

## California Department of Education

# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

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### 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 Every Student Succeeds Act (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.

**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 LEA must address the Strategy and Alignment prompts provided below.** Please 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.

#### Response from Olive Grove Charter - Lompoc:

The major priority areas at Olive Grove Charter School: Lompoc (OGCSL) are (1) to reduce the achievement gap for English Learners; (2) to increase access to and participation in Academic Intervention programs, with an emphasis on Math and Reading; (3) to ensure Career Technical Education (CTE) classroom; (4) to address Mental Health and Social/Emotional Needs by providing students and staff with support needed to improve social/emotional mental health outcomes; and, (5) to provide opportunities for

high school students with disabilities to engage in small group study sessions for core subjects, led by an Educational Specialist support teacher. The majority of the student population is 80.2% socioeconomically disadvantaged students (SED), and includes 17.4% English Learners, and 15.1% students with disabilities (SWD). OGCSL makes it a priority to develop major actions in the LCAP to support all students, but especially students who are SED and/or EL and/or Foster Youth (0.6%).

The major actions included in the LCAP for all students are based on the five LCAP goals articulated above. In order to reduce the achievement gap for EL, OGCSL will: provide 8 hours of structured EL support class time and provide professional development for teaching staff; and, increase the access to and student training for ReadingPlus (reading intervention program). In order to access to and participation in Academic Intervention (Reading and Math), OGCSL will: provide 24/7 access to ThinkingStorm Online Tutoring; provide tutors at the Learning Center, provide rewards and incentives for Intervention Program; increase the number of virtual support sessions in English and Math; and, increase the number of Imagine Learning Math (math intervention) licenses. In order to ensure CTE classroom, OGCSL will: provide CTE teacher; and, provide CTE classroom. In order to meet mental health and social emotional needs, OGCSL will: hire additional counseling staff to provide individual and group counseling support; field trip budget will increase opportunities for global learning, socialization and positive outcomes; increase the number of professional development opportunities to support mental health services; and, offer parent group sessions to provide support and resources of their students. In order to provide opportunities for high school SWD to engage in small group study sessions, OGCSL will: have 24 hour access to tutoring support, attend weekly core curriculum support labs; designate a counselor to SWD to support students and collaborate with staff; and, increase Education Specialist availability by creating support sessions to work on IEP goals.

The increased or improved services for SED, foster youth, and EL and activities supported with federal funds will supplement and enhance the major goals and initiatives include providing additional support classes for EL, additional ReadingPlus Licenses, ThinkingStorm 24/7 tutoring, Learning Center Tutor, intervention incentives, live virtual support classes, additional Imagine Math licenses, CTE opportunities, additional counselors and educational fieldtrip opportunities.

Parents and students are actively engaged in decision making at OGCSL. The decisions made about the use of supplemental federal funds are discussed at the school level through School Site Council (SSC) and the English Language Advisory Council (ELAC). The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the meeting in the fall and at the meeting in the spring. The students, parents, teachers and staff participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process throughout the year and during LCAP workshops. The decisions take into account the needs of students based on student achievement data to include SBAC, ELPAC, Renaissance Learning (STAR Assessments in Reading and Math), cumulative assessments, attendance, and student demographic data to include the significant subgroups of White, Latino, SED, SWD, and EL. This data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. The councils serve for the purpose of making decisions for OGCSL based on the student academic data and student demographic data. OGCSL conducts both an LCAP survey and the California Healthy Kids Survey each year to obtain input on special programs, goals and objectives. The results of these surveys are used to inform OGCSL in regard to LCAP goals and State Priorities. Parents also have volunteer opportunities.

