



LCFF Budget Overview for Parents

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

CDS Code: 42 77206 0138370

School Year: 2024-25

LEA contact information:

Meg Rydman

Superintendent

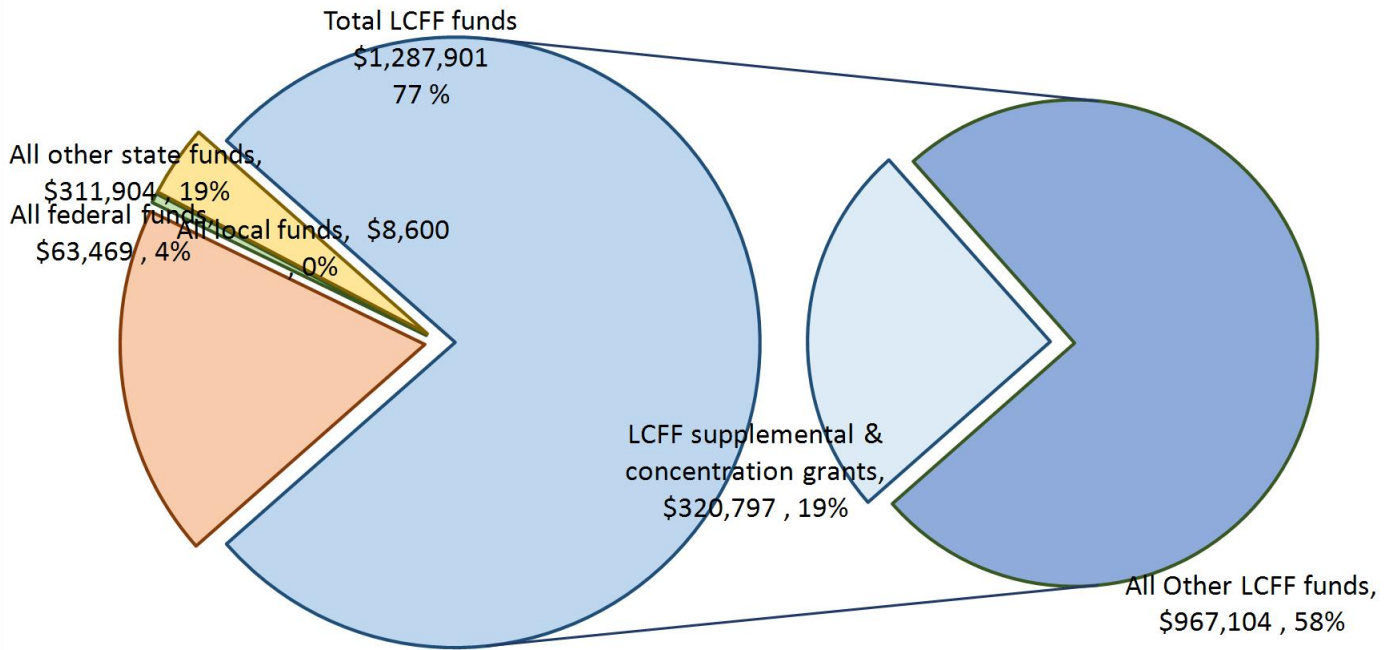
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805-623-1111, ext. 1106

