

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Olive Grove Charter - Lompoc

CDS Code: 42-77206-0138370

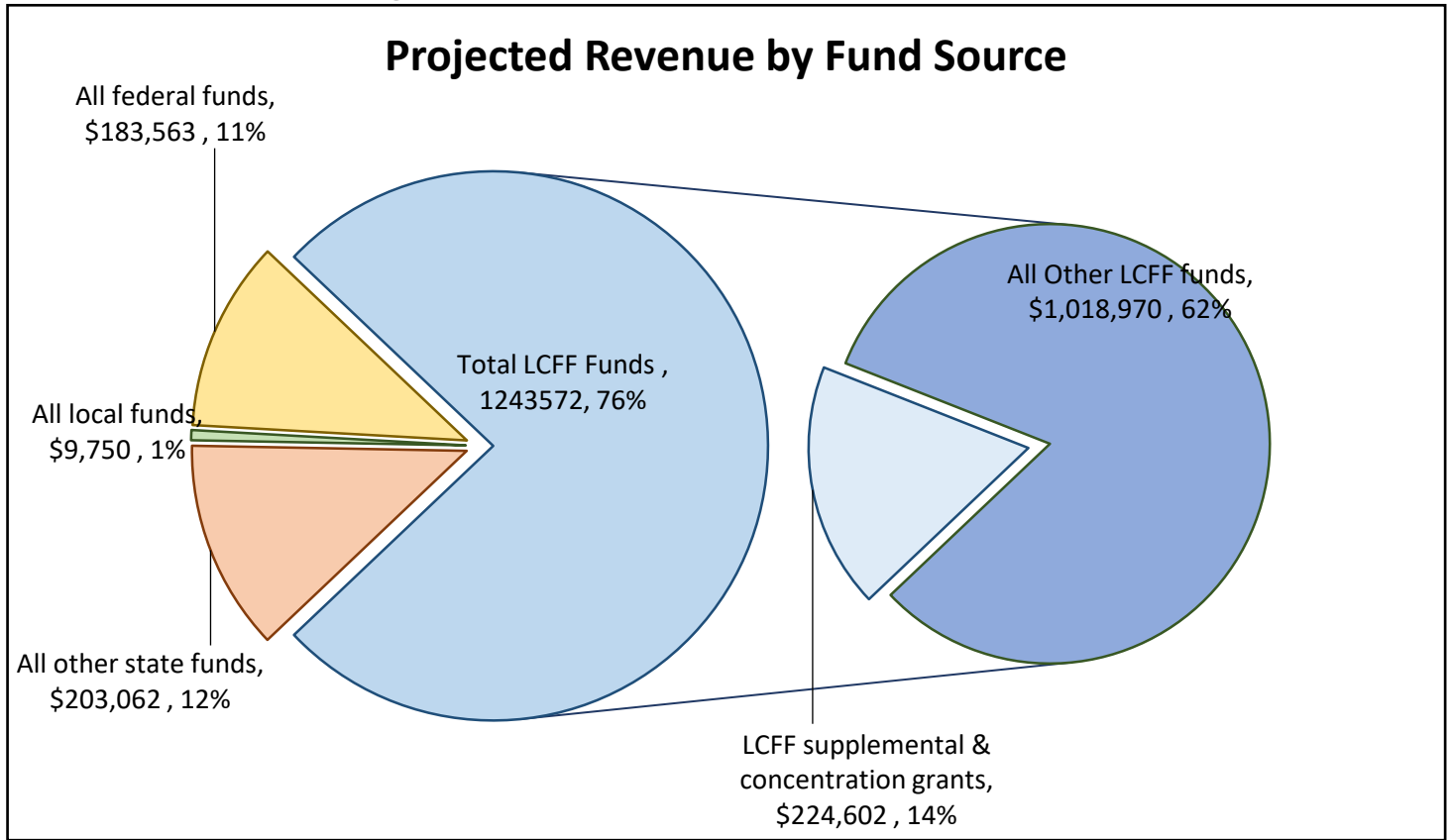
School Year: 2021 – 22

LEA contact information: Meg Rydman

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 2021 – 22 School Year

Projected Revenue by Fund Source

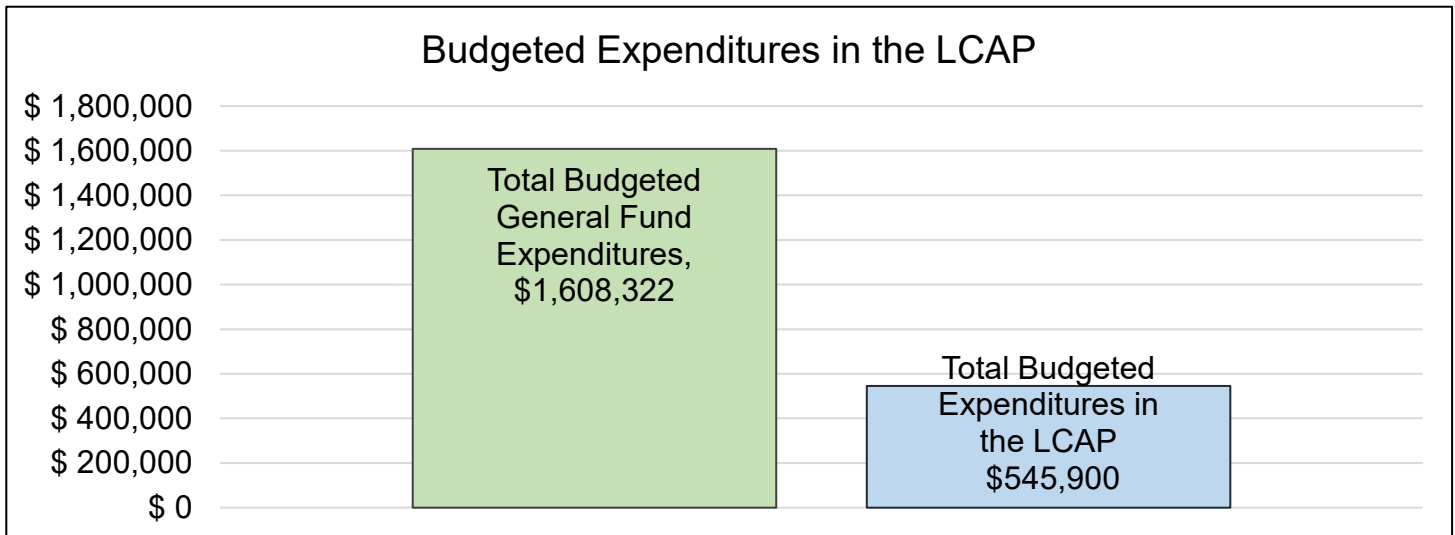


This chart shows the total general purpose revenue Olive Grove Charter - Lompoc expects to receive in the coming year from all sources.

The total revenue projected for Olive Grove Charter - Lompoc is \$1,639,947.00, of which \$1,243,572.00 is Local Control Funding Formula (LCFF), \$203,062.00 is other state funds, \$9,750.00 is local funds, and \$183,563.00 is federal funds. Of the \$1,243,572.00 in LCFF Funds, \$224,602.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Olive Grove Charter - Lompoc plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Olive Grove Charter - Lompoc plans to spend \$1,608,322.00 for the 2021 – 22 school year. Of that amount, \$545,900.00 is tied to actions/services in the LCAP and \$1,062,422.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

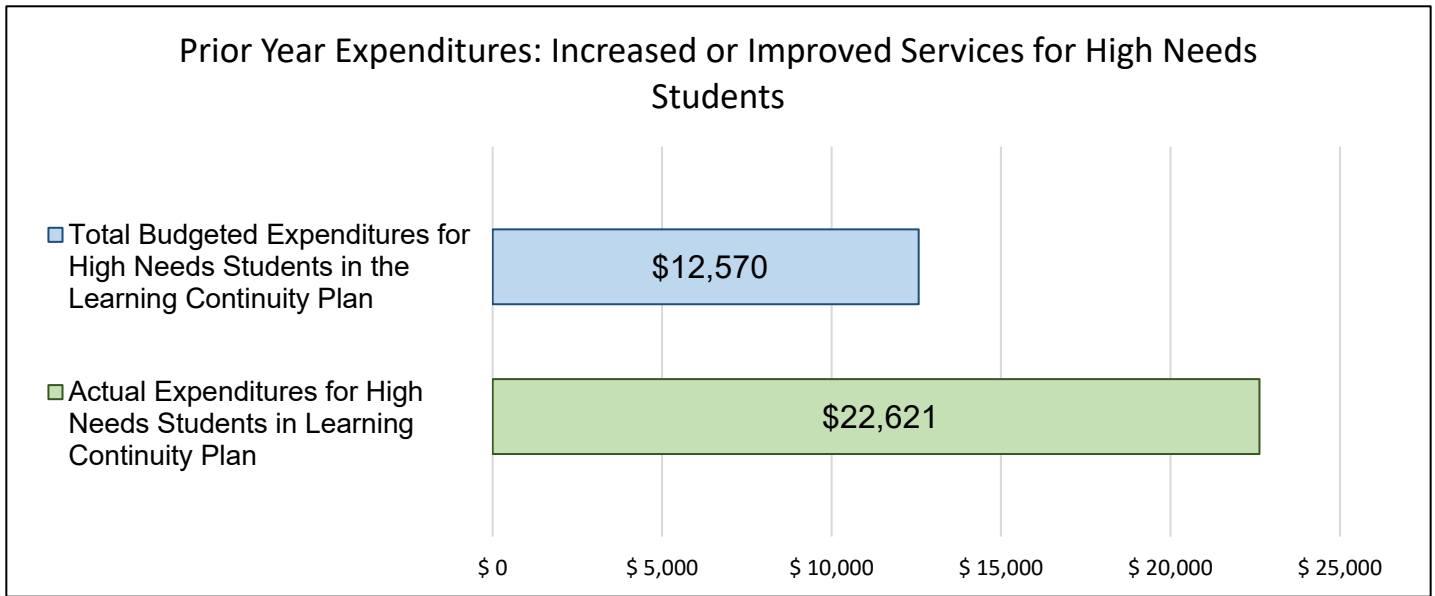
- Salaries and benefits for certificated administrators/site leaders and classified staff
- Services and other operating expenses
- General liability insurance
- Facilities and utilities
- Contracted services
- Capital Outlay

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Olive Grove Charter - Lompoc is projecting it will receive \$224,602.00 based on the enrollment of foster youth, English learner, and low-income students. Olive Grove Charter - Lompoc must describe how it intends to increase or improve services for high needs students in the LCAP. Olive Grove Charter - Lompoc plans to spend \$439,900.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Olive Grove Charter - Lompoc budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Olive Grove Charter - Lompoc estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Olive Grove Charter - Lompoc's Learning Continuity Plan budgeted \$12,570.00 for planned actions to increase or improve services for high needs students. Olive Grove Charter - Lompoc actually spent \$22,621.00 for actions to increase or improve services for high needs students in 2020 – 21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------------|--|
| Olive Grove Charter School - Lompoc | Meg Rydman, Executive Director | mrydman@olivegrovecharter.org 805-623-1111, ext. 1106 |

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Reduce the achievement gap for English Language Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7
Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Structured, standards-aligned EL Support Classes | Structured targeted EL support classes including standards-aligned lesson plans were implemented. |
| More access/training in Reading intervention program | Approximately 33% of ELD students access our reading intervention program in addition to the structured ELD supports. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Provide 8 hours of structured EL support class time to provide students with standards-aligned instruction. Professional development for teaching staff will be provided as well. | \$17,000 | \$17,000 |
| OGCS will increase the access and student training for our Reading Plus intervention program. | \$5,000 | \$10,000 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenses were incurred as planned or exceeded budgeted amounts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

EL support class time was implemented using standards-aligned instruction and curriculum, though professional development was limited.

