Staff participates in Summer Professional Development that includes internal PD and external PD. Our yearly professional development plan starts in the summer when staff is authorized to request a variety of professional development training opportunities.</p> <p>In addition, the BayTech Staff returns to campus two weeks prior to the start of the semester to ensure that they are prepared for the beginning of the year. As part of this two-week preparation for the new year, BayTech organizes and leads an internal week-long training for all BayTech staff prior to the start of the school year. This training includes an overview of the BayTech employee handbook, mandated reporter training, and SPED support service training while also addressing the mission, vision, software, school culture, and approaches to teaching and learning that are adopted by the BayTech community for the upcoming school year. The employee handbook and safety procedures are complete with expectations and clear responsibilities for staff and are reviewed during this time. The remaining time during the two weeks prior to the start of the year is dedicated to cross-curriculum planning, meetings with administration, lesson, and unit planning time, participation in student orientations,</p>	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and supply pickups for students. During this time teachers will meet with administrators and fellow staff to develop and plan the curriculum to meet teaching styles, state standards, and learner needs. New staff also participate in a 3-day Summer Orientation during this time to fully prepare them for a position at BayTech led by a current BayTech Teacher.</p> <p>Throughout the school year, BayTech provides professional development to teachers on a variety of topics including curriculum implementation, differentiation strategies, AVID strategies to support English learners, and social emotional learning. Bay Tech also provides instructional coaching for teachers and BTSA coaching for new teachers.</p>		

Goal Analysis [2022-23]

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

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

All actions were implemented as planned. BayTech offers a plethora of professional development opportunities for faculty and staff - onsite, offsite, and virtually. This past year teachers attended the AVID Summer Institute along with AP Training Courses for AP U.S. History and AP English Language and Composition. Every teacher uses a shared method of instruction that is included in the weekly lesson plan document per teacher. The shared lesson plans are reviewed and housed in a BayTech Google shared drive. BayTech administration meets with teachers to ensure that each standard is included in each plan and the most advantageous curriculum is implemented.

The College Fair was well-attended and students recently visited Santa Clara University to develop awareness of college opportunities in the greater Bay Area.

A challenge with implementation of our academic program this year was the disruption to instruction caused by the shooting at our school. The school was closed afterwards and then when students returned, the priority was on student mental health and social emotional needs, instead of instruction. The instructional program has returned to full implementation.

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

The differences between budgeted expenditures and estimated actual expenditures can be attributed to the following:

- not needing to purchase additional devices for teachers or curriculum materials for many of our programs.
- increased college counseling costs
- increased teacher and staff time devoted to providing intervention (MTSS) services to students

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

The curriculum and instruction action has been effective at ensuring 100% of students have access to standards-aligned instructional materials for use at home and at school. The broad course of study action has ensured that all students have access and are enrolled in all courses required for middle and high school students.

The English Language Development action was effective as evidenced by 55.7% of English learners advancing a level or maintaining at the highest level on the ELPAC in 2021-22.

The College Preparatory program has been highly effective as evidenced by the 93.3% graduation rate (See Goal 2 metrics) and the 89.3% A-G completion rate for graduates in 2021-22. The College Preparatory program has been less successful with supporting the dual enrollment of our students in college courses this year. The number of students in the dual enrollment courses decreased this year in part due to our return from virtual learning. Students have been reluctant to enroll in dual enrollment college courses as they learn to re-navigate in person instruction. We will continue to encourage our students to enroll in these courses either during the academic calendar year, or during summer enrollment as a way to expand the breadth of course offerings from which our students can choose.

The curriculum and instruction, Multi-Tiered System of Support, Adaptive Online Resources, and professional development actions were not effective in 2021-22 for supporting ELA, Math, or Science achievement, as evidenced by low proficiency rates on the CAASPP assessments. The vast majority of our students enter decidedly below grade level, many with reading and math computational scores below the 3rd-grade level. Currently, students identified as performing at three more levels below grade level in reading and/or in math are enrolled in both regular Math and English Language Arts courses and in Math Enrichment and/or ELA Advancement support classes as part of their regular schedule. The Humanities and Reading class in Middle School was created to help accelerate the skills of students who are reading several levels below grade level. Designed to be a class of no more than 8 students, students are afforded more attention in a small group setting to focus on mastering ELA standards and any gaps they have in ELA. Students boost their learning by focusing on reading strategies, spelling, and writing skills. Additionally, teachers offer academic support and tutoring after school five days per week (Monday through Friday) and offer office hours through out the day to support struggling students with one or more failing course grades. Yup tutoring is provided for all BayTech students to need additional support in Math. BayTech is currently using CPM for Middle School and High School Mathematics with supplemental materials such as “All things Algebra” to meet learning goals and standards. 2022-23 iReady data indicates these actions have been effective this year with 62% of 6th-8th graders meeting growth targets in Reading and 73% meeting Math growth targets. Based on the I-ready assessment results, the school anticipates growth in both math and ELA achievement levels on the 2022-23 CAASPP assessments.

