**2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form**

<table>
<thead>
<tr>
<th>Required Prompts(s)</th>
<th>Response(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Educational Agency (LEA) Name:</strong> Enter the LEA name</td>
<td>Old Town Academy K-8 Charter</td>
</tr>
<tr>
<td><strong>CDS Code:</strong> Enter the County District School (CDS) code for the LEA (14 digits)</td>
<td>37 68338 0123778</td>
</tr>
<tr>
<td><strong>LEA Contact Information:</strong> Enter the name, phone number, and email of the LEA’s contact</td>
<td>Jon Centofranchi, Principal/Executive Director</td>
</tr>
<tr>
<td><strong>Coming LCAP Year:</strong> Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX</td>
<td>2019-20</td>
</tr>
<tr>
<td><strong>Current LCAP Year:</strong> Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX</td>
<td>2018-19</td>
</tr>
</tbody>
</table>

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

### Projected General Fund Revenue for the 2019-20 LCAP Year

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total LCFF Funds</strong> Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.</td>
<td>$2,112,106</td>
</tr>
<tr>
<td><strong>LCFF Supplemental &amp; Concentration Grants</strong> Enter the total amount of LCFF supplemental &amp; concentration grants the LEA estimates it will receive</td>
<td>$60,919</td>
</tr>
<tr>
<td><strong>All Other State Funds</strong> Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive</td>
<td>$185021</td>
</tr>
<tr>
<td><strong>All Local Funds</strong> Enter the total amount of local funds and entitlements the LEA estimates it will receive</td>
<td>$100000</td>
</tr>
<tr>
<td><strong>All Federal Funds</strong> Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)</td>
<td>$34290</td>
</tr>
<tr>
<td><strong>Total Projected Revenue</strong> There is no entry required as the total is calculated for you</td>
<td>$2,431,417</td>
</tr>
</tbody>
</table>

### Total Budgeted Expenditures for the 2019-20 LCAP Year

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Budgeted General Fund Expenditures</strong> Enter the total budgeted General Fund expenditures for the Coming LCAP year</td>
<td>$2503048</td>
</tr>
<tr>
<td><strong>Total Budgeted Expenditures in LCAP</strong> Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year</td>
<td>$1112159</td>
</tr>
<tr>
<td><strong>Total Budgeted Expenditures for High Needs Students in LCAP</strong> Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students</td>
<td>$30500</td>
</tr>
<tr>
<td><strong>Expenditures Not in the LCAP</strong></td>
<td>$1360389</td>
</tr>
</tbody>
</table>
### Expenditures for High Needs Students in the 2018-19 LCAP Year

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Budgeted Expenditures for High Needs Students in the LCAP</strong></td>
<td>$18000</td>
</tr>
<tr>
<td>Enter the total of the budgeted expenditures, from all fund sources, that</td>
<td></td>
</tr>
<tr>
<td>are identified as contributing to the increased or improved services for</td>
<td></td>
</tr>
<tr>
<td>unduplicated students included in the current LCAP year</td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Actual Expenditures for High Needs Students in LCAP</strong></td>
<td>$11300</td>
</tr>
<tr>
<td>Enter the total of the estimated actual expenditures (from all fund sources)</td>
<td></td>
</tr>
<tr>
<td>associated with the actions/services that are identified as contributing</td>
<td></td>
</tr>
<tr>
<td>to increasing or improving services for unduplicated students as reflected</td>
<td></td>
</tr>
<tr>
<td>in the Annual Update in the current LCAP year</td>
<td></td>
</tr>
</tbody>
</table>

### Funds for High Needs Students

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20 Difference in Projected Funds and Budgeted Expenditures</td>
<td>$-30,419</td>
</tr>
<tr>
<td>2018-19 Difference in Budgeted and Actual Expenditures</td>
<td>$-6,700</td>
</tr>
</tbody>
</table>

### Required Prompts(s) & Response(s)

<table>
<thead>
<tr>
<th>Required Prompts(s)</th>
<th>Response(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe any of the General Fund Budget Expenditures for the LCAP year</td>
<td>The Lease for the school, insurance, legal, audit, back office, district</td>
</tr>
<tr>
<td>not included in the LCAP.</td>
<td>oversight, materials and supplies, classified employees, depreciation, etc.</td>
</tr>
</tbody>
</table>
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2019-20 LCAP Year**

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

The total revenue projected for Old Town Academy K-8 Charter is $2,431,417, of which $2,112,106 is Local Control Funding Formula (LCFF), $185021 is other state funds, $100000 is local funds, and $34290 is federal funds. Of the $2,112,106 in LCFF Funds, $60,919 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

---

**Budgeted Expenditures**

- **Total Budgeted General Fund Expenditures**: $2,503,048
- **Total Budgeted Expenditures in LCAP**: $1,112,159

---

This chart provides a quick summary of how much Old Town Academy K-8 Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Old Town Academy K-8 Charter plans to spend $2,503,048 for the 2019-20 school year. Of that amount, $1,112,159 is tied to actions/services in the LCAP and $1,360,389 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- The Lease for the school, insurance, legal, audit, back office, district oversight, materials and supplies, classified employees, depreciation, etc.

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

In 2019-20, Old Town Academy K-8 Charter is projecting it will receive $60,919 based on the enrollment of foster youth, English learner, and low-income students. Old Town Academy K-8 Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Old Town Academy K-8 Charter plans to spend $30,500 on actions to meet this requirement.
LCFF Budget Overview for Parents

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

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

In 2018-19, Old Town Academy K-8 Charter's LCAP budgeted $18000 for planned actions to increase or improve services for high needs students. Old Town Academy K-8 Charter estimates that it will actually spend $11300 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name
Old Town Academy K-8 Charter

Contact Name and Title
Jon Centofranchi
Principal/Executive Director

Email and Phone
jcentofranchi@oldtownacademy.org
(619) 574-6225

2017-20 Plan Summary

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

Old Town Academy is a K-8 Charter School in San Diego, California. Our charter was renewed in December of 2015, and we are in good standing with the San Diego Unified School District. We serve a maximum 270 students, with one class per grade level. Our focus on Core Knowledge Curriculum, Project-Based Learning, and Digital Literacy is evidenced in decisions made by all stakeholders-students, parents/guardians, and staff.

LCAP Highlights

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

This year's LCAP is similar to past years, in which key features include: creating conditions of learning that engage all students, provide a variety of ways for student to demonstrate knowledge and achievement, and actively involving parents in decisions that assure we maintain high academic standards.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.
Greatest Progress
In reflecting on the results from the California Assessment for Student Progress and Performance (CAASPP), our middle school students continue to have a greater percentage of students proficient or advanced in both language arts and math. In 2018, 79% of OTA students met or exceeded the standards in English-Language Arts, and 78% of OTA students met or exceeded the standards in math. On the California Dashboard, we increased from "Green" in both ELA and math in 2017 to "Blue" in both ELA and math in 2018. In addition, our MAP scores have increased, with a greater number of students showing growth in language arts and math. In addition, all but 2 of our English Language Learners have been reclassified this school year.