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 2024-25 School Year

Projected Revenue by Fund Source

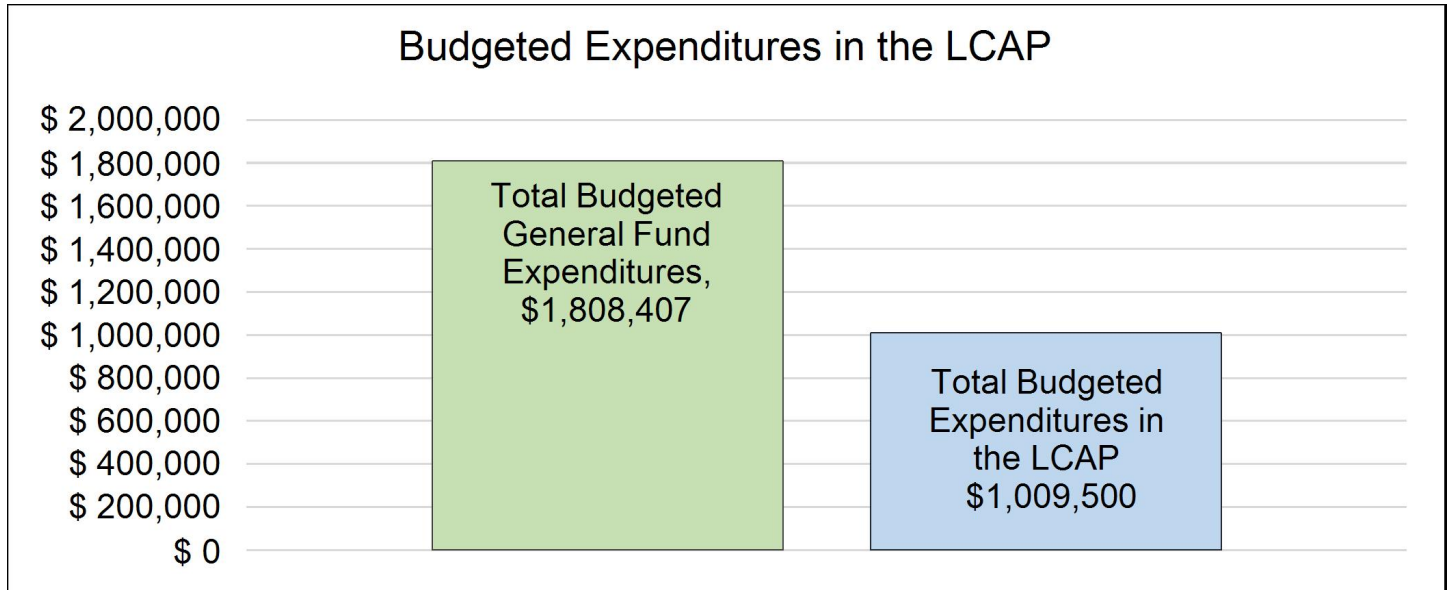


This chart shows the total general purpose revenue Olive Grove Charter School - Lompoc expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Olive Grove Charter School - Lompoc is \$1,671,874, of which \$1,287,901 is Local Control Funding Formula (LCFF), \$311,904 is other state funds, \$8,600 is local funds, and \$63,469 is federal funds. Of the \$1,287,901 in LCFF Funds, \$320,797 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 School - Lompoc plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Olive Grove Charter School - Lompoc plans to spend \$1,808,407 for the 2024-25 school year. Of that amount, \$1,009,500 is tied to actions/services in the LCAP and \$798,907 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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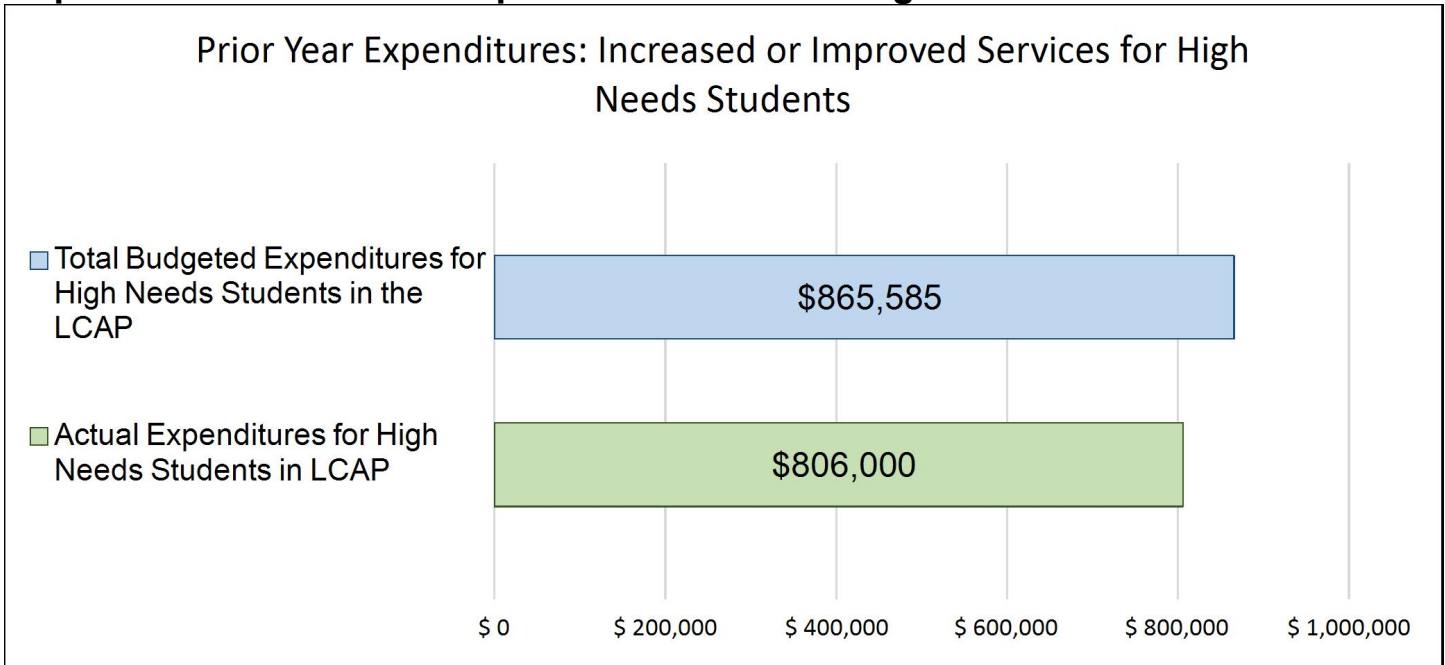
- Salaries and benefits for certificated administrators/site leaders and classified staff
- Services and other operating expenses
- General liability insurance
- Facilities and utilities
- Contracted services
- Capital Outlay