Goal 2

Increase academic interventions to increase student achievement in Mathematics and ELA

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 2, 7

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| ThinkingStorm Online Tutoring | 24/7 online tutoring was available through Thinking Storm during the 2019-2020 school year. |
| Full Time Tutor | A full-time tutor was employed. |
| Virtual Support Teacher Salary | Virtual support sessions were offered in the areas of math and English. |
| Incentives such as elective credit for Intervention Programs | Funds were designated for use to supply rewards and incentives for participation in the Intervention Program, though they were reduced due to the pandemic. |
| Increase Imagine Math Licenses | The number of Imagine Math licenses was increased, though not to the degree planned. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Students will have 24-7 access to ThinkingStorm Online tutoring | \$3,000 | \$5,064 |
| OGCS will hire 1 full time tutors to aid and support students working at the Learning Center | \$35,000 | \$42,180 |
| Designated funds for Intervention program use rewards and incentives | \$5,000 | \$3,300 |
| Virtual Support Teacher Salary: OGCS will offer 16 virtual support sessions in the areas of Math & English. This is an increase of 14 hours of virtual support. | \$25,000 | \$25,000 |
| Double the amount of Imagine Math (Math intervention) Licenses | \$5,000 | \$3,520 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenses not incurred for rewards and incentives and Imagine Math licenses were directed towards Reading Plus, counseling, ed specialist, curriculum, and online tutoring and in person tutoring, where expenses exceeded expectations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Engagement in intervention and support resources continues to be a challenge.

Goal 3

Leasing additional educational facilities and adding staff support to accommodate educational programs such as Career Technical Education and Science support labs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| Salary of teacher to oversee CTE program and build partnerships within the community. | This did not occur. |
| Additional Space for CTE and Science | Additional space was secured but we did not take possession until summer 2020. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Staff the CTE classroom with a 0.40 FTE teacher to supervise the program 2 days a week. | \$35,000 | \$0 |
| Locate and lease additional square footage for CTE and Science programs. | \$25,000 | \$0 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenses not incurred were directed towards Reading Plus, counseling, ed specialist, curriculum, and online tutoring and in person tutoring, where expenses exceeded expectations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Securing additional space proved challenging and without the space, we could not launch the CTE program.

Goal 4

Mental Health, Social/Emotional – Provide students and staff with support to improve mental health outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement); Priority 6: School Climate (Engagement); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: OGCS Parent surveys, advisory boards, and California Healthy Kids Survey (CHKS)

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| Hire additional 0.4 FTE counselor. | Maintained 0.8 FTE counselor; an additional 0.4 FTE counselor was not hired. |
| Real World Educational Field Trips Opportunities | Field trips were offered though less in number than projected due to the pandemic. |
| Professional Development on Student Mental Health Issues | In-house professional development was offered at no additional cost. Counselor attended the ASCA conference. |
| Parenting Groups | Multiple parent group sessions were offered in English and Spanish. Attendance was slim. Counselors followed up by sending information to parents/guardians in emails. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Hiring additional counseling staff will ensure all students have access to individual and group counseling support as needed. 1.4 FTE counselors | \$120,000 | \$82,400 |
| Field trip budget will be increased to ensure all students have opportunities for global learning, improving emotional well-being (particularly for students with anxiety) by increasing opportunities to socialize and experience positive outcomes in a public place. | \$30,000 | \$5,000 |
| Increasing the number of professional development opportunities specifically directed at improving student mental health will give all teachers the support and resources necessary to meet student mental health needs. | \$0 | \$1,815 |
| Offering parent group sessions will give parents the opportunity to develop a larger support network, enabling them to get the support and resources necessary to improve the mental health of their students. | \$0 | \$0 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenses not incurred were directed towards Reading Plus, counseling, ed specialist, curriculum, and online tutoring and in person tutoring, where expenses exceeded expectations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

An onsite counselor was effective, improving availability and communication. Parent groups offered opportunities for parents/guardians to come together, but attendance was slim. Counselors followed up by sending information to parents/guardians in emails.

Goal 5

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| More small group Support lead by Educational Specialist | Group support sessions were scheduled with case managers where students could work on goals and get support in StrongMind coursework. |
| 0.40 Students with Disabilities Counselor and 1.0 FTE Education Specialist | A shared counselor was dedicated to supporting students with disabilities. 1 case manager was employed. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|-----------------------|---------------------|
| Students will attend weekly core curriculum group support labs. | \$0 | \$12,000 |
| Students with Disabilities will have meetings in person with the counselor who provides social emotional support instead of online counseling services. The same individual will also support student's academic planning. Students will meet with an Education Specialist weekly. | \$130,000 | \$162,463 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenses were incurred as planned or exceeded budgeted amounts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Designated counselors are effective in supporting students with their IEP counseling and College/Career goals.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| 1.0 Increased health and safety protocols will be implemented. As long as there is a mask mandate in the county, this will require the use of face masks. The purchase of other health and safety equipment may be necessary, including plexiglass dividers and air filters, as well as additional cleaning supplies to provide for more frequent and thorough cleaning and disinfecting. | \$15,000 | \$1,188 | N |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

1.0 At the time the Learning Continuity and Attendance Plan was created we were optimistic that we would be fully returning to our learning centers at some point in the school year, but unfortunately that did not occur. We did implement higher levels of cleaning standards for faculty and staff, but the full dollar amount was not expended because we were unable to get most students back in the learning center this fiscal year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were unable to fully reopen our learning centers due to the evolving nature of circumstances surrounding the pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| 2.0 Internet access for approximately 3% of student population (Hotspots + monthly service) | \$870 | \$1,683 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