**APPROVED BY CDE**

## 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.

### **Response from Olive Grove Charter - Lompoc:**

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of OGCSL's mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The SSC and ELAC will review and approve the LCAP prior to approval by the Board of Directors and final submission. During quarterly meetings, the SSC and ELAC will receive quarterly benchmark data (Renaissance STAR Assessments, curriculum embedded assessments, and attendance) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet weekly and monthly to review the progress of the students in their class. Students are provided with interventions, but no less than bi-monthly, the teachers will review the progress made by each individual student in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the student should continue in the intervention program for an additional session. If accelerated progress is being made, the teachers may determine if the student should discontinue the intervention program for the next session. If a student is not making adequate progress, the teachers may determine that the student needs a more intensive intervention, should be referred for a Student Study Team, or if there is another intervention which would improve the student's skills. Each parent must attend a monthly meeting with the student and his/her Advisor to receive updated progress information about the academic growth of his/her child every session. The Executive Director will present the student achievement data quarterly and annually for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The student group data informs decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. SSSC and ELAC, teachers, and staff provide input on the core program, then help to inform decisions based on differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative, yet support the common outcomes.

Information about OGCSL's priorities are communicated to stakeholders by posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Parent Student Handbook, reviewing and approving the LCAP at SSC and ELAC meetings, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly

scheduled Board meeting.

There is a collaborative process to make decisions about federal funds. Based on the needs assessment developed through surveys and meetings, the key programs supported are technology to make sure all students receive additional supports and social/emotional success through supports specific to each student's personalized academic plan. OGCSL is committed to ensuring that students are safe and healthy which is supported by the School Counselor and Director of Leadership and Student Services, professional development on Social Emotional Learning and parent success trainings on drug, violence and suicide prevention and supporting academic and psychological health of their children.

OGCSL ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with SSC, ELAC and the Board of Directors. SSC receives annual training on their duty to develop the LCAP, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

## APPROVED BY CDE

### Instructions, Strategy, and Alignment Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension****Contact Email**

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

## California Department of Education

# LCAP Federal Addendum System

## Title I, Part A, Educator Equity

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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.

#### **Response from Olive Grove Charter - Lompoc:**

Not Applicable for Charter Schools

#### **APPROVED BY CDE**

### **Title I, Part A, Educator Equity Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education
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# LCAP Federal Addendum System

## Title I, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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).

#### **Response from Olive Grove Charter - Lompoc:**

N/A

#### **APPROVED BY CDE**

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

#### **Response from Olive Grove Charter - Lompoc:**

OGCSL develops and evaluates the Title I Parent Engagement Policy by engaging with parents during parent meetings at the School Site Council and English Learner Advisory Council. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with the councils. The Parent Engagement Policy is included in the Family Handbook. OGCSL provides parent seminars on Internet Access and Online Safety, Understanding A-G and High School Requirements, Supporting Student's Academic and Social Needs, Preventing Drug Abuse and Violence, Suicide Prevention, Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights

Meetings, How to Help your Child be Successful, Accessing the Online Learning Tools, Bullying Prevention, and How to Prepare for College. OGCSL provides materials during parent seminars in English and Spanish. OGCSL also engages parents by honoring and celebrating students' academic achievement and growth, volunteer opportunities, parent, student, teacher conferences, and specially scheduled events.

OGCSL provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with parents on accessing the Parent Portal, identifying support systems in areas students are struggling, developing meaningful opportunities at the school for parents to include volunteering at the school, volunteering for events, chaperoning field trips, volunteering for fundraisers, and serving as parent leaders.

The Charter School integrates parent involvement as leaders by encouraging participating in academic achievement (i.e. teacher conferences, take-home work to assist a classroom teacher, assisting in the classroom or office), school community (i.e. attending community meetings, helping at special events), and education advocacy (i.e. serving on the Board of Directors, attending Parent Leadership meetings or school hearings). All information about parent workshops, programs, meetings and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School integrates parent involvement programs with other Federal, State and local programs such as having a parent resource center which provides resources to families, workshops and opportunities for parents to engage with other parents. The Charter School makes accommodations for parents with disabilities such as sign-language interpreters, accessibility with physical, audio and visual accommodations to school events. For parents of migrant students, the aspect of 24/7 academic access in a virtual and homeschool model with computer and internet access provided, the opportunity to continue their education while migrant parents are working overcomes any educational disruption. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary. Parents serve on the Board of Directors and also lead community activities and initiatives throughout the Parents also lead community activities and initiatives throughout the year.