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Olive Grove Charter School - Lompoc is projecting it will receive \$320,797 based on the enrollment of foster youth, English learner, and low-income students. Olive Grove Charter School - Lompoc must describe how it intends to increase or improve services for high needs students in the LCAP. Olive Grove Charter School - Lompoc plans to spend \$611,500 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Olive Grove Charter School - Lompoc's LCAP budgeted \$865,585 for planned actions to increase or improve services for high needs students. Olive Grove Charter School - Lompoc actually spent \$806,000 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-59,585 had the following impact on Olive Grove Charter School - Lompoc's ability to increase or improve services for high needs students:

OGCS Lompoc exceeded its supplemental and concentration grant allocation but did not spend its entire planned budget for high need students due to the fact that enrollment was lower than anticipated. Therefore both revenue and spending came in below estimates. This difference did not significantly impact the actions and services and the overall increased or improved services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	<p>Teaching & Learning</p> <p>Enhance academic support and interventions to address the needs of all students, particularly low-achieving students, students with disabilities, English/Multilingual Learners, foster youth, students experiencing homelessness, 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 a focus on learning by engaging all students in relevant, rigorous, and high-quality programs of study that develop grade level standards-aligned subject matter proficiency. Through quality professional learning, apply research-based instructional practices that support all students, including underperforming student groups, to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement.</p>