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

The goal and metrics remain unchanged for the coming year. The action descriptions have been updated to better describe how our program has shifted over the last year with staffing changes. The desired outcomes for CAASPP ELA and Math assessments have been adjusted to align with a 5% increase for all students and all numerically significant subgroups from the 2021-22 to the 2022-23 school year.

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

Goals and Actions

Goal

Goal #	Description
2	Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement.

An explanation of why the LEA has developed this goal.

Fostering a strong sense of community has always been a high priority at BayTech. In the aftermath of the shooting on our school campus, it has become even more important. Our students cannot learn if they do not feel safe. We believe that by fostering a strong sense of community through Attendance Initiatives, Parent Engagement, Communication, and Student Engagement we will see increased daily attendance and graduation rate, along with reduced chronic absenteeism and drop out rate. We will also see increased parent participation in school events and decision-making opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation rate (Dashboard)	2019-20: 83.3%	All: 87.1% Af Am: 91.7% Hisp: 84.2% SED: 88.5% Data Year: 2020-21 Data Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	All Students: 93.3% Hispanic: 94.7% SED: 92.6% Data Year: 2021-22 Data Source: CA Dashboard		98%
HS Drop Out Rate	2019-20: 16.7%	All: 9.7% Af Am: 8.3% Hisp: 10.5% SED: 7.7% Data Year: 2020-21 Data Source: DataQuest Four-Year	All: 3.3% Hisp: 0% SED: 3.7% Data Year: 2021-22 Data Source: DataQuest Four-Year		1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Adjusted Cohort Outcome	Adjusted Cohort Outcome		
Attendance rate	2019-20: 96.97%	2021-22: 87.63%	88% Data Year: 2021-22 Data Source: SIS Attendance Report		>96%
Chronic absence rate	2018-19: 14.4%	All Students: 15.9% EL: 20.7% SED: 15.8% SWD: 20.6% African American: 19% Hispanic/Latinx: 13.5% Data Year: 2020-21 Data Source: DataQuest Chronic Absenteeism Rate	All Students: 34.6% EL: 33.3% SED: 36.4% SWD: 43.8% African American: 46% Hispanic/Latino: 31.3% Data Year: 2021-22 Data Source: CA Dashboard		<8%
% of staff trained in use of adopted programs, instructional strategies and communication in virtual and on-site training.	100%	100% Data Year: 2021-22 Data Source: PD agenda and sign-in sheets	100% Data Year: 2022-23 Data Source: PD agenda and sign-in sheets		100%
% of parents participating in parent education events, school events and activities	19-20: 75%	2021-22: 75%	2022-23: 85% Data Source: Sign-in sheets		75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of family engagement events	7 per year	2021-22: 13	2022-23: 20 Data Source: Calendar of Events		12 per year
% of parents involved in school activities (Orientations, Parent Teacher Conferences, Parent Club Meetings)	20-21: 75%	2021-22: 77%	2022-23: 80% Data Source: Parent sign-in sheets		75%
% of Parents involved in decision making (School Site Council, ELAC, Surveys, etc.	20-21 5%	2021-22: 5%	2022-23: 5% Data Source: Parent sign-in sheets		5-10%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Initiatives	<p>Tiered Re-Engagement System</p> <ul style="list-style-type: none"> Award and incentivize attendance and punctuality. Students receive points for reading class in the morning when they arrive on time in dress code. During reading period, principal awards attendance certificates monthly and recognizes on BayTech social media. CARE team calls home when students are absent to ensure they have the supports they need to get to school daily. When students are at-risk of Chronic Absence, parents are invited in for parent conferences. Saturday School 	\$53,283.00	Yes
2.2	Parent Engagement	Bay Area Technology will provide Parent Education and Engagement Events that specifically benefit low income students and English Learners because the parents of these students often do not have	\$142,970.00	Yes