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

Greatest Needs
The state indictors indicated that we did not have any categories in which performance was in the red or orange range.

Greatest Needs
The state indicators indicated that we did not have any categories in which performance was in the red or orange range.

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

Performance Gaps
We did not have any groups two or more levels below the "all student" performance.

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

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

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

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

LCAP Year Reviewed: 2018-19

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

Goal 1

GOAL 1: Focus on teaching and learning.
Create conditions of learning that demonstrate exemplary teaching and learning practices that engage all students.
Related State and/or Local Priorities:

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 Expected Annual Measurable Outcomes: Priority 1:</td>
<td>All expectations were met.</td>
</tr>
<tr>
<td>100% of teachers will be appropriately credentialed for their area.</td>
<td>Five teachers participated in the Teacher Induction process (BTSA), with 4 year 2's and one year 1.</td>
</tr>
<tr>
<td>100% of students will have access to print and digital curriculum resources as evidenced by administrator walk-throughs, teacher lesson plans and collaborative conversations.</td>
<td></td>
</tr>
</tbody>
</table>
| Priority 2:  
100% of teachers will have the appropriate training to implement the new curricula. |                                           |

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire highly qualified teachers. As necessary, new teachers will participate in BTSA, on terms and conditions as set by the OTA Board.</td>
<td>Five teachers participated</td>
<td>1000-1999: Certificated Personnel Salaries LCFF $695,656</td>
<td>Teachers 1000-1999: Certificated Personnel Salaries LCFF 698000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cost of benefits 3000-3999: Employee Benefits LCFF $216,689</td>
<td>BTSA 5000-5999: Services And Other Operating Expenditures LCFF Base 5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Benefits 3000-3999: Employee Benefits LCFF Base 215606</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Professional learning for teachers:  
  - Provide ongoing support to all teachers to align their teaching to Common Core ELA.  
  - Provide training, coaching, and ongoing support to all teachers to align their teaching to the new ELD standards for English learners and understand cultural competencies competencies through SDAIE training  
  - Continued training for all teachers to align their teaching to Common Core mathematics and to | Professional Development in Differentiated Learning in all grade levels and content areas | 5000-5999: Services And Other Operating Expenditures LCFF $15,946 | Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 600 |
ensure high quality re-engagement lessons are occurring as needed.

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student materials:</td>
<td>Upgraded 8th grade with new Chromebook(30) and provided IXL to all students in all grade levels</td>
<td>4000-4999: Books And Supplies LCFF $19,108</td>
<td>IXL 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5700</td>
</tr>
<tr>
<td>• Monitor the deep implementation of the IXL Math and CKLA reading and language arts program</td>
<td></td>
<td></td>
<td>Chromebooks 4000-4999: Books And Supplies LCFF Base 2500</td>
</tr>
<tr>
<td>• Purchase and upgrade technology to provide advance digital learning and literacy to all students</td>
<td></td>
<td></td>
<td>Fountas and Pinnell 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</td>
</tr>
</tbody>
</table>

**Analysis**

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

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

An OTA site Support Provider worked with the SDCOE to facilitate five teachers clearing their credential through the teacher induction process. Professional Development was provided by Richard Cash, who is a well-known author and presenter on Differentiated Learning. We are slowly replacing old Chromebook with new ones, and stated with 30 Chromebook for the 8th grade students.

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

Teachers increased their educational pedagogy by going through the induction process, leading to more effective instruction and higher student academic achievement. All teachers gained a greater understanding nohow too meet the needs of a wide range of learning abilities, through the professional development. Students were able to adequately access information and complete requirements, with the new Chromebooks.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes. We will continue with all aspects of the goal.
**Annual Update**

**LCAP Year Reviewed:** 2018-19

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

**Goal 2**

Focus on environment. Create a dedicated environment, centered on high academic achievement where students have daily opportunities to demonstrate learning.

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

Local Priorities:
Annual Measurable Outcomes

Expected | Actual
--- | ---

### 18-19

**Expected Annual Measurable Outcomes: Priority 4:**

- 6% increase of all students and all subgroups of students in grades 3-8 who will meet or exceed standards for the 2018 CAASPP ELA.
- 6% increase of all students and all subgroups of students in grades 3-8 who will meet or exceed standards for the 2018 CAASPP math.

AMAOs: no data exist. 2017-18 EL count is 12 students.

Priority 5:
ADA for current year: 96%. An increase of 0.5% is targeted.

Note: As OTA is a K – 8th grade school, no metrics are available for middle school dropout rates, high school dropout rates, high school graduation rates, share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP. Because OTA does not have its own high school, intermittent 3rd and 4th quarter attrition in 7th and 8th grade students occurs as such students are admitted into wait-listed or private middle schools that have an automatic feeder to a desired charter or private high school. school – continued development of relationships with desired schools should decrease the intermittent attrition.

Overall CAASPP scores resulted in significant growth: 2017- met or exceeded standard- ELA-66%, math-67%. 2018- met or exceeded standard- ELA-79%, math-78%.

ADA increased from 95.51% in 2017 to 96.63% in 2018.

### Actions / Services

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for at-risk students:</td>
<td>Professional Development</td>
<td>nRich Consulting 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000</td>
<td>PBL Stipends for Teachers 4000-4999: Books And Supplies LCFF Base 6500</td>
</tr>
<tr>
<td>• Provide academic support for students and teachers through PBL and special subject matter training and coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Enhance the Student Study Team process.
• Ensure standards alignment in all content areas

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Support for parents and students:  
  • Proceed with SARB process as needed.  
  • Provide socio-emotional and academic counseling to parents and students  
  • Provide socio-emotional curriculum to students  
  • Encourage personal responsibility and character education for all students | Charter Education curriculum/resources; professional development re: Restorative Practices; counseling through STS | materials for SARB,socio-emotional curriculum 4000-4999: Books And Supplies Supplemental and Concentration $5,000 | N/A |

Analysis

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

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

The level of rigor increased in all classroom, yielding to higher student achievement and increased test scores.

A greater emphasis on daily attendance and increased communication with families of students with excessive absences and tardies resulted in a higher percentage of attendance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Greater student achievement, higher test scores, increase in attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 3**

Focus on relationships. Connect parents and students to a safe, equitable learning environment in order to maintain high academic standards and personal responsibility and accountability

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:
## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| **18-19**  
Expected Annual  
Measurable Outcomes: Priority 3:  
Families will feel welcomed and able to support the educational needs of their students as measured by annual community survey. A 10% increase in core parent participation is expected; school will maintain or increase the 40 hour per year volunteer commitment.  
Multiple opportunities will continue to be offered to parents to become involved with school life and academics. A 10% increase in number of volunteers at events and on committees is expected.  
Administrators and teachers will enhance their electronic mail, blog-posts, and face-to-face communication to keep parents connected to their students’ academics. A 5% increase in communication each year is expected. .  
Priority 6:  
Current suspension rate is less than 1%.  
Priority 7:  
100% of ELs receive appropriate ELD daily.  
100% of students receive blended learning instruction to enhance technological prowess.  
100% of students receive project-based learning.  
Priority 8:  
OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.. Additionally, the school will dedicate resources to field competitive sports teams for both boys’ and girls’ fall, winter and spring sports, and a staff member will serve as head Athletic Director to coordinate the extracurricular sports program, by participation in City recreation leagues, or competition among other charter schools.OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Junior Model United Nations, Project Citizen, and History Day. With Principal Advisory Committee input, develop and implement an annual student satisfaction survey. | No real data on the increase in parent participation, but anecdotal evaluations yield a greater amount of parents on campus volunteering in a variety of ways.  
Suspension rate remained at less than 1%, with only one student suspended for one day, all year.  
English Language Learners were provided with daily SDAIE support, and all but two students were reclassified.  
Students participated in a variety of academic events, competitions, and contests. |