2.0 Student needs exceeded our expectations, so we overspent in this area.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

OGCS is a nonclassroom-based, independent study charter school. As such, the continuity of instruction was minimally disrupted with the moving of in-person support services to an online platform. All OGCS students in need of a device are issued a Chromebook. In the case where a student did not have access to the Internet, OGCS offered resources/assistance to gain that access at their home or elsewhere. The need for this access was greater than we expected, but we were able to accommodate in a relatively timely fashion. OGCS followed independent study statutory requirements and regulations in lieu of the distance learning requirements, and the school continued to use existing methods for assessing pupil progress and measuring participation in daily engagement and work product completion. Professional development specific to distance learning was not necessary, given our independent study model. OGCS staff are accustomed to supporting students with limited in-person interaction, therefore, roles and responsibilities were not greatly affected. Supports for pupils with unique needs were not altered to a great degree because of the pandemic, except for special education students for whom the virtual provision of services has been mostly satisfactory according to parent/guardian and student feedback.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|-------------|----------------------|-------------------------------|--------------|
| 3.0 None | N/A | N/A | N/A |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

3.0 N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

OGCS is a nonclassroom-based, independent study charter school. As such, there was minimal disruption to the program with the moving of in-person support services to an online platform. Therefore, pupil learning loss was addressed continuously and as usual through our independent study model.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

All OGCS students have 1:1 meetings with their teachers which allowed us closely monitor students and their well-being on a regular and consistent basis. Additionally, our counselors dedicated a great deal of their time to providing increased supports during these challenging times. For instance, counselors ran small groups to virtually support students and to help keep them connected to their peers. Attendance and participation in these groups was inconsistent, which posed a challenge.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

OGCS continued with its established strategies for student and parent/family outreach during this challenging year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

OGCS is a nonclassroom-based, independent study charter school, and as such, the school does not provide meals on a regular basis. Statute specifies that the school is required to provide meals to those who are eligible for free or reduced-price meals when those students are scheduled to be at the learning center for two or more hours. With the ongoing closure of the learning centers, no student was scheduled for any length of time. We continued to inform families of food distribution sites within the local community.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|--|----------------------|-------------------------------|--------------|
| 4.0 Mental Health | Counselor support, additional group and individual sessions | \$6,600 | \$20,896 | Y |
| 4.1 Mental Health | Professional Development and Training | \$2,500 | \$49 | Y |
| 4.2 Pupil & Family Engagement Outreach | ParentSquare communication platform for outreach, connection | \$700 | \$701 | N |
| 4.3 School Nutrition | Snacks and grab & go meals | \$2,600 | \$20 | Y |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

4.0 Student needs exceeded our expectations, so we overspent in this area.

4.1 We anticipated costs associated with mental health professional development and training, however we discovered and offered multiple PD opportunities to faculty and staff that had no cost associated with them. So, we shifted these funds to direct services as indicated in 4.0. We realized the needs were best served through direct services provided by our counselors.

4.2 Expenses were incurred as planned.

4.3 We optimistically anticipated having students back on site thereby needing snacks, because we were unable to fully reopen our learning centers, spending in this area has been negligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The increased need for ongoing mental health supports and services as well the continued need to focus on providing Internet access are the primary takeaways from operating entirely virtually for the past school year.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Addressing student engagement and learning loss is addressed continuously and as usual through our independent study model; thus, these elements are interwoven throughout our LCAP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was no substantive difference between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and those implemented to meet the requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan indicate the increased need for attention to students' physical, mental, and emotional health and well-being as well as the need to insure access to secure and reliable Internet connections.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021



Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------------|--|
| Olive Grove Charter School - Lompoc | Meg Rydman, Executive Director | mrydman@olivegrovecharter.org 805-623-1111, ext. 1106 |

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Olive Grove Charter School (OGCS) is a charter school for students in grades TK-12. We provide a voluntary alternative public education choice for families who choose for their students to be educated in a home or blended learning environment. Our online charter school enables students with different learning styles and family situations to get the education they wouldn't be able to achieve in a traditional school setting.

OGCS operates as an independent study program authorized by the California State Board of Education (SBE), with operations overseen by the California Department of Education (CDE). Students attend individualized meetings with a certificated teacher on a regular basis. At this individualized meeting, the certificated teacher reviews previously assigned learning objectives and assignments, provides instructional support, delivers assessments, and assigns learning objectives and assignments. Parents/guardians are an integral part of the program's success. Parents/guardians of students in grades TK-8 are expected to be present at every meeting, and parents/guardians of students in grades 9-12 are present at one meeting a month, at minimum. If parents/guardians are unable to attend or to support students academically, additional supports are put in place for the student to achieve academic and social-emotional success through each student's personalized academic plan. Additional support options are offered for students in math and English-language arts and for completion of UC A-G approved laboratory requirements in science and visual arts.

OGCS's student populations qualifies the school for Dashboard Alternative School Status (DASS). The charter meets the needs of students that are looking for alternatives to the traditional educational system. There are increasing numbers of students with special health considerations and students experiencing negative social-emotional responses to bullying/discrimination issues within their more traditional school setting. OGCS also supports students that must work to help support their families or are working in a professional setting, be it sports or entertainment. School counselors often refer students/families to OGCS when they believe students would be more successful in a setting where the student receives more individualized instruction and support and/or when students are getting into trouble/expelled and/or failing and falling behind their peers at their local district school.

Mission

The mission of OGCS is to plan, monitor, and assist in the education of students TK-12 in a home or blended school learning environment enabling them to speak, read, write, use technology, and calculate effectively to become self-motivated, competent, and life-long learners. The Olive Grove Charter School will provide students with the necessary resources to achieve success and meet state standards in core

academic subjects appropriate to their level. Additionally, students will become career/college ready upon completion of the program. This will be achieved in a collaborative effort with parents as primary deliverers of the educational program, certificated teachers, and the community.