#### **APPROVED BY CDE**

## **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.

#### **Response from Olive Grove Charter - Lompoc:**

OGCSL provides programs and services to the students including personalization, blended learning, data-driven instruction, interventions and teacher specialists. The personalized education model to the students includes virtual instruction and differentiated instruction for the students at their instructional level during Learning Labs, support sessions and tutoring. Differentiated instruction may include the students working

with tutors, working on an adaptive online learning program like Lexia, Imagine Learning Math, ReadingPlus or others. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, SBAC Math scores and graduation rates. The importance of increasing these scores ensures that students are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards. During the Learning Lab, students engage in collaborative activities guided by the teachers. The Charter School also hires Director of Curriculum and Intervention and the Directors of the Learning Centers to support and monitor the growth of students.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like online tutoring, ensuring the Principal monitors the implementation of core curriculum scope and sequence, and differentiated intervention groups to provide small group instruction during support sessions. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

### APPROVED BY CDE

#### Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

#### Response from Olive Grove Charter - Lompoc:

N/A

### APPROVED BY CDE

## 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.).

### **Response from Olive Grove Charter - Lompoc:**

OGCS will have a Homeless Liaison (Director of Leadership Development and Student Services) who provides outreach to families and coordinates services between the family and other agencies. The school is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to enroll the student, obtain necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful by meeting with parents to discuss enrollment, attendance and academic success. The school incorporates homeschool and virtual platforms to provide the core curriculum and use additional online platforms to provide targeted instruction for the students which specifically supports homeless students. The benefit of using technology like this supports each student at his/her own level. It provides another format to ensure the core curriculum is differentiated in a way that support the students' interests and living situations, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to support the core program ensures that personalized instruction is provided regardless of home situation. With the reservation funds for homeless education, OGCS provides laptops an internet access as well as bus passes for students to attend the Learning Center.

### **APPROVED BY CDE**

## **Student Transitions**

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

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

### **Response from Olive Grove Charter - Lompoc:**

N/A

### **APPROVED BY CDE**

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

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **Response from Olive Grove Charter - Lompoc:**

Olive Grove Charter School - Lompoc supports transitions to include preschool to elementary school or home/daycare to elementary school, elementary school to middle school, middle school to high school, and high school to college or career. The students attend field trips and participate in experiential learning. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive and supported by the Charter School, the child's transition to school will be smooth. The Charter School offers Advanced Placement courses for high school students so that students have the experience of college courses. High school students are also offered assistance for college and career applications, funding college, college acceptance exam preparation, and dual enrollment courses. The Charter School hosts an Orientation, Transition Meetings, Parent Conferences, events and activities, and multiple events like Parent Success Trainings, School Site Council, and onboarding. Finally, to transition to career, OGCSL provides opportunities for internships so the students learn about the working world.

**APPROVED BY CDE**

## **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.

**Response from Olive Grove Charter - Lompoc:**

N/A

**APPROVED BY CDE**

### **Title I, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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## California Department of Education

# LCAP Federal Addendum System

## Title II, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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.

#### **Response from Olive Grove Charter - Lompoc:**

Olive Grove Charter School – Lompoc provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that aligned professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of White, Latino, Students with Disabilities, socioeconomically disadvantaged, English Learners, and Foster Youth. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes. OGCSL teachers meet in Professional Learning Communities to ensure a collaborative learning process for teachers to positively impact student learning throughout the school. The Board of Directors, with input from all stakeholders, set the goals for the following year based on student achievement, behavior and attendance data, then through a collaborative process, the teachers, parents, staff, administrators and community then determine how to utilize Title II funds to dedicate resources for professional learning to accomplish the goals. This is evidenced by the LCAP. The Charter School utilizes the system of professional growth and learning in

alignment with state and federal requirements and resources.