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student behavior:</strong></td>
<td>Professional Development in Restorative Practices</td>
<td>PD for teachers for PBIS 5800: Professional/Consulting Services And Operating Expenditures LCFF $15,946</td>
<td>Osprey 4000-4999: Books And Supplies LCFF Base 2500</td>
</tr>
<tr>
<td>• Train teachers to develop a system of positive interventions for students (PBIS)</td>
<td></td>
<td>Administer the California Healthy Kids Survey to better understand trends in OTA student behavior, and empower the student body to participate in Board meetings and meet with administration by participation in the Principal's Advisory Council</td>
<td></td>
</tr>
<tr>
<td>• Train students on the new system and reward them appropriately</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1500</td>
<td></td>
</tr>
<tr>
<td>• Administer student surveys to better understand trends in OTA student behavior, and empower the student body to participate in Board meetings and meet with administration by participation in the Principal's Advisory Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enhance the student-developed and inspired “Outstanding Osprey” program in which students receive special recognition for being Safe, Respectful, Responsible, and Virtuous</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instruction:
- Students will receive instruction in a blended learning environment in order to experience personalized learning. The use of technology and applications will be frequent and students will learn digital citizenship through programs such as Common Sense Media.
- Where appropriate, students will receive designated English language development on a daily basis.
- Teachers will receive specialized training on technology integration into instruction.
- Students will have multiple extra-curricular opportunities to participate in academic field trips extended learning field trips and reward field trips, for which participation is earned through outstanding citizenship.

Amplify curriculum in ELA; EnVision curriculum math; new Chromebooks

Amplify and Open Up Resources and Pearson 4000-4999: Books And Supplies LCFF Base 10,000

Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Outreach:</td>
<td>PowerSchool Student Information System, including grade reports and Parent Portal access.</td>
<td>cost of Powerschool, parent surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 3950</td>
<td>Powerschool 5000-5999: Services And Other Operating Expenditures LCFF Base 3950</td>
</tr>
</tbody>
</table>
• Develop and maintain parent-friendly report cards
• Teachers and administrator will increase use of electronic mail and blog posts
• Conduct annual parent survey to verify qualitative/quantitative satisfaction

**Analysis**

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

  no changes
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Annual Measurable Outcomes

| Expected | Actual |

Actions / Services

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

Action 1

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

State and/or Local Priorities addressed by this goal:

| State Priorities: | Local Priorities: |

<table>
<thead>
<tr>
<th>Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions / Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.</td>
</tr>
</tbody>
</table>

Action 1

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Parents, Students, Community members:
The OTA Board appointed an LCAP Sub-committee in the 2018-2019 school year. Old Town Academy stakeholders consisting of parents, students, and community members were encouraged to attend local governing board meetings, and were invited to participate in the LCAP Sub-committee. The LCAP Sub-Committee consists of staff, OTA Board members, OTA parents, and administration. Details regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) were shared and the Sub-Committee and the Sub-Committee held public meetings where stakeholders were able to ask questions and and provide input into the plan.
The final draft was posted on the school website in May, for public input and the input was incorporated into the document that was Board approved in June of 2019. Input gathered from stakeholders and community members yielded consistent local priorities including the following:
1. Needing a classroom curriculum that was balanced, focused on academic achievement, socio-emotional needs, and individual personal responsibility
2. Striving to maintain exemplary attendance while simultaneously improving discipline and accountability
3. Increasing school-parent connectedness and parent participation
4. Ensuring complete alignment of all content areas to the CA adopted common core literacy standards
5. Ensuring complete alignment with CA adopted common core Math and Science standards
6. Ensuring a focus on digital literacy and the development of tools and technology of innovation
7. Offering individualized, project-based learning (PBL) experiences for all students
8. Hiring only appropriately credentialed teachers and providing appropriate training and educational opportunities for teachers
9. Training teachers in culturally relevant teaching practices and strategies for English learners
10. Providing access to print and digital common core curriculum to all students.
11. Providing appropriate PBL curriculum development and training for all teachers
12. Maintaining transparency and accountability in administration, and creating and fostering an environment of staff collaboration and cooperation

Staff/Faculty:
The staff and faculty members of the LCAP Sub-Committee were in regular communication with staff through the regularly scheduled staff meetings, at which LCFF and the LCAP process were given and input was encouraged and documented for inclusion. Faculty/staff input was similar to the aforementioned and included in the final draft of the LCAP. Priorities highlighted community connectedness, focus on student academic achievement, collaboration and responsibility, and technological enhancement.

Governing Board and Public Hearing:
A public hearing was held on Friday, May 24, 2019 in conjunction with the regularly scheduled governing Board meeting, and the LCAP draft was made available on the OTA website in advance of the public forum. Based upon input, the next draft was posted on the school website on May, 2019; comments were vetted and where appropriate incorporated by the Sub-Committee, and a proposed final draft and report was presented by the Sub-Committee to the board on June 12, 2019.
Final board approval was granted on June 12, 2019 for both the LCAP and the district adopted budget that corresponds to the LCAP. Both documents as approved remain posted on the OTA website. The OTA Board offered input on the same priorities and approved the priorities as decided by all stakeholders.

The standing LCAP Sub-Committee has as part of its goals to regularly and routinely meet with the Principal and staff to evaluate OTA’s LCAP performance and goal-setting. Understanding that 12 goals may lead to a diffused focus, the focus for 2019-20 is a reduction in goals while maintaining all the actions from the previous LCAP. As such, the LCAP for 2016-19 has 4 broad-based goals that envelop all 12 school priorities:  
1. Create conditions of learning that demonstrate exemplary teaching and learning practices that engage all students. Focus on teaching and learning.
2. Create a dedicated environment, centered on high academic achievement where students have many opportunities to demonstrate learning. Focus on environment.
3. Connect parents and students to a safe, equitable learning environment in order to maintain high academic and personal responsibility character standards. Focus on relationships.
4. Continually review and maintain an environment of transparent communication and accountability among teachers, administrators and staff in all dealings with students, parents and stakeholders. Focus on responsiveness and accountability.
# Impact on LCAP and Annual Update