OGCS produces IDEAL students:

I = Informed Critical Thinkers

D = Dedicated and Responsible Citizens

E = Effective Communicators

A = Able Technology Users

L = Learners, Motivated and Self-Directed

Vision and Purpose

We the community and staff of OGCS believe:

Every student can learn and be successful.

Every student can benefit from participating in a balanced curriculum of academics, technological application, arts and physical education.

Education is a shared responsibility requiring the active collaboration of all stakeholders.

A successful learning environment is dependent on respect, integrity, and equity.

A safe and clean environment is essential for effective learning.

Continuous fiscal solvency is critical to the success of the school.

In 2020-2021 OGCS Lompoc enrolled 133 students in grades TK-12, including 13 English Learners, 1 foster youth, 2 homeless youth, 0 migrant education, 29 students with disabilities, and 89 socio-economically disadvantaged students.

Reflections: Successes

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

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward previous LCAP goals, local self-assessment tools, stakeholder input, and accomplishments during the last school year, OGCS is most proud of the substantial levels of supports the school offers to students to help them maintain and even succeed through this most challenging year. The systems of support established prior to the pandemic allowed us to provide a wide variety of services both academic and social-emotional. Academic success is of course critical, but safety and wellness must first be established before a student can learn.

Reflections: Identified Need

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

While OGCS is successful in providing the supports necessary for students to feel safe and well, academic success is not generally reflected in past years' CAASPP data. As this school was established in 2018, the Dashboard does not offer performance indicator colors. However, the rates of students meeting or exceeding standards is quantifiably low, and in most cases, significant subgroups meet or exceed standards at rates lower than all students. We are working to address performance gaps for our English Learners (ELs) by completely overhauling our

English Language Development (ELD) program. We are addressing performance gaps for our students with disabilities by focusing on curriculum that is rigorous but accessible to all as well as increased collaboration between our general education and special education departments. It is interesting to note that our students' performance on our local assessments is typically stronger than that on the state assessments. The school will benefit from an analysis of how students perceive the importance of the state assessments and the attention given to them.

LCAP Highlights

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

Key features of this LCAP include three goals centered around the following areas: teaching and learning; health, wellness, safety, and climate; and engagement. The main components of our goals are to:

Enhance academic support and interventions to address the needs of all students;

Improve the health and wellness of all students and staff, while maintaining a safe and positive school climate; and

Increase levels of engagement and involvement across stakeholder groups to increase students' educational success.

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

OGCS created a meaningful engagement process which solicited input from multiple stakeholder groups. Teachers collected input and feedback from students and parents on an ongoing basis. Surveys were administered and the responses analyzed to inform the development of the LCAP. The leadership team participated in multiple training and discussion opportunities to increase understanding of the LCAP process as well as to inform the creation of this LCAP. The entire staff participated in an activity brainstorming greatest areas of need and ideas for goals. The leadership team reviewed the final draft of the LCAP on May 27, 2021. The OGCS ELAC/Advisory Council met to review and approve this LCAP. Parents/guardians, students, and staff are invited to attend Advisory Council meetings and fully participate equitably in the development and oversight process. The ELAC/Advisory Council reviewed and provided feedback on the 2021-22 LCAP on May 27, 2021. A public hearing will be held on June 8, 2021, and the final draft will be submitted to the OGCS Inc. Board of Directors for final approval at its regular meeting scheduled for June 15, 2021.

A summary of the feedback provided by specific stakeholder groups.

The feedback from stakeholder groups pointed to the need to continue to refine our academic interventions and supports for students. Parents/guardians express an appreciation for the level of attention teachers and counselors provide to students. Students note that they feel seen and heard by the OGCS staff, and that the program offers them the ability to complete coursework while attending to their own needs, life goals and life's demands. Staff indicate a willingness to innovate to execute a program as close to ideal as it can be for each of their individual students. Members of the Board of Directors continuously review the program and provide input and oversight to maintain the mission and vision of the charter.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input from parents/guardians, students, and staff directly impacted the creation of the specific actions and services aligned with all three of our goals. Some of the specific actions influenced by stakeholder input include, but are not limited to:

- develop and refine curricular options to ensure students have access and are enrolled in a broad course of study;
- ensure courses are challenging, rigorous, and standards-based but inclusive of all students' goals and abilities;
- provide specific, targeted intervention programs in ELA and math for identified students TK-12;
- implement direct intervention with StrongMind teachers/office hours/virtual & live support hours, and tutors;
- investigate and develop a CTE Pathway;
- provide financial literacy and Federal financial aid awareness activities;
- continue to provide hotspots (portable Internet access) to eligible students;
- further develop and refine the EL program to ensure English Learners access State standards and ELD standards;
- general education teachers, case managers, and SPED support providers will function as a team to plan and implement accommodations necessary for instruction;

maintain counseling staff to ensure all students have access to individual and group counseling support as needed;
provide school-based mental health services, including individual and group counseling activities;
strive for a completely inclusive school culture for all students, families, and staff; and
increase parent/guardian engagement through gaining parent/guardian input in decision-making and participation in programs.

Goals and Actions

Goal 1

| Goal # | Description |
|---------|--|
| Goal #1 | Teaching & Learning Enhance academic support and interventions to address the needs of all students, particularly low-achieving students, students with disabilities, English Learners, socio-economically disadvantaged students, and those at risk of not meeting the state standards. Enhance academic support and interventions to prepare students for post-graduation college and career readiness. Maintain high quality, rigorous Common Core State Standards-based curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training for all students as well as underperforming student subgroups. |

An explanation of why the LEA has developed this goal.