Action #	Title	Description	Total Funds	Contributing
		previous college, institutional knowledge; or technological skills to provide support for their children.		
2.3	Communication	<p>Bay Area Technology will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school.</p> <ul style="list-style-type: none"> • Middle Years newsletter, to support parents of middle school students • Parent meetings for SPED transition from district • Apptegy and Parent Square communication tools (texts, emails, robocalls) • Aeries Parent Portal for communication and online enrollment • Postcards and good news phone calls to communicate when students are doing well • Translation services by office staff • Social Media Rep manages Instagram, Facebook, and Twitter 	\$74,113.00	Yes
2.4	Student Engagement	<p>Bay Area Technology will provide a broad range of enrichment and spirit activities for all students to foster positive school culture and student engagement.</p> <ul style="list-style-type: none"> • Supplemental Transportation for school and school activities • Sports • Clubs • After-school program • Field trips: shows, museums • History months (Black, Hispanic, Middle Eastern, etc.) • Spirit Week • Talent show • Awards ceremonies & Honor roll • Grad Night 	\$100,000.00	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Peer Mentoring program where high school students mentor middle school students 		

Goal Analysis [2022-23]

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

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

BayTech implemented all actions as planned.

Successes

Our school community has become more connected this year as the result of the school shooting in September 2022. Over 400 parents attended the meeting that was held after the shooting both in-person and streamed on Facebook Live. Parents felt heard and supported, and sent their students back to school. The school has made many changes to school procedures to ensure student safety (See Goal 3 analysis), and parents have been very supportive and patient with these new procedures. ParentSquare has worked well as a tool for maintaining regular communication with families. School events like Coffee with the Principal and parent conferences with in-person availability are happening regularly and parents are attending. Over 300 families attended the annual science fair. We were able to hire an additional parent to work at the school, so now there are two parents working to support students on campus. Parents demonstrate their appreciation for BayTech by going to other OUSD schools and recruiting students to come to BayTech next year. They want others to come see all that the school has to offer.

Students are participating in awards ceremony to celebrate attendance, English Language fluency redesignation, and academic achievement. The school is also hosting in partnership with Families in Action an in-person celebration of the Oakland high schools that are preparing over 80% of the African American or Latino students to be college eligible for a 4-year college.

Challenges

In order to maintain student safety, we have had to limit parents' ability to enter the campus. When families do come to campus to attend events, security personnel is increased to ensure adequate protection. We would like to hold additional parent workshops at least once a month and are hoping to receive the Community Schools grant to support this work. Charter renewal is coming up and we will need our parents to come advocate for our school's renewal.

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

The differences between budgeted expenditures and estimated actuals are due to the need to shift resources to address parent and student engagement needs during the fall.

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

The attendance initiatives and student engagement actions were not effective at combatting chronic attendance in 2021-22 due to the COVID-19 pandemic and associated high levels of illness in the community coupled with the need to quarantine in cases of close contact. This year, the pandemic circumstances have improved, but there continued to be high levels of illnesses such as flu and RSV in the community that have kept students home from school. Additionally, due to mental health concerns related to the pandemic coupled with the school shooting, attendance has continued to be difficult for some of our students. We have found that the Home Visits are a useful tool to support with student attendance and plan to provide more home visits next year as soon as a student is in danger of becoming chronically absent.

These actions have been highly effective at increasing the 4-year cohort graduation rate to 93.3% and reducing the high school dropout rate to 3%. This is a huge success considering that we were able to reduce the high school dropout rate during a time when students were disconnected from the school environment due to the pandemic. They may have been absent at high rates, but they did not drop out. The parent engagement and communication actions were effective as evidenced by the large number of events that were hosted by the school and the high percentage of parents participating in these events.

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

There are no changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
3	Provide an attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment.

An explanation of why the LEA has developed this goal.