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

<table>
<thead>
<tr>
<th>Parents, Students, Community members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA hired a new Principal in summer 2015, and the OTA Board appointed a standing LCAP Sub-committee in fall 2015. Old Town Academy stakeholders consisting of parents, students, and community members were encouraged to attend local governing board meetings, and were invited to participate in the LCAP Sub-committee.</td>
</tr>
<tr>
<td>The LCAP Sub-Committee consists of staff, OTA Board members, and administration. Details regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) were shared and the Sub-Committee and the Sub-Committee held three (3) public meetings where stakeholders were able to ask questions and provide input into the plan.</td>
</tr>
<tr>
<td>The final draft was posted on the school website in May, 2019, for public input and the input was incorporated into the document that was Board approved on June 12, 2019. Input gathered from stakeholders and community members yielded consistent local priorities including the following:</td>
</tr>
<tr>
<td>1. Needing a classroom curriculum that was balanced, focused on academic achievement, socio-emotional needs, and individual personal responsibility</td>
</tr>
<tr>
<td>2. Striving to maintain exemplary attendance while simultaneously improving discipline and accountability</td>
</tr>
<tr>
<td>3. Increasing school-parent connectedness and parent participation</td>
</tr>
<tr>
<td>4. Ensuring complete alignment of all content areas to the CA adopted common core literacy standards</td>
</tr>
<tr>
<td>5. Ensuring complete alignment with CA adopted common core Math and Science standards</td>
</tr>
<tr>
<td>6. Ensuring a focus on digital literacy and the development of tools and technological innovation</td>
</tr>
<tr>
<td>7. Offering individualized, project-based learning (PBL) experiences for all students</td>
</tr>
<tr>
<td>8. Hiring only appropriately credentialed teachers and providing appropriate training and educational opportunities for teachers</td>
</tr>
<tr>
<td>9. Training teachers in culturally relevant teaching practices and strategies for English learners</td>
</tr>
<tr>
<td>10. Providing access to print and digital common core curriculum to all students.</td>
</tr>
<tr>
<td>11. Providing appropriate PBL curriculum development and training for all teachers</td>
</tr>
<tr>
<td>12. Maintaining transparency and accountability in administration, and creating and fostering an environment of staff collaboration and cooperation</td>
</tr>
</tbody>
</table>

Through the lens of this input, 12 over-arching goals were devised, and woven into the specific fabric of the school.

<table>
<thead>
<tr>
<th>Staff/Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff and faculty members of the LCAP Sub-Committee were in regular communication with staff through the regularly scheduled staff meetings, at which LCFF and the LCAP process were given and input was encouraged and documented for inclusion.</td>
</tr>
<tr>
<td>Faculty/staff input was similar to the aforementioned and included in the final draft of the LCAP. Priorities highlighted community connectedness, focus on student academic achievement, collaboration and responsibility, and technological enhancement.</td>
</tr>
</tbody>
</table>
Governing Board and Public Hearing:
A public hearing was held in conjunction with the regularly scheduled governing Board meeting, and the LCAP draft was made available on the OTA website in advance of the public forum. Based upon input, the next draft was posted on the school website in May, 2019; comments were vetted and where appropriate incorporated by the Sub-Committee, and a proposed final draft and report was presented by the Sub-Committee to the board in June, 2019.
Final board approval was granted on June 12, 2019 for both the LCAP and the district adopted budget that corresponds to the LCAP. Both documents as approved remain posted on the OTA website. The OTA Board offered input on the same priorities and approved the priorities as decided by all stakeholders.

The standing LCAP Sub-Committee has as part of its goals to regularly and routinely meet with the Principal and staff to evaluate OTA’s LCAP performance and goal-setting. Understanding that 12 goals may lead to a diffused focus, the focus for 2016-17 is a reduction in goals while maintaining all the actions from the previous LCAP. As such, the LCAP for 2016-19 has 4 broad-based goals that envelop all 12 school priorities:
1. Create conditions of learning that demonstrate exemplary teaching and learning practices that engage all students. Focus on teaching and learning.
2. Create a dedicated environment, centered on high academic achievement where students have many opportunities to demonstrate learning. Focus on environment.
3. Connect parents and students to a safe, equitable learning environment in order to maintain high academic and personal responsibility character standards. Focus on relationships.
4. Continually review and maintain an environment of transparent communication and accountability among teachers, administrators and staff in all dealings with students, parents and stakeholders. Focus on responsiveness and accountability.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 1
GOAL 1: Focus on teaching and learning. Create conditions of learning that demonstrate exemplary teaching and learning practices that engage all students.
Related State and/or Local Priorities:

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:
Identified Need: Teachers need to be appropriately credentialed.
Teachers need to receive the training and coaching needed for high performance.
Students need Common Core State Standards-aligned materials and technological tools for learning.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Expected Annual Measurable Outcomes: Priority 1: 100% of teachers will be appropriately credentialed for their area.</td>
<td>Expected Annual Measurable Outcomes: Priority 1: 100% of teachers will be appropriately credentialed for their area.</td>
<td>Expected Annual Measurable Outcomes: Priority 1: 100% of teachers will be appropriately credentialed for their area.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>100% of students will have access to print and digital curriculum resources as evidenced by administrator walk-throughs, teacher lesson plans and collaborative conversations.</td>
<td>100% of students will have access to print and digital curriculum resources as evidenced by administrator walk-throughs, teacher lesson plans and collaborative conversations.</td>
<td>Priority 2: 100% of teachers will have the appropriate training to implement curricula to ensure meeting CA common core standards.</td>
<td>Priority 2: 100% of teachers will have the appropriate training to implement the new curricula.</td>
<td>100% of students will have access to print and digital curriculum resources as evidenced by administrator walk-throughs, teacher lesson plans and collaborative conversations.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All [Add Students to be Served selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools Specific Schools: Old Town Academy Specific Grade Spans: K-8 [Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners | [Add Students to be Served selection here] |

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| Schoolwide | [Add Scope of Services selection here] |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools | Specific Schools: Old Town Academy Specific Grade Spans: K-8 [Add Location(s) selection here] |

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

| Unchanged Action |

Select from New, Modified, or Unchanged for 2018-19

| Unchanged Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

#### 2017-18 Actions/Services
Hire highly qualified teachers. As necessary, new teachers will participate in BTSA, on terms and conditions as determined by the OTA Board.

#### 2018-19 Actions/Services
Hire highly qualified teachers. As necessary, new teachers will participate in BTSA, on terms and conditions as set by the OTA Board.

#### 2019-20 Actions/Services
Hire highly qualified teachers. As necessary, new teachers will participate in Teacher Induction (formerly BTSA), on terms and conditions as set by the OTA Board.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$685,600</td>
<td>$695,656</td>
<td>712,224</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Amount</td>
<td>$108,100</td>
<td>$106,896</td>
<td>60,794.00</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Source</td>
<td>Special Education</td>
<td>Special Education</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>$216,689</th>
<th>215,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All
  - [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
  - Specific Schools: Old Town Academy
    - [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
  - [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- Schoolwide
  - [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
  - Specific Schools: Old Town Academy
    - Specific Grade Spans: K-8
      - [Add Location(s) selection here]
### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

2017-18 Actions/Services

Professional learning for teachers:
- Continue coaching, and ongoing support to all teachers to align their teaching to Common Core ELA.
- Continue coaching, and ongoing support to all teachers to align their teaching to the new ELD standards for English learners and understand cultural competencies through SDAIE training. Administrator walkthroughs, lesson plans will be monitored.
- Participate in training to ensure assessment practices align with performance tasks and formative assessment occurs for re-engagement lessons.