To address and make progress towards accomplishing the following State priority areas:

Priority 1: Basic (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|-----------------------------|
| Teachers: Fully Credentialed & Appropriately Assigned (1a) | 2019-20 SARC: 100% fully credentialed 0% teaching outside subject area of competence 0 Misassignments 0 Teacher Vacancies Local Indicator: Met | | | | Maintain |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Standards-aligned instructional materials for every student (1b) | 2019-20 SARC: 0% students lacking materials Local Indicator: Met | | | | Maintain |
| Implementation of Common Core (CCSS) for all students, including how ELs will access the CCSS and ELD standards (2) | Local Indicator: Met 2019 CAASPP: 25% Ever-ELs Met or Exceeded Standard for ELA 0% Ever-ELs Met or Exceeded Standard for Math 0% Ever-ELs Met or Exceeded Standard for Science | | | | Increase access to and mastery of grade level standards for EL students |
| Statewide assessments CAASPP ELA (4a) | 2019 CAASPP: 35.38% of students Met or Exceeded Standard for ELA | | | | Increase to greater than or equal to 38% |
| Benchmark Assessment STAR Renaissance Reading | Winter 2021: 55% of students performing at or above grade level on reading benchmark | | | | Maintain |
| Statewide assessments CAASPP Math (4a) | 2019 CAASPP: 8.33% of students Met or Exceeded Standard for Math | | | | Increase to greater than or equal to 10% |
| Benchmark Assessment STAR Renaissance Math | Winter 2021: 67% of students performing at or above grade level on math benchmark | | | | Maintain |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Statewide assessments CST Science (4a) | 2019 CAASPP: 4.44% of students Met or Exceeded Standard for Science | | | | Increase to greater than or equal to 8% |
| Statewide assessments CAA (4a) | n/a | | | | n/a |
| % of pupils who have successfully completed A-G requirements or CTE pathways (4b) | DataQuest 2020: 0% a-g completers 2019-20 SARC: 90.3% pupils enrolled in courses required for UC/CSU admission 0% CTE completers 62 pupils participating in CTE | | | | 5% a-g completers 95% pupils enrolled in a-g courses |
| % of English learners who demonstrate proficiency on ELPAC (4c) | 2018-19 Summative ELPAC: 18.18% proficient | | | | Increase to greater than or equal to 20% proficient |
| English learner Reclassification Rate (4d) | DataQuest 2020-21 Annual Reclassification (RFEP) Rates: 9.8% EL 16.5% Fluent-English-Proficient 11.5% Redesignated FEP | | | | Redesignate 2% of students annually |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| % of pupils who passed AP exams with the score of 3 or higher (4e) | 2019-20 SARC: 0 AP courses offered DataQuest 2020: 0 tested | | | | Offer 8 AP courses |
| Pupils classified as “prepared for college” by the EAP (4f) | Dashboard College/Career Measures Report 2020: 2.8% Prepared 22.2% Approaching Prepared 75% Not Prepared | | | | Increase to greater than or equal to 28% combined prepared or approaching prepared |
| Students have access and are enrolled in a broad course of study (7) | Local Indicator: Met | | | | Maintain |
| Other pupil outcomes; outcomes for subjects listed in course access (8) | Local Indicator: Met | | | | Maintain |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|--------------------------------|---|-------------|--------------|
| Action #1 <i>State Priority: 1b, 2, 4b, 4e, 7</i> <i>Student group: All</i> | Curriculum and course of study | Provide standards-aligned instructional materials and curriculum for every student; develop and refine curricular options to ensure students have access and are enrolled in a broad course of study; ensure courses are challenging, rigorous, and standards-based but inclusive of all students’ goals and abilities. | \$90,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|--|-------------------------|---|-------------|--------------|
| <p>Action #2</p> <p>State Priority: 4a</p> <p>Student group: All</p> | Data-driven instruction | Use individual, significant sub-group, and school wide CAASPP and benchmark assessment data to drive instruction in ELA and math. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies and first-best instruction to maintain/increase overall and significant subgroup achievement. | \$0 | Y |
| <p>Action #3</p> <p>State Priority: 8</p> <p>Student group: All, with focus on underperforming</p> | Intervention | Provide specific, targeted intervention programs in ELA and math for identified students TK-12; provide staff with training to effectively implement and carry out intervention programs. Implement direct intervention with StrongMind teachers/office hours/virtual & live support hours, and tutors. | \$10,000 | Y |
| <p>Action #4</p> <p>State Priority: 1a</p> <p>Student group: All</p> | Teachers/staff | Employ and retain qualified staff in every classification. Ensure teachers are fully credentialed and appropriately assigned, per independent study guidelines. | \$290,000 | Y |
| <p>Action #5</p> <p>State Priority: 4b, 4f, 7, 8</p> <p>Student group: High School</p> | College/career | Maintain/increase college & career-readiness by further developing, articulating, and advertising community college courses; investigate and develop a CTE Pathway. Provide college and career guidance and counseling programs including postsecondary education and career awareness and exploration activities; provide information in assisting students with postsecondary education and career planning; and provide financial literacy and Federal financial aid awareness activities. | \$10,000 | N |
| <p>Action #6</p> <p>State Priority: 7</p> <p>Student group: All</p> | Technology | Maintain 1:1 access to Chromebooks; continue to provide hotspots (portable Internet access) to eligible students. | \$3,500 | Y |
| <p>Action #7</p> <p>State Priority: 4c, 4d</p> <p>Student group: EL</p> | English Learners | Further develop and refine the EL program to ensure English Learners access State standards and ELD standards; includes full time EL coordinator position, fine tuning designated and integrated ELD methods and strategies, and professional development and training for teachers to cover best practices, integration, core interventions and strategies, and personalization. | \$10,200 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|----------------------------|--|-------------|--------------|
| Action #8 State Priority: 8 Student group: SWD | Students with Disabilities | To increase academic success for students with disabilities, OGCS will address individualized needs as identified in their IEPs. General education teachers, case managers, and SPED support providers will function as a team to plan and implement accommodations necessary for instruction; reteaching and social-emotional supports will be provided. Research-based academic interventions will be utilized and guided by data driven goals generated via intermittent reviews of progress and benchmark assessment data. | \$69,500 | N |

Goal 1 Analysis 2021-22

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 2

| Goal # | Description |
|----------------|--|
| Goal #2 | Health, Wellness, Safety, & Climate Improve the health and wellness of all students and staff, while maintaining a safe and positive school climate. Provide students and staff with support to maintain or improve mental health outcomes. |

An explanation of why the LEA has developed this goal.