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	100% fully credentialed 0% teaching outside subject area of competence 2 Misassignments (EL Authorization) 0 Teacher Vacancies Local Indicator: Met	100% fully credentialed 100% appropriately assigned (per EC 44865) 1 Misassignment (EL Authorization) 0 Teacher Vacancies Local Indicator: Met	100% fully credentialed 100% appropriately assigned (per EC 44865) 0 Misassignments 0 Teacher Vacancies Local Indicator: Met	Maintain
Standards-aligned instructional materials for every student (1b)	2019-20 SARC: 0% students lacking materials Local Indicator: Met	0% students lacking materials Local Indicator: Met	0% students lacking materials Local Indicator: Met	0% students lacking materials Local Indicator: Met	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	Local Indicator: Met All EL/MLL students have access to CCSS and ELD standards through an integrated and designated ELD program.	Local Indicator: Met All EL/MLL students have access to CCSS and ELD standards through an integrated and designated ELD program. 2022 CAASPP: 18.18% Ever-ELs Met or Exceeded Standard for ELA 0% Ever-ELs Met or Exceeded Standard for Math N/A Ever-ELs Met or Exceeded Standard for Science - Data is suppressed because fewer than 11 students tested.	Local Indicator: Met All EL/MLL students have access to CCSS and ELD standards through an integrated and designated ELD program. 2023 CAASPP: 12.50% 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	CAASPP was not administered in 2020-21; Spring 2022 administration data TBD	2022 CAASPP: Met or Exceeded Standard for ELA 32.61% all students 18.18% Hispanic or Latino	2023 CAASPP: Met or Exceeded Standard for ELA 22.92% all students 18.42% Hispanic or Latino 2023 California School Dashboard: Performance Color: Orange (all students) No performance color (Hispanic)	Increase to greater than or equal to 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				57.3 points below standard (all students)	
Benchmark Assessment STAR Renaissance Reading	Winter 2021: 55% of students performing at or above grade level on reading benchmark	Winter 2022: Percent of students performing at or above grade level on reading benchmark All: 39.2% Grades 3-5: 60% Grades 6-8: 47.6% Grade 11: 42.1% Spring 2022: Percent of students performing at or above grade level on reading benchmark All: 41.1% Grades 3-5: 50% Grades 6-8: 33.4% Grade 11: 33.3%	Winter 2023: Percent of students performing at or above grade level on reading benchmark All: 34.8% Hispanic: 28.5% Grades 3-5: 50% Grades 6-8: 50% Grade 11: 0% Spring 2023: Percent of students performing at or above grade level on reading benchmark All: 37.6% Hispanic: 34.7% Grades 3-5: 33.3% Grades 6-8: 30% Grade 11: 22.2%	Winter 2024: Percent of students performing at or above grade level on reading benchmark All: 49.4% Grades 3-5: *** Grades 6-8: 53.9% Grade 11: 50% SED: 51.8% Hispanic or Latino: 47.1% ** Data suppressed (fewer than 11 students tested)	Maintain
Statewide assessments CAASPP Math (4a)	2019 CAASPP: 8.33% of students Met or Exceeded Standard for Math	CAASPP was not administered in 2020-21; Spring 2022 administration data TBD	2022 CAASPP: Met or Exceeded Standard for Math 13.05% all students 6.06% Hispanic or Latino	2023 CAASPP: Met or Exceeded Standard for Math 8.34% all students 2.63% Hispanic or Latino 2023 California School Dashboard:	Increase to greater than or equal to 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Performance Color: Red (all students) No performance color (Hispanic) 173.9 points below standard (all students)	
Benchmark Assessment STAR Renaissance Math	Winter 2021: 67% of students performing at or above grade level on math benchmark	Winter 2022: Percent of students performing at or above grade level on math benchmark All: 31.4% Grades 3-5: 33.4% Grades 6-8: 47.6% Grade 11: 31.6% Spring 2022: Percent of students performing at or above grade level on math benchmark All: 29.3% Grades 3-5: 33.3% Grades 6-8: 35.7% Grade 11: 33.3%	Winter 2023: Percent of students performing at or above grade level on math benchmark All: 33.3% Hispanic: 31.3% Grades 3-5: 25% Grades 6-8: 50% Grade 11: 0% Spring 2023: Percent of students performing at or above grade level on math benchmark All: 28% Hispanic: 18.3% Grades 3-5: 16.7% Grades 6-8: 27.3% Grade 11: 11.8%	Winter 2024: Percent of students performing at or above grade level on math benchmark All: 15.7% Grades 3-5: **% Grades 6-8: 18.2% Grade 11: 26.6% SED: 17% Hispanic or Latino:14% ** Data suppressed(fewer than 11students tested)	Maintain