Select from New, Modified, or Unchanged for 2018-19

| Modified Action |

2018-19 Actions/Services

Professional learning for teachers:
- Provide ongoing support to all teachers to align their teaching to Common Core ELA.
- Provide training, coaching, and ongoing support to all teachers to align their teaching to the new ELD standards for English learners and understand cultural competencies competencies through SDAIE training.
- Continued training for all teachers to align their teaching to Common Core mathematics and to ensure high quality re-engagement lessons are occurring as needed.

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

2019-20 Actions/Services

Professional learning for teachers:
- Provide ongoing support to all teachers to align their teaching to Common Core ELA.
- Provide training, coaching, and ongoing support to all teachers to align their teaching to the new ELD standards for English learners and understand cultural competencies competencies through SDAIE training.
- Continued training for all teachers to align their teaching to Common Core mathematics and to ensure high quality re-engagement lessons are occurring as needed.

* Step Up to Writing

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$15,482</td>
<td>$15,946</td>
<td>2000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
- All  
  [Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
- All Schools  
- Specific Schools: Old Town Academy  
- Specific Grade Spans: K-8  
  [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)  
- English Learners  
  [Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
- Schoolwide  
  [Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
- All Schools  
- Specific Schools: Old Town Academy  
- Specific Grade Spans: K-8  
  [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19  
- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20  
- Unchanged Action
Student materials:
- Monitor the deep implementation of the IXL Math and CKLA reading and language arts program
- Purchase and upgrade technology to provide advance digital learning and literacy to all students

Student materials:
- Monitor the deep implementation of the IXL Math and CKLA reading and language arts program
- Purchase and upgrade technology to provide advance digital learning and literacy to all students

Student materials:
- Monitor the deep implementation of the IXL Math and CKLA reading and language arts program
- Purchase and upgrade technology to provide advance digital learning and literacy to all students
- Purchase and upgrade technology to provide advance digital learning and literacy to all students

* Step Up to Writing

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$15,000</td>
<td>$19,108</td>
<td>$19,108</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 2
Focus on environment.
Create a dedicated environment, centered on high academic achievement where students have daily opportunities to demonstrate learning.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |

| Local Priorities: |

Identified Need:

| Students need to achieve academic success. |
| Students need to attend school every day. |

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Annual Measurable Outcomes: Priority 4: 8% increase of all students and all subgroups of students in grades 3-8 who will</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Annual Measurable Outcomes: Priority 4: 6% increase of all students and all subgroups of students in grades 3-8 who will</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Annual Measurable Outcomes: Priority 4: 4% increase of all students and all subgroups of students in grades 3-8 who will</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>meet or exceed proficiency for the 2017 CAASPP ELA.</td>
<td></td>
<td>meet or exceed standards for the 2018 CAASPP ELA.</td>
<td>meet or exceed standards for the 2019 CAASPP ELA.</td>
<td></td>
</tr>
<tr>
<td>8% increase of all students and all subgroups of students in grades 3-8 who will meet or exceed standards for the 2017 CAASPP math.</td>
<td></td>
<td>6% increase of all students and all subgroups of students in grades 3-8 who will meet or exceed standards for the 2018 CAASPP math.</td>
<td>4% increase of all students and all subgroups of students in grades 3-8 who will meet or exceed standards for the 2019 CAASPP math.</td>
<td></td>
</tr>
<tr>
<td>AMAOs: no data exist. 2016-17 EL count is 13 students.</td>
<td>Demonstrate increase of 10% students proficient in MAP testing</td>
<td>AMAOs: no data exist. 2017-18 EL count is 12 students.</td>
<td>AMAOs: no data exist. 2018-19 EL count is 8 students.</td>
<td></td>
</tr>
<tr>
<td>Priority 5: ADA for current year: 96%. An increase of 0.5% is targeted.</td>
<td>Note: As OTA is a K – 8th grade school, no</td>
<td>Priority 5: ADA for current year: 96%. An increase of 0.5% is targeted.</td>
<td>Note: As OTA is a K – 8th grade school, no</td>
<td></td>
</tr>
<tr>
<td>Note: As OTA is a K – 8th grade school, no metrics are available for middle school dropout rates, high school dropout rates, high school graduation rates, share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP. Because OTA does not have its own high school, intermittent 3rd and 4th quarter attrition in 7th and 8th grade students occurs as such</td>
<td>metrics are available for middle school dropout rates, high school dropout rates, high school graduation rates, share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP. Because OTA does not have its own high school, intermittent 3rd and 4th quarter attrition in 7th and 8th grade students occurs as such</td>
<td>metrics are available for middle school dropout rates, high school dropout rates, high school graduation rates, share of students who pass the AP exam or share of students who are deemed prepared for college by the EAP. Because OTA does not have its own high school, intermittent 3rd and 4th quarter attrition in 7th and 8th grade students occurs as such</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>in 7th and 8th grade students occurs as such students are admitted into wait-listed or private middle schools that have an automatic feeder to a desired charter or private high school.</td>
<td>students are admitted into wait-listed or private middle schools that have an automatic feeder to a desired charter or private high school. school — continued development of relationships with desired schools should decrease the intermittent attrition.</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Old Town Academy</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>Specific Grade Spans: K-8</td>
</tr>
<tr>
<td></td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

- **Modified Action**

### 2017-18 Actions/Services

**Support for at-risk students:**
- Provide academic support for students and teachers through PBL and special subject matter training and coaching
- Enhance the Student Study Team process.
- Ensure alignment of all literacy standards to all content areas

### 2018-19 Actions/Services

**Support for at-risk students:**
- Provide academic support for students and teachers through PBL and special subject matter training and coaching
- Enhance the Student Study Team process.
- Ensure standards alignment in all content areas

### 2019-20 Actions/Services

**Support for at-risk students:**
- Provide academic support for students and teachers through PBL and special subject matter training and coaching
- Enhance the Student Study Team process.
- Ensure standards alignment in all content areas

* Step Up to Writing

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$5,000</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures Tech4Learning</td>
</tr>
<tr>
<td>2018-19</td>
<td>$10,000</td>
<td>Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures nRich Consulting</td>
</tr>
<tr>
<td>2019-20</td>
<td>$7,000</td>
<td>Supplemental and Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Step Up to Writing</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | [Add Students to be Served selection here] |

| Location(s): |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |

| Specific Schools: Old Town Academy |
| Specific Grade Spans: K-8 |
| [Add Location(s) selection here] |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Specific Schools: Old Town Academy |
| Specific Grade Spans: K-8 |
| [Add Location(s) selection here] |

### OR

### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners | [Add Students to be Served selection here] |

| Location(s): |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |

| Specific Schools: Old Town Academy |
| Specific Grade Spans: K-8 |
| [Add Location(s) selection here] |