Fostering a strong sense of community and safety has always been a high priority at BayTech. In the aftermath of the shooting on our school campus, it has become even more important. Our students cannot learn if they do not feel safe. We believe that by fostering a strong sense of community through the Daily Anchoring program, BayTech Bridge Program, social emotional supports, Tier I SEL & Behavioral Supports and Health & Safety actions, we will see increased parent and survey results indicating a strong sense of safety and connectedness, along with reduced suspension rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20: 8.1%	All students: 0.3% EL: 0% SED: 0.3% SWD: 1.4% African American: 0% Hispanic/Latinx: 0.4% Data Year: 2020-21 Data Source: DataQuest Suspension Rate	All students: 7.6% EL: 6.7% SED: 9.2% SWD: 10.0% African American: 15.9% Hispanic/Latinx: 3.8% Data Year: 2021-22 Data Source: DataQuest Suspension Rate		<2%
Expulsion Rate	2019-20: 0.0%	0% schoolwide and for all student groups Data Year: 2020-21	0% schoolwide and for all student groups Data Year: 2021-22		0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest Expulsion Rate	Data Source: DataQuest Expulsion Rate		
Student survey: % of students who feel safe and connected at school	20-21 83% felt connected to friends at school 90% felt connected to staff member(s)	2021-22 93% felt connected to friends at school	2022-23 84% felt connected to friends at school Data Source: Student Survey		100%
Parent Survey: % of parents satisfied with school safety and connectedness	20-21 70%	2021-22 75%	89% Data Year: 2022-23 Data Source: Parent Survey		90%
Staff Survey: % of staff satisfied with school safety and connectedness	20-21: 90%	2021-22 80%	75% agreed that they receive enough support and resources to meet the unique challenges of this school year from my charter Data Year: 2022-23 Data Source: Staff survey		95%
% Compliance on Site Inspections (SARC)	2019-20: 100%	100% Data Year: 2020-21 Data Source: 2021 CA School Dashboard Local Indicators	Overall Fair Condition Data Source: 2021 SARC		100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Daily Anchoring Program	<p>Bay Area Technology utilizes a schedule that provides time for students to engage in social emotional learning, individualized instruction, and to calm. This provides the foundation for the school program and allows for consistent communication with students anchoring them for the school day.</p> <p>3 Pillars defined schedule: Pillar 1 – School-wide Reading Program at start of day; breakfast (6-8) or extended first period (9-12) reading time, when all students read the same book from the Stanford Reading Book List and Developing Character through Literature Pillar 2 – Adaptive technology by level, not age group, after lunch in English and Math Pillar 3 – Eagle Take-Off period to reset for the day and promote calm and serenity</p>	\$15,000.00	Yes
3.2	BayTech Bridge Program	<p>BayTech will provide a Bridge Program during the summer for our incoming sixth and seventh graders for two weeks with a focus on study skills, scholar expectations, and fun camp activities.</p> <ul style="list-style-type: none"> • Team Building activities • Enrichment Activities • High School students as Camp Leaders • Diagnostic testing, orientation, school tours • Field trips • Study skills and Scholar expectations 		No
3.3	Social Emotional Support	<p>Bay Area Technology provides robust mental wellness, social emotional learning, and safety resources including the following:</p> <ul style="list-style-type: none"> • School Psychologist • CARE Team 	\$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Staff mentors for students to provide a safe person to talk to • Stop It: 2-way communication for suicide prevention and to report bullying • GoGuardian filtering and monitoring software to make sure students are viewing appropriate content on the web; alerts staff/parents of students who are most at risk of suicide • Puberty Education program • Foster and Homeless Youth Toolkits 		
3.4	Tier I SEL & Behavioral Supports	<p>For students who are struggling with behavior issues, Bay Area Technology will employ a robust system of supports:</p> <ul style="list-style-type: none"> • Home visits by campus security representative (CARE Team) to discuss student behavior and build relationships • Coach and Intervention specialist • Mediations provided by Dean 	\$40,000.00	Yes
3.5	Health & Safety	<p>To ensure the health and safety of our campus, we will ensure students have access to a school nurse and through community partnerships, we will provide access to additional health services. We will also employ a School Site Supervisor who oversees all facilities maintenance and improvements.</p>	\$440,000.00	No

Goal Analysis [2022-23]

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

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

All actions have been implemented as planned.