To address and make progress towards accomplishing the following State priority areas:

Priority 1: Basic (Conditions of Learning)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|-----------------------------|
| School Facilities in “Good Repair” (1c) | 2019-20 SARC: School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None Local Indicator: Met | | | | Maintain |
| Suspension rates (6a) | 0% | | | | Maintain |
| Expulsion rates (6b) | 0% | | | | Maintain |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|-----------------------------|
| Surveys measuring safety & connectedness (6c) | <p>2021 California Healthy Kids (CHKS):</p> <p>85% of HS students indicate they strongly agree/agree there are “caring adults in school.”</p> <p>100% of parents/guardians indicate they strongly agree/agree the “school provides quality counseling and supports for students with social or emotional needs.”</p> <p>100% of parents/guardians indicate they strongly agree/agree the “school treats all students with respect.”</p> | | | | Maintain |
| Pupil to Academic Counselor Ratio - Other pupil outcomes (8) | 2019-20 SARC: 172.5 | | | | Maintain or decrease |
| Counselor # FTE assigned to school - Other pupil outcomes (8) | 2019-20 SARC: 0.8 | | | | Maintain or increase |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|-----------------------------|---|-------------|--------------|
| Action #1 <i>State Priority: 6, 8</i> <i>Student group: All</i> | Wellbeing and connectedness | Maintain counseling staff to ensure all students have access to individual and group counseling support as needed. Provide school-based mental health services, including individual and group counseling activities. Provide professional development activities related to mental health and locate and offer opportunities for workshop and conference attendance. Increase support for elementary and middle school students to provide more counseling for academic, college and career, and social-emotional support. Strive for a completely inclusive school culture for all students, families, and staff. | \$24,200 | Y |
| Action #2 <i>State Priority: 1c</i> <i>Student group: All</i> | Facilities | Maintain all facilities to be in safe, clean, and "good repair". | \$2,500 | N |

Goal 2 Analysis 2021-22

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 3

| Goal # | Description |
|---------|--|
| Goal #3 | Engagement Increase levels of engagement and involvement across stakeholder groups to increase students' educational success. |

An explanation of why the LEA has developed this goal.

To address and make progress towards accomplishing the following State priority areas:

Priority 3: Parent Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|-----------------------------|
| Parent input in decision-making (3a); parental participation in programs for unduplicated pupils & students with exceptional needs (3b) | 2021 CHKS: 96% average of parents/guardian reporting strongly agree/agree in response to “Promotion of Parental Involvement” questions Local Indicator: Met | | | | Maintain |
| Attendance Rates (5a) | 2020-2021 as of P2 (4/15/21) 91.88% present 8.12% absent | | | | Increase to 95% present |
| Chronic Absenteeism Rate (5b) | 2019 Dashboard: 20% | | | | Decrease to less than 15% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| High school dropout rates (5d) | DataQuest 2020: 11.1% 4-year adjusted cohort | | | | Decrease to less than 10% |
| High school graduation rates (5e) | Dashboard Additional Report 2020: 88.9% All students | | | | Increase to greater than or equal to 90% |
| 4-year adjusted cohort grad rate and outcome data (5e) | DataQuest 2020: 77.8% grad rate 11.1% still enrolled | | | | Increase grad rate to greater than or equal to 80% Decrease still enrolled to less than 10% |
| 5-year adjusted cohort grad rate and outcome data (5e) | DataQuest 2020: 63.4% grad rate 22% transfer 14.6% dropouts & non-completers | | | | Increase grad rate to greater than or equal to 65% Decrease dropout & non-completers rate to less than 12% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|--|----------------------------|--|-------------|--------------|
| Action #1 <i>State Priority: 3</i> <i>Student group: All</i> | Parent/guardian engagement | Increase parent/guardian engagement through gaining parent/guardian input in decision-making and participation in programs for unduplicated pupils. The school will do this through annual perception surveys (e.g., CA Healthy Kids Survey, parent/guardian satisfaction survey, etc.), School Advisory Council, as well as parent/guardian engagement events and activities. Designate a parent liaison (Family Support Coordinator) to manage and coordinate communications with parents, to conduct surveys, to connect families to community resources, and to communicate with families in Spanish. | \$12,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|-----------------------------------|---|-------------|--------------|
| Action #2 State Priority: 5 Student group: All | Attendance | Maintain/increase attendance rates through implementing the academic probation process; increasing student involvement in goal setting; participating in and enhancing the personalized learning process; providing choices of interest to the student; and other student engagement methods. | \$0.00 | N |
| Action #3 State Priority: 5 Student group: High School | Graduation and dropout prevention | Maintain/increase high school graduation rates and maintain/decrease dropout rates through a comprehensive review of every 11th grade student to determine if they will meet cohort graduation by 12th grade; referral to intervention programs as needed; and employing dropout prevention strategies. | \$20,000 | N |

Goal 3 Analysis 2021-22

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 22.04% | \$224,602 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

OGCS is addressing the needs of foster youth, English learners, and low-income students first by providing access to technology in order to ensure students are able to access curriculum and instruction in the entirely remote setting. OGCS will prioritize access to a mobile Internet service to identified students, including those experiencing homelessness, foster youth, and low-income students.