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| Schoolwide | [Add Scope of Services selection here] |

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

#### 2017-18 Actions/Services

- Support for parents and students:
  - Proceed with SARB process as needed.
  - Provide socio-emotional and academic counseling to parents and students as needed
  - Provide socio-emotional curriculum to students
  - Encourage personal responsibility and character education for all students

---

#### 2018-19 Actions/Services

- Support for parents and students:
  - Proceed with SARB process as needed.
  - Provide socio-emotional and academic counseling to parents and students
  - Provide socio-emotional curriculum to students
  - Encourage personal responsibility and character education for all students

---

#### 2019-20 Actions/Services

- Support for parents and students:
  - Proceed with SARB process as needed.
  - Provide socio-emotional and academic counseling to parents and students
  - Provide socio-emotional curriculum to students
  - Encourage personal responsibility and character education for all students

---

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$5,000</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
<td>$5,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
</tr>
<tr>
<td>2018-19</td>
<td>$5,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
<td>$5,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
</tr>
<tr>
<td>2019-20</td>
<td>$5,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
<td>$5,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
</tr>
<tr>
<td>Amount</td>
<td>$25,000</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
<td>$35,000</td>
<td>Special Education</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>Special Education</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
<td>Special Education</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
<td>4000-4999: Books And Supplies materials for SARB,socio-emotional curriculum</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
<td>5000-5999: Services And Other Operating Expenditures cost of STS</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 3

Focus on relationships.
Connect parents and students to a safe, equitable learning environment in order to maintain high academic standards and personal responsibility and accountability

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 3: Parental Involvement (Engagement) |
| Priority 6: School Climate (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

| Local Priorities: |

Identified Need:

Identified Need : All students need to learn to be good citizens. All students should receive individualized instruction as needed. Students need to experience co-curricular academic competition and participate in academic and competitive sporting events. School and families need to be partners in student success and safety. Families need extensive two-way communication to support student learning.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Annual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Annual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Annual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Measurable Outcomes: Priority 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families will feel welcomed and able to support the educational needs of their students as measured by annual community survey. A 15% increase in parental participation and satisfaction is expected. Multiple opportunities will be offered to parents to become involved with school life and academics through participation on committees, School Board and School Foundation. School will maintain or increase the 40-hour per family, per year volunteer commitment. A 10% increase in number of volunteers at events and on committees over the previous year is expected. Administrators and teachers will enhance their electronic mail, blog-posts, and face-to-face communication to keep parents connected to their students’ academics. A 5% increase in communication each year is expected.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurable Outcomes: Priority 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families will feel welcomed and able to support the educational needs of their students as measured by annual community survey. A 10% increase in core parent participation is expected; school will maintain or increase the 40 hour per year volunteer commitment. Multiple opportunities will continue to be offered to parents to become involved with school life and academics. A 10% increase in number of volunteers at events and on committees is expected. Administrators and teachers will enhance their electronic mail, blog-posts, and face-to-face communication to keep parents connected to their students’ academics. A 5% increase in communication each year is expected.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurable Outcomes: Priority 6:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families will feel welcomed and able to support the educational needs of their students as measured by annual community survey. A 10% increase in core parent participation is expected; school will maintain or increase the 40 hour per year volunteer commitment. Multiple opportunities will continue to be offered to parents to become involved with school life and academics. A 10% increase in number of volunteers at events and on committees is expected. Administrators and teachers will enhance their electronic mail, blog-posts, and face-to-face communication to keep parents connected to their students’ academics. A 5% increase in communication each year is expected.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>academics. A 5% increase from the previous year is expected.</td>
<td></td>
<td>Current suspension rate is less than 1%.</td>
<td>Current suspension rate is less than 1%.</td>
<td>Current suspension rate is less than 1%.</td>
</tr>
<tr>
<td>Priority 6: Current suspension rate is less than 1%.</td>
<td></td>
<td>Priority 6: Current suspension rate is less than 1%.</td>
<td>Priority 7: 100% of ELs receive appropriate ELD daily.</td>
<td>Priority 7: 100% of ELs receive appropriate ELD daily.</td>
</tr>
<tr>
<td>Priority 7: 100% of ELs receive appropriate ELD daily.</td>
<td></td>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
</tr>
<tr>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
<td></td>
<td>100% of students receive project-based learning.</td>
<td>100% of students receive project-based learning.</td>
<td>100% of students receive project-based learning.</td>
</tr>
<tr>
<td>100% of students receive project-based learning.</td>
<td></td>
<td>Priority 8: OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.</td>
<td>Priority 8: OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.</td>
<td>Priority 8: OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.</td>
</tr>
<tr>
<td>Priority 7: 100% of ELs receive appropriate ELD daily.</td>
<td></td>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
</tr>
<tr>
<td>100% of students receive blended learning instruction to enhance technological prowess.</td>
<td></td>
<td>100% of students receive project-based learning.</td>
<td>100% of students receive project-based learning.</td>
<td>100% of students receive project-based learning.</td>
</tr>
<tr>
<td>100% of students receive project-based learning.</td>
<td></td>
<td>Priority 8: OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.</td>
<td>Priority 8: OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.</td>
<td>Priority 8: OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.</td>
</tr>
<tr>
<td>Priority 8: OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Poetry contests, Junior Model United Nations, Project Citizen, and History Day, and the administration and teachers will actively develop and encourage such participation.</td>
<td></td>
<td>Additionally, the school will dedicate resources to field competitive sports teams for both boys’ and girls’ fall, winter and spring sports, and a staff member will serve as head Athletic</td>
<td>Additionally, the school will dedicate resources to field competitive sports teams for both boys’ and girls’ fall, winter and spring sports, and a staff member will serve as head Athletic</td>
<td>Additionally, the school will dedicate resources to field competitive sports teams for both boys’ and girls’ fall, winter and spring sports, and a staff member will serve as head Athletic</td>
</tr>
<tr>
<td>Additionally, the school will dedicate resources to field competitive sports teams for both boys’ and girls’ fall, winter and spring sports, and a staff member will serve as head Athletic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>OR</td>
</tr>
</tbody>
</table>