Challenges

The school shooting that occurred in September of 2022 negatively impacted the sense of campus safety. Morale was at a low point for a time after the shooting. It was difficult for staff and students to return to campus and feel safe. A number of changes had to be made to school procedures and security staffing to ensure that everyone could return to school safely. Drop-off and pick-up procedures before and after school were moved from the front of the school to the back of campus and free access between Bay Tech and the other on-site educational programs was eliminated. During school hours, safety is controlled by the school's contracted security team. Access to all gates and doors is monitored by security patrol. Gates and doors are locked with visitors escorted to the front office by security staff. Keys are limited to security and administrative staff. School security as well as school administration abide by a rotating supervision schedule to ensure student safety. Students are required to wear a BayTech shirt, lanyard, and ID badge at all times. In addition, students are only allowed to leave class with a hall pass that was provided by a BayTech staff member. This allows for easy recognition of movement throughout the campus. BayTech now uses a bell system that is unique to the BayTech daily class schedule. The expectation is that students will be on time and accountable in their assigned classroom. When staff members arrive at school, they are officially announced over the loudspeaker, so everyone knows who is on-campus. Visitor sign-in and sign-out logs, are reviewed by security and BayTech administration on an ongoing basis.

Successes

Prior to the shooting, the BayTech Bridge program for incoming 2022-23 sixth and seventh graders was very successful. The students were able to visit Merritt College and Laney College to tour the campus and learn how to enroll.

Staff and students were brought together by the difficult circumstances this past fall and have retained a stronger sense of community since then. Our school psychologist and her therapy miniature horses have been a huge asset to the school community this year. They have provided emotional support for students, families, and staff during this difficult time.

The community has also rallied around our school community this year. The Chinatown Improvement Council has donated BayTech backpacks to help staff identify BayTech students in case of emergency and foster a sense of belonging and safety for students. This large donation has also communicated to students that their safety is important, not just to their local neighborhood community, but also the larger Oakland business community.

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

The differences between budgeted expenditures and estimated actuals is due to the increased investment in addressing student social emotional well-being and mental health through the Social Emotional Support and Tier I SEL/Behavioral Support actions.

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

These actions were not effective in meeting our goal of less than 2% of students suspended in 2021-22. BayTech Suspension rates are decreasing this year due to the significant work of the BayTech staff to take a more proactive approach to discipline responses. Staff are active supervisors and use strategies that defuse behaviors that could alternatively become escalated. BayTech provides behavior reminders

via standardized posters that explain the BayTech behavior expectations, positive discipline chart, EAGLES, and BayTech choice reminders throughout the learning spaces and school. Staff train new Middle School students during summer camp regarding behavior expectations and school norms. At home suspension is considered a last resort to respond to the behavior of students. If appropriate, the principal will assign in-school suspension as a consequence rather than out of school suspension. Increased mental health support, detention, counseling, conflict mediation, and other proactive responses are implemented in order to decrease the need for off campus or out of school suspensions.

The Goal 3 actions have been effective based on survey results indicating 89% of parents are satisfied with school safety and connectedness. 80% of parents indicate they have opportunities to share their opinions and recommendations. Student and teacher survey results have decreased from previous years, but considering the difficult circumstances this year, we consider the results to be indicative of the effectiveness of the actions this year and look forward to increasing positive responses in the coming year.

The Health and Safety action was effective in ensuring that the facility is in good repair. The Health and Safety actions were not effective at preventing a shooting at our school campus, and our campus security procedures have been updated to ensure students are safe from intruders in the future.

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

There are no changes to the planned goal, metrics, desired outcomes, or actions.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,054,149	\$113,723

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.92%	0.00%	\$0.00	31.92%

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

Required Descriptions

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

<p>Bay Tech is increasing services for unduplicated pupils through the following LEA-wide actions:</p> <p>A- Academic Growth and Achievement</p> <p>Needs, Conditions, Circumstances: English Language Arts achievement is an area of need with socioeconomically disadvantaged students scoring on average 69 points below standard and English learners scoring on average 102.6 points below standard on the 2022 ELA CAASPP assessment . Mathematics achievement is also an area of need with socioeconomically disadvantaged students scoring on average 139.1 points below standard and English learners scoring on average 153.9 points below standard on the 2022 Math CAASPP assessment . The vast majority of our students enter decidedly below grade level, many with reading and math computational scores below the 3rd-grade level.</p> <p>Actions</p> <p>Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by</p>
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appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. We provide additional staffing to provide students a multi-tiered system of support with a reading intervention teachers and instructional aides to support small group and individual instruction. Currently, students identified as performing at three or more levels below grade level in reading and/or in math are enrolled in both regular Math and English Language Arts courses and in Math Enrichment and/or ELA Advancement support classes as part of their regular schedule. The Humanities and Reading class in Middle School was created to help accelerate the skills of students who are reading several levels below grade level. Designed to be a class of no more than 8 students, students are afforded more attention in a small group setting to focus on mastering ELA standards and any gaps they have in ELA. Students boost their learning by focusing on reading strategies, spelling, and writing skills. Additionally, academic support and tutoring is offered after school four days per week (Monday through Thursday) and teachers offer office hours each day after school to support struggling students with one or more failing course grades. Yup tutoring is provided for all BayTech students to need additional support in Math. We also provide a college preparatory program to ensure our students are on track for and supported in applying for college. Our professional development helps ensure continuous improvement of teaching practices that support achievement of high needs students.