OGCSL has a system of support for teachers, principals and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of each school year to establish SMART goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to share responsibilities to support each other, attend County Office of Education job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources and business management trainings. For new teachers, this may include completing a new teacher induction program, clearing his/her credential, taking additional classes, completing a Master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, grade level leader, serve on the School Site Council, serve in an advisory capacity on school wide instructional decisions, attend conferences like Virtual Education, CUE Conference, Next Generation Science Standards (NGSS) or other conferences of their choice decided by the SMART goals and approved by their supervisor, then returning to the school to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like California Charter Schools Association (CCSA) and Charter School Development Center (CSDC).

The Charter School determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if he/she met or exceeded their established SMART goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the Charter School uses input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

## **APPROVED BY CDE**

## **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).

### **Response from Olive Grove Charter - Lompoc:**

Not Applicable for Charter Schools

**APPROVED BY CDE****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.

**Response from Olive Grove Charter - Lompoc:**

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level through the School Site Council (SSC) and English Learner Advisory Council (ELAC) that serve as advisory bodies of the school to the Board of Directors. The SSC and ELAC provide input on the school program, the activities supported by federal resources, and promote school and community partnerships. The SSC and ELAC discuss academic performance, provides input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the meeting in the fall and at the meeting in the spring. The SSC and ELAC complete an annual needs assessment. The parents, staff, and teachers also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process weekly throughout the year, formally monthly and during LCAP workshops. In the Spring of each school year, the stakeholders develop the professional learning calendar for the following school year. As the teachers meet in professional learning communities weekly and in depth quarterly, teachers and staff discuss the effectiveness of professional learning as part of the school culture. The decisions take into account the needs of OGCSL based on student achievement data to include SBAC, ELPAC, benchmark assessments, cumulative assessments, attendance and student demographic data to include the significant subgroups Latino, White, socioeconomically disadvantaged, students with disabilities, and English Learners. Further, the SSC and ELAC review the activities specifically supported by Title II by reviewing the professional learning provided, a summary of the initial evaluations, a summary of the three month sustained evaluations and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting SMART goals and improved student learning. This student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The Charter School evaluates professional learning based on the student achievement data, student demographic data, and professional learning data. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the Charter School's professional learning and meeting the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The SSC and ELAC will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the SSC and ELAC will receive quarterly benchmark data (benchmark assessments, cumulative assessments, attendance) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The SSC and ELAC also review the professional learning data. The Executive Director presents student achievement data, student demographic data, and professional learning data quarterly for all students and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The processes in place to ensure that activities funded from various state and federal sources are not

duplicative and support common outcomes are designed to enhance the basic program. The SSC, ELAC, teachers, staff and parents provide input on the core program, then make decisions based on needs of the school based on student achievement data, student demographic data and professional learning data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Parent Student Handbook, reviewing and approving the LCAP goals, actions and services at the SSC and ELAC, discussing the LCAP goals no less than monthly with teachers and staff as they begin to review student achievement data, student demographic data and professional learning data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

## APPROVED BY CDE

### Title II, Part A Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension****Contact Email**

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

## California Department of Education

# LCAP Federal Addendum System

## Title IV, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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.

#### **Response from Olive Grove Charter - Lompoc:**

OGCSL developed this Federal Addendum in consultation with parent leaders, teachers and staff during School Site Council and English Learner Advisory Council, professional learning communities, and at the administration level reviewing the most common strategies or obstacles to success. The stakeholders

including students, teachers, parents, staff and administration will complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change or be replaced.

The Charter School is committed to an engaging and supportive learning environment that supports academic achievement through social emotional learning and safety training. The Charter School follows a rigorous calendar of staff training, safety team meetings and professional development. In order to ensure that the students are safe and healthy, OGCSL has implemented powerful Positive Behavior Intervention and Supports (PBIS) supported by the counselors. The social emotional learning supports have been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. In addition, the Charter School has hired Curriculum Specialists to ensure the students get the support they need. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

The Charter School incorporates homeschool and virtual platforms to provide the core curriculum and use additional online platforms to provide targeted instruction for the students. The benefit of using technology like this supports each student and his/her own level. It provides another format to ensure the core curriculum is differentiated in a way that support the students' interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

## APPROVED BY CDE

### Title IV, Part A Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension****Contact Email**

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**