- **Metrics/Indicators**
- **Baseline**
- **2017-18**
  - Sports teams for both boys’ and girls’ fall, winter and spring sports, and a staff member will serve as head Athletic Director to coordinate the extracurricular sports program, by participation in City recreation leagues, or competition among other charter schools. With Principal Advisory Committee input, develop and implement an annual student satisfaction survey
- **2018-19**
  - Director to coordinate the extracurricular sports program, by participation in City recreation leagues, or competition among other charter schools. OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Junior Model United Nations, Project Citizen, and History Day. With Principal Advisory Committee input, develop and implement an annual student satisfaction survey
- **2019-20**
  - Director to coordinate the extracurricular sports program, by participation in City recreation leagues, or competition among other charter schools. OTA will have as many students as possible compete in the county Spelling Bee and other academic events such as Science, Writing, Robotics, Speech contests, Junior Model United Nations, Project Citizen, and History Day. With Principal Advisory Committee input, develop and implement an annual student satisfaction survey
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Scope of Services selection here]  [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student behavior:</td>
</tr>
<tr>
<td>• Train teachers to develop a system of positive interventions for students (PBIS)</td>
</tr>
<tr>
<td>• Train students on the new system and reward them appropriately</td>
</tr>
<tr>
<td>• Administer the California Healthy Kids Survey to better understand trends in OTA student behavior, and empower the student body to participate in Board meetings and meet with administration by participation in the Principal’s Advisory Council</td>
</tr>
<tr>
<td>• Enhance the student-developed and inspired “Outstanding Osprey” program in which students receive special recognition for being Safe, Respectful, Responsible, and Virtuous</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student behavior:</td>
</tr>
<tr>
<td>• Train teachers to develop a system of positive interventions for students (PBIS)</td>
</tr>
<tr>
<td>• Train students on the new system and reward them appropriately</td>
</tr>
<tr>
<td>• Administer student surveys to better understand trends in OTA student behavior, and empower the student body to participate in Board meetings and meet with administration by participation in the Principal’s Advisory Council</td>
</tr>
<tr>
<td>• Enhance the student-developed and inspired “Outstanding Osprey” program in which students receive special recognition for being Safe, Respectful, Responsible, and Virtuous</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student behavior:</td>
</tr>
<tr>
<td>• Train teachers to develop a system of positive interventions for students (PBIS)</td>
</tr>
<tr>
<td>• Train students on the new system and reward them appropriately</td>
</tr>
<tr>
<td>• Administer student surveys to better understand trends in OTA student behavior, and empower the student body to participate in Board meetings and meet with administration by participation in the Principal’s Advisory Council</td>
</tr>
<tr>
<td>• Enhance the student-developed and inspired “Outstanding Osprey” program in which students receive special recognition for being Safe, Respectful, Responsible, and Virtuous</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$2,000</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures PD for teachers for PBIS</td>
</tr>
<tr>
<td>2018-19</td>
<td>$15,946</td>
<td>LCFF</td>
<td>5800: Professional/Consulting Services And Operating Expenditures PD for teachers for PBIS</td>
</tr>
<tr>
<td>2019-20</td>
<td>$15,946</td>
<td>LCFF</td>
<td>5800: Professional/Consulting Services And Operating Expenditures PD for teachers for PBIS</td>
</tr>
<tr>
<td></td>
<td>$1500</td>
<td>Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td>$1500</td>
<td>Supplemental and Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td>$1500</td>
<td>Supplemental and Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | [Add Students to be Served selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Specific Schools: Old Town Academy | Specific Grade Spans: K-8 | [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

#### 2017-18 Actions/Services

**Instruction:**
- Students will receive instruction in a blended learning environment in order to experience personalized learning. The use of technology and applications will be frequent and students will learn digital citizenship through programs such as Common Sense Media.
- Where appropriate, students will receive designated English language development on a daily basis.
- Teachers will receive specialized training on technology integration into instruction.
- Students will have multiple extra-curricular opportunities to participate in academic field trips extended learning field trips and reward field trips, for which participation is earned through outstanding citizenship.

Select from New, Modified, or Unchanged for 2018-19

#### 2018-19 Actions/Services

**Instruction:**
- Students will receive instruction in a blended learning environment in order to experience personalized learning. The use of technology and applications will be frequent and students will learn digital citizenship through programs such as Common Sense Media.
- Where appropriate, students will receive designated English language development on a daily basis.
- Teachers will receive specialized training on technology integration into instruction.
- Students will have multiple extra-curricular opportunities to participate in academic field trips extended learning field trips and reward field trips, for which participation is earned through outstanding citizenship.

Select from New, Modified, or Unchanged for 2019-20

#### 2019-20 Actions/Services

**Instruction:**
- Students will receive instruction in a blended learning environment in order to experience personalized learning. The use of technology and applications will be frequent and students will learn digital citizenship through programs such as Common Sense Media.
- Where appropriate, students will receive designated English language development on a daily basis.
- Teachers will receive specialized training on technology integration into instruction.
- Students will have multiple extra-curricular opportunities to participate in academic field trips extended learning field trips and reward field trips, for which participation is earned through outstanding citizenship.

### English Learners

[Add Students to be Served selection here]

### Schoolwide

[Add Scope of Services selection here]

### Specific Schools: Old Town Academy

Specific Grade Spans: K-8

[Add Location(s) selection here]
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$25,000</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies</td>
<td>$25,000</td>
<td>LCFF</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>$15,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
<td>$15,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>$15,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
<td>$15,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

##### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All
  - [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: Old Town Academy
- Specific Grade Spans: K-8
  - [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
  - [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- Schoolwide
  - [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: Old Town Academy
- Specific Grade Spans: K-8
  - [Add Location(s) selection here]

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20
### 2017-18 Actions/Services
- **Parent Outreach:**
  - Develop and maintain parent-friendly report cards
  - Teachers and administrator will increase use of electronic mail and blog posts
  - Conduct annual parent survey to verify qualitative/quantitative satisfaction

### 2018-19 Actions/Services
- **Parent Outreach:**
  - Develop and maintain parent-friendly report cards
  - Teachers and administrator will increase use of electronic mail and blog posts
  - Conduct annual parent survey to verify qualitative/quantitative satisfaction

### 2019-20 Actions/Services
- **Parent Outreach:**
  - Develop and maintain parent-friendly report cards
  - Teachers and administrator will increase use of electronic mail and blog posts
  - Conduct annual parent survey to verify qualitative/quantitative satisfaction

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures cost of Powerschool, parent surveys</td>
<td>5000-5999: Services And Other Operating Expenditures cost of Powerschool, parent surveys</td>
<td>5000-5999: Services And Other Operating Expenditures cost of Powerschool, parent surveys</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 4

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

| Expected Annual Measurable Outcomes |
| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

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

Action 1

OR

Actions/Services

Budgeted Expenditures
Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

| Unchanged Goal |

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures
## Demonstration of Increased or Improved Services for Unduplicated Pupils

<table>
<thead>
<tr>
<th>LCAP Year: <strong>2019-20</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$60,919</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>LCAP Year: <strong>2018-19</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$57,639</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.
Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

<table>
<thead>
<tr>
<th>LCAP Year: <strong>2017-18</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$41,825</td>
</tr>
</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
As the number of low income, foster youth, and English Learners increase, their social / emotional needs and specific learning needs will be met by the appropriate services, programs, and personnel.
Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

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

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

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

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

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

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

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

**Guiding Questions: Goals, Actions, and Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Funding Sources</td>
<td>1,185,828.00</td>
<td>1,049,356.00</td>
<td>936,769.00</td>
<td>1,185,828.00</td>
<td>1,142,659.00</td>
<td>3,265,256.00</td>
</tr>
<tr>
<td>LCFF</td>
<td>1,012,432.00</td>
<td>698,000.00</td>
<td>827,169.00</td>
<td>1,012,432.00</td>
<td>1,016,365.00</td>
<td>2,855,966.00</td>
</tr>
<tr>
<td>LCFF Base</td>
<td>0.00</td>
<td>246,056.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>11,300.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Special Education</td>
<td>141,896.00</td>
<td>94,000.00</td>
<td>108,100.00</td>
<td>141,896.00</td>
<td>95,794.00</td>
<td>345,790.00</td>
</tr>
<tr>
<td>Supplemental and Concentration</td>
<td>31,500.00</td>
<td>0.00</td>
<td>1,500.00</td>
<td>31,500.00</td>
<td>28,500.00</td>
<td>61,500.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Object Type