Multi-Tiered System of Support

Adaptive Online Resources

College Preparatory Program

Professional Development & Coaching

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and EL Reclassification rates. We plan to use interim assessment data to gauge progress throughout the year.

B- Student & Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to ensure high attendance, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans. We know that regular communication about the importance of attendance and communication about absences and systems to support students in danger of becoming chronically absent is crucial to our high needs students success in school. The Chronic Absence rate was at the Very High level for both the socioeconomically disadvantaged and the

English learner subgroup on the 2022 CA Dashboard. Student engagement is also a key component to reducing chronic absenteeism, as student activities and athletics motivates many students to attend school regularly and earn passing grades in their classes.

Attendance Initiatives

Parent Engagement

Communication

Student Engagement

Expected Outcomes

By implementing a comprehensive Student and Family Engagement program, we hope to achieve our goals in academic growth and achievement, described above. We hope to maintain high attendance and decrease chronic absenteeism to less than 8% by 2024. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and below. We will measure progress in our family engagement efforts by specific indicators around parent perceptions of their opportunities for input, connectedness to school, and participation in various events and opportunities. We will monitor student engagement through attendance data and survey results.

C- Climate and Culture

Needs, Conditions, Circumstances

In 2022, our Socioeconomically disadvantaged students had a 9.2% suspension rate and English Learners had a 6.7% suspension rate. We improved in this area over 2019-20, with an overall rate of 8.11% suspension and zero expulsions.

Actions

Developing a strong sense of community and safety is a high priority for our school. The Daily Anchoring program provides additional time and staff to ensure students start the day out ready to learn with individualized support in a small group setting. Social emotional support and Behavioral Supports provides additional staffing and resources for the mental health and social emotional learning needs of students, so that they feel safe and able to learn.

Daily Anchoring Program

Social Emotional Support

Tier I SEL & Behavioral Supports

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to achieve a low suspension rate and positive indicators that students feel safe and connected to the school community.

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

Bay Tech is increasing services through the following Limited Action:

English Language Development increases the support and resources directed to English Learners to help them achieve English Language Proficiency and to reclassify at high rates. English Learner progress is at the high level with 55.7% of English learners progressing at least one level on the ELPAC or maintaining at the highest level.

By implementing the identified actions, we will ensure steady growth in our academic outcomes such as English Learner Progress and reclassification rates. Current targets aim for growth in the English Learner Progress Indicator and steady improvement each year in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

Bay Tech is increasing services through the following LEA-Wide Actions:

- Multi-Tiered System of Support
- Adaptive Online Resources
- College Preparatory Program
- Professional Development & Coaching
- Attendance Initiatives
- Parent Engagement
- Communication
- Student Engagement
- Daily Anchoring Program
- Social Emotional Support
- Tier I SEL & Behavioral Supports

Total Increased Services: 32.37% exceeding the required amount.

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

Bay Tech is a single school LEA with over 55% of the student population identified as foster youth, English learners, and/or low-income students. Bay Tech is using the additional concentration grant add-on funding to increase staff that provides direct services to students through the following action:

Goal 1, Action 3 Multi-Tiered System of Support adds staffing that provide intervention services to students.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,539,876.00	\$738,888.00		\$80,635.00	\$2,359,399.00	\$1,356,966.00	\$1,002,433.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum & Instruction	All	\$10,000.00				\$10,000.00
1	1.2	English Language Development	English Learners	\$15,000.00				\$15,000.00
1	1.3	Multi-Tiered System of Support	English Learners Foster Youth Low Income	\$414,122.00	\$200,000.00		\$80,635.00	\$694,757.00
1	1.4	Adaptive Online Resources	English Learners Foster Youth Low Income	\$72,433.00				\$72,433.00
1	1.5	College Preparatory Program	English Learners Foster Youth Low Income	\$196,955.00	\$98,888.00			\$295,843.00
1	1.6	Broad Course of Study	All	\$86,000.00	\$10,000.00			\$96,000.00
1	1.7	P.D. & Coaching	English Learners Foster Youth Low Income	\$15,000.00	\$25,000.00			\$40,000.00
2	2.1	Attendance Initiatives	English Learners Foster Youth Low Income	\$53,283.00				\$53,283.00
2	2.2	Parent Engagement	English Learners Foster Youth Low Income	\$142,970.00				\$142,970.00
2	2.3	Communication	English Learners Foster Youth Low Income	\$74,113.00				\$74,113.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Student Engagement	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.1	Daily Anchoring Program	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.2	BayTech Bridge Program	All					
3	3.3	Social Emotional Support	English Learners Foster Youth Low Income	\$30,000.00	\$240,000.00			\$270,000.00
3	3.4	Tier I SEL & Behavioral Supports	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
3	3.5	Health & Safety	All	\$275,000.00	\$165,000.00			\$440,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,302,055	\$1,054,149	31.92%	0.00%	31.92%	\$1,068,876.00	0.00%	32.37 %	Total:	\$1,068,876.00
								LEA-wide Total:	\$1,053,876.00
								Limited Total:	\$15,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	
1	1.3	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$414,122.00	
1	1.4	Adaptive Online Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,433.00	
1	1.5	College Preparatory Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$196,955.00	
1	1.7	P.D. & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
2	2.1	Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,283.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,970.00	
2	2.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,113.00	
2	2.4	Student Engagement			English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.1	Daily Anchoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.3	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.4	Tier I SEL & Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,632,071.00	\$1,994,365.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum & Instruction	No	\$16,000.00	\$0
1	1.2	English Language Development	Yes	\$161,000.00	\$104,925
1	1.3	Multi-Tiered System of Support	Yes	\$263,400.00	\$493,458
1	1.4	Adaptive Online Resources	Yes	\$134,500.00	\$107,959
1	1.5	College Preparatory Program	Yes	\$239,800.00	\$265,494
1	1.6	Broad Course of Study	No	\$86,371.00	\$85,000
1	1.7	P.D. & Coaching	Yes	\$33,500.00	\$40,000
2	2.1	Attendance Initiatives	Yes	\$68,000.00	\$55,511.00
2	2.2	Parent Engagement	Yes	\$32,000.00	\$59,511
2	2.3	Communication	Yes	\$69,700.00	\$46,250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Student Engagement	No	\$35,000.00	\$63,231
			Yes		
3	3.1	Daily Anchoring Program	Yes	\$9,000.00	\$9,263
3	3.2	BayTech Bridge Program	Yes		
3	3.3	Social Emotional Support	Yes	\$141,000.00	\$250,836
3	3.4	Tier I SEL & Behavioral Supports	Yes	\$123,800.00	\$272,927
3	3.5	Health & Safety	No	\$219,000.00	\$140,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,006,589	\$860,200.00	\$1,017,970.00	(\$157,770.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	English Language Development	Yes	\$127,000.00	\$104,925		
1	1.3	Multi-Tiered System of Support	Yes	\$225,000.00	\$398,163		
1	1.4	Adaptive Online Resources	Yes	\$36,000.00	\$107,959		
1	1.5	College Preparatory Program	Yes	\$112,000.00	\$123,194		
1	1.7	P.D. & Coaching	Yes	\$3,500.00			
2	2.1	Attendance Initiatives	Yes	\$65,000.00	\$55,511		
2	2.2	Parent Engagement	Yes	\$32,000.00	\$59,511		
2	2.3	Communication	Yes	\$69,700.00	\$46,250		
2	2.4	Student Engagement	Yes	\$35,000.00	63,231		
3	3.1	Daily Anchoring Program	Yes	\$9,000.00	\$9,263		
3	3.2	BayTech Bridge Program	Yes				
3	3.3	Social Emotional Support	Yes	\$66,000.00	\$20,836		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Tier I SEL & Behavioral Supports	Yes	\$80,000.00	\$29,127		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,206,922	\$1,006,589	0.00%	31.39%	\$1,017,970.00	0.00%	31.74%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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