Access to school counselors and additional support services are essential for supporting our unduplicated student population, and OGCS provides additional training and resources focused on supporting English Language Learners and the social and emotional wellbeing of all students including those identified as homeless or foster youth and low-income students. The implementation of integrated and designated ELD is ongoing and is enhanced through training of school leaders and teachers.

OGCS continues to focus on ensuring success in course work by examining the needs of students such as foster or homeless youth and low-income students. To that end, we have increased our outreach to families to assist in providing adequate support and coordinating efforts to ensure our students with the highest levels of need are achieving academic success.

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

Utilizing resources and supports outlined above along with existing student support personnel allows OGCS to further customize instruction and support for our unduplicated student population. In addition to the services provided to all students, OGCS foster youth, English learners, and low-income students receive the following additional services/support:

- Additional counseling support;
- Mobile Internet access;
- Ongoing targeted instructional support for foster youth, English Learners, and low-income students based on formative assessment;
- EL Coordinator provides additional training for staff;
- and EL Coordinator provides targeted support to English Learners.

Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 351,900 | \$ - | \$ - | \$ 194,000 | 545,900 | \$ 422,700 | \$ 119,200 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|-----------------------------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Curriculum and course of study | All | \$ 54,600 | \$ - | \$ - | \$ 35,400 | \$ 90,000 |
| 1 | 2 | Data-driven instruction | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 1 | 3 | Intervention | All | \$ 10,000 | \$ - | \$ - | \$ - | \$ 10,000 |
| 1 | 4 | Teachers/staff | All | \$ 141,400 | \$ - | \$ - | \$ 148,600 | \$ 290,000 |
| 1 | 5 | College/career | High School | \$ 10,000 | \$ - | \$ - | \$ 4,000 | \$ 14,000 |
| 1 | 6 | Technology | All | \$ - | \$ - | \$ - | \$ 3,500 | \$ 3,500 |
| 1 | 7 | English Learners | English Learners | \$ 10,200 | | | | \$ 10,200 |
| 1 | 8 | Students with Disabilities | Students with Disal | \$ 69,500 | \$ - | \$ - | \$ - | \$ 69,500 |
| 2 | 1 | Wellbeing and connectedness | All | \$ 21,700 | \$ - | \$ - | \$ 2,500 | \$ 24,200 |
| 2 | 2 | Facilities | All | \$ 2,500 | \$ - | \$ - | \$ - | \$ 2,500 |
| 3 | 1 | Parent/guardian engagement | All | \$ 12,000 | \$ - | \$ - | \$ - | \$ 12,000 |
| 3 | 2 | Attendance | All | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | 3 | Graduation and dropout prevention | High School | \$ 20,000 | \$ - | \$ - | \$ - | \$ 20,000 |

Contributing Expenditure Table

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-------------|
| Total: | \$ 249,900 | \$ 439,900 |
| LEA-wide Total: | \$ 239,900 | \$ 429,900 |
| Limited Total: | \$ - | \$ - |
| Schoolwide Total: | \$ 10,000 | \$ 10,000 |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|-----------------------------------|------------|--|----------|------------|-------------|
| 1 | 1 | Curriculum and course of study | LEA-wide | English Learners Low-Income Foster Youth | All | \$ 54,600 | \$ 90,000 |
| 1 | 3 | Intervention | Schoolwide | English Learners Low-Income Foster Youth | All | \$ 10,000 | \$ 10,000 |
| 1 | 4 | Teachers/staff | LEA-wide | English Learners Low-Income Foster Youth | All | \$ 141,400 | \$ 290,000 |
| 1 | 5 | College/career | LEA-wide | | All | \$ 10,000 | \$ 14,000 |
| 1 | 6 | Technology | LEA-wide | English Learners Low-Income Foster Youth | All | \$ - | \$ 3,500 |
| 1 | 7 | English Learners | LEA-wide | English Learners | All | \$ 10,200 | \$ 10,200 |
| 1 | 8 | Students with Disabilities | LEA-wide | | All | \$ 69,500 | \$ 69,500 |
| 2 | 1 | Wellbeing and connectedness | LEA-wide | English Learners Low-Income Foster Youth | All | \$ 21,700 | \$ 24,200 |
| 2 | 2 | Facilities | LEA-wide | | All | \$ 2,500 | \$ 2,500 |
| 3 | 1 | Parent/guardian engagement | LEA-wide | English Learners | All | \$ 12,000 | \$ 12,000 |
| 3 | 2 | Attendance | LEA-wide | | All | \$ - | \$ - |
| 3 | 3 | Graduation and dropout prevention | LEA-wide | | All | \$ 20,000 | \$ 20,000 |

Annual Update Table Year 1

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---------|---------------------------|------------------------|
| Totals: | \$ 545,900 | \$ - |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|--------------------|----------------------|-----------------------------------|--|--|-------------------------------------|
| 1 | 1 | Curriculum and course of study | Yes | \$ 90,000 | |
| 1 | 2 | Data-driven instruction | Yes | \$ - | |
| 1 | 3 | Intervention | Yes | \$ 10,000 | |
| 1 | 4 | Teachers/staff | Yes | \$ 290,000 | |
| 1 | 5 | College/career | No | \$ 14,000 | |
| 1 | 6 | Technology | Yes | \$ 3,500 | |
| 1 | 7 | English Learners | Yes | \$ 10,200 | |
| 1 | 8 | Students with Disabilities | No | \$ 69,500 | |
| 2 | 1 | Wellbeing and connectedness | Yes | \$ 24,200 | |
| 2 | 2 | Facilities | No | \$ 2,500 | |
| 3 | 1 | Parent/guardian engagement | Yes | \$ 12,000 | |
| 3 | 2 | Attendance | No | \$ - | |
| 3 | 3 | Graduation and dropout prevention | No | \$ 20,000 | |

Instructions

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[Stakeholder Engagement](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.