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditure Types</td>
<td>1,185,828.00</td>
<td>1,049,356.00</td>
<td>936,769.00</td>
<td>1,185,828.00</td>
<td>1,142,659.00</td>
<td>3,265,256.00</td>
</tr>
<tr>
<td>0001-0999: Unrestricted: Locally Defined</td>
<td>0.00</td>
<td>0.00</td>
<td>793,700.00</td>
<td>0.00</td>
<td>0.00</td>
<td>793,700.00</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>802,552.00</td>
<td>757,000.00</td>
<td>0.00</td>
<td>802,552.00</td>
<td>773,018.00</td>
<td>1,575,570.00</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits</td>
<td>216,689.00</td>
<td>215,606.00</td>
<td>0.00</td>
<td>216,689.00</td>
<td>215,000.00</td>
<td>431,689.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>76,195.00</td>
<td>32,200.00</td>
<td>82,087.00</td>
<td>76,195.00</td>
<td>76,195.00</td>
<td>234,477.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>74,446.00</td>
<td>44,550.00</td>
<td>60,982.00</td>
<td>74,446.00</td>
<td>54,000.00</td>
<td>189,428.00</td>
</tr>
<tr>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>15,946.00</td>
<td>0.00</td>
<td>0.00</td>
<td>15,946.00</td>
<td>24,446.00</td>
<td>40,392.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditure Types</td>
<td>All Funding Sources</td>
<td>1,185,828.00</td>
<td>1,049,356.00</td>
<td>936,769.00</td>
<td>1,185,828.00</td>
<td>1,142,659.00</td>
<td>3,265,256.00</td>
</tr>
<tr>
<td>0001-0999: Unrestricted: Locally Defined</td>
<td>LCFF</td>
<td>0.00</td>
<td>0.00</td>
<td>685,600.00</td>
<td>0.00</td>
<td>0.00</td>
<td>685,600.00</td>
</tr>
<tr>
<td>0001-0999: Unrestricted: Locally Defined</td>
<td>Special Education</td>
<td>0.00</td>
<td>0.00</td>
<td>108,100.00</td>
<td>0.00</td>
<td>0.00</td>
<td>108,100.00</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>LCFF</td>
<td>695,656.00</td>
<td>698,000.00</td>
<td>0.00</td>
<td>695,656.00</td>
<td>712,224.00</td>
<td>1,407,880.00</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Special Education</td>
<td>106,896.00</td>
<td>59,000.00</td>
<td>0.00</td>
<td>106,896.00</td>
<td>60,794.00</td>
<td>167,690.00</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits</td>
<td>LCFF</td>
<td>216,689.00</td>
<td>0.00</td>
<td>0.00</td>
<td>216,689.00</td>
<td>215,000.00</td>
<td>431,689.00</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits</td>
<td>LCFF Base</td>
<td>0.00</td>
<td>215,606.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>LCFF</td>
<td>56,195.00</td>
<td>0.00</td>
<td>82,087.00</td>
<td>56,195.00</td>
<td>56,195.00</td>
<td>194,477.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>LCFF Base</td>
<td>0.00</td>
<td>21,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>10,700.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>Supplemental and Concentration</td>
<td>20,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>20,000.00</td>
<td>20,000.00</td>
<td>40,000.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>LCFF</td>
<td>27,946.00</td>
<td>0.00</td>
<td>59,482.00</td>
<td>27,946.00</td>
<td>17,000.00</td>
<td>104,428.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>LCFF Base</td>
<td>0.00</td>
<td>8,950.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>600.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Special Education</td>
<td>35,000.00</td>
<td>35,000.00</td>
<td>0.00</td>
<td>35,000.00</td>
<td>35,000.00</td>
<td>70,000.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Supplemental and Concentration</td>
<td>11,500.00</td>
<td>0.00</td>
<td>1,500.00</td>
<td>11,500.00</td>
<td>0.00</td>
<td>13,000.00</td>
</tr>
<tr>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>LCFF</td>
<td>15,946.00</td>
<td>0.00</td>
<td>0.00</td>
<td>15,946.00</td>
<td>15,946.00</td>
<td>31,892.00</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>----------------------------</td>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>Supplemental and Concentration</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>8,500.00</td>
<td>8,500.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>1,054,295.00</td>
<td>991,406.00</td>
<td>824,182.00</td>
<td>1,054,295.00</td>
<td>1,014,126.00</td>
<td>2,892,603.00</td>
</tr>
<tr>
<td>Goal 2</td>
<td>50,000.00</td>
<td>41,500.00</td>
<td>35,000.00</td>
<td>50,000.00</td>
<td>47,000.00</td>
<td>132,000.00</td>
</tr>
<tr>
<td>Goal 3</td>
<td>81,533.00</td>
<td>16,450.00</td>
<td>77,587.00</td>
<td>81,533.00</td>
<td>81,533.00</td>
<td>240,653.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Old Town Academy K-8 Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS Code:</td>
<td>37 68338 0123778</td>
</tr>
<tr>
<td><strong>Link to the LCAP:</strong></td>
<td></td>
</tr>
<tr>
<td><em>(optional)</em></td>
<td></td>
</tr>
</tbody>
</table>

**For which ESSA programs apply to your LEA?**

Choose From:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OTA did not receive Title 1 funds

**Alignment**

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

OTA did not receive Title 1 funds

**ESSA Provisions Addressed Within the LCAP**

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

**TITLE I, PART A**

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
</tr>
</tbody>
</table>

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
</tr>
</tbody>
</table>

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

### Career Technical and Work-based Opportunities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
</tr>
</tbody>
</table>
If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

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

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

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
</tr>
</tbody>
</table>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.
TITL3 III, PART A

Parent, Family, and Community Engagement

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

**TITLE I, PART A**

**Poverty Criteria**

<table>
<thead>
<tr>
<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

OTA did not receive Title 1 funds

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d). Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OTA did not receive Title 1 funds

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

OTA did not receive Title 1 funds

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

OTA did not receive Title 1 funds

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

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

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
   (A) coordination with institutions of higher education, employers, and other local partners; and
   (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OTA did not receive Title 1 funds

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

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

   (A) assist schools in identifying and serving gifted and talented students; and
   (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OTA did not receive Title 1 funds
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
Social, Health, and Other Services
ESSA SECTION 1423(6)
As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)
As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Parent and Family Involvement
ESSA SECTION 1423(8)
Provide a description of formal agreements, regarding the program to be assisted, between the

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

Program Coordination
ESSA SECTION 1423(9–10)
Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:
TITLE II, PART A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:
TITLE III, PART A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

(C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:
TITLE IV, PART A

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

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OTA did not receive Title 4 funds