Statewide assessments CAST Science (4a)	2019 CAST: 4.44% of students Met or Exceeded Standard for Science	CAST was not administered in 2020-21; Spring 2022 administration data TBD	2022 CAST: Met or Exceeded Standard for Science 7.5% all students 0% Hispanic or Latino	2023 CAST: Met or Exceeded Standard for Science 7.69% all students 3.23% Hispanic or Latino	Increase to greater than or equal to 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide assessments CAA (4a)	n/a	n/a	n/a	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	2020-21 SARC: 0% 2019-2020 graduates a-g completers 92.38% 2020-2021 students enrolled in courses required for UC/CSU admission 2021 College/Career Measures Report (Dashboard Additional Reports): 5% completed a-g requirements 5% students completed at least one CTE Pathway (% of cohort of 2020-2021 students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate)	2021-22 SARC: 5.41% 2020–21 graduates a-g completers 96.83% 2021-22 students enrolled in courses required for UC/CSU admission 2022 College/Career Measures Report (Dashboard Additional Reports): 4.3% all students completed a-g requirements 0% Hispanic students completed a-g requirements 4.3% all students completed at least one CTE Pathway 0% Hispanic students completed at least one CTE Pathway	2022-23 SARC: 4.3% 2021–22 graduates a-g completers 96.3% 2022-23 students enrolled in courses required for UC/CSU admission 2023 Met UC/CSU Requirements and CTE Pathway Completion Report (Dashboard Additional Reports): 0% all students completed a-g requirements 0% Hispanic students completed a-g requirements 0% all students completed at least one CTE Pathway 0% Hispanic students completed at least one CTE Pathway	5% a-g completers 95% pupils enrolled in a-g courses
% of English learners who demonstrate	2018-19 Summative ELPAC: 18.18% proficient	2020-2021 Summative ELPAC: 33.33% proficient	2021-22 Summative ELPAC:	2022-23 Summative ELPAC:	Increase to greater than or equal to 20% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
proficiency on ELPAC (4c)			13.33% proficient all students 13.33% proficient Hispanic students 2022 California School Dashboard: 69.2% making progress towards English language proficiency	% proficient all students % proficient Hispanic students **not reported - 10 or fewer students** 2023 California School Dashboard: No performance color No data	
English learner Reclassification Rate (4d)	DataQuest 2020-21 Annual Reclassification (RFEP) Rates: 9.8% EL 16.5% Fluent-English-Proficient 11.5% Redesignated FEP	9.1% reclassified for 2021-2022 school year (based on 2020-21 summative ELPAC & other reclassification considerations)	Not available - DataQuest RFEP reports have not been released.	22.2% reclassified for 2023-24 school year (based on 2023 Summative ELPAC & other reclassification considerations)	Redesignate 2% of students annually
% 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	2021-22: 13 AP courses offered 2020-21: 0 AP courses offered 0 tested	2022 College/Career Measures Report (Dashboard Additional Reports): 0% of all students in the combined four- and five-year graduation rate who scored 3 or higher on at least two Advanced Placement exams. 0% of Hispanic students in the	2023 College/Career Levels & Measures Report (Dashboard Additional Reports): 0% of all students in the combined four- and five-year graduation rate who scored 3 or higher on at least two Advanced Placement exams. 0% of Hispanic students in the	Offer 8 AP courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			combined four- and five-year graduation rate who scored 3 or higher on at least two Advanced Placement exams.	combined four- and five-year graduation rate who scored 3 or higher on at least two Advanced Placement exams.	
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	College/Career Measures data during the pandemic is not comparable to prior year data due to lack of State testing inclusion in Dashboard results. 2021 College/Career Measures Report (Dashboard Additional Reports) shows the following outcomes for the 2021 graduate cohort: Cohort total: 40 <ul style="list-style-type: none"> 0% students with AP score of 3+ 5% students completed at least one CTE Pathway 5% student completed A-G requirements 	2022 College/Career Measures Report (Dashboard Additional Reports) shows the following outcomes for the 2022 graduate cohort: All students cohort total: 23 <ul style="list-style-type: none"> 0% with AP score of 3+ on at least 2 AP exams 4.3% completed at least one CTE Pathway 4.3% completed A-G requirements 0% completed at least one CTE Pathway AND A-G requirements 	2023 College/Career Levels & Measures Report (Dashboard Additional Reports): All students cohort total: 24 4.2% Prepared 16.7% Approaching Prepared 79.2% Not Prepared Hispanic students cohort total: 18 0% Prepared 11.1% Approaching Prepared 88.9% Not Prepared How students were designated as “prepared”: <ul style="list-style-type: none"> 100% of prepared students met via college credit course completion 2023 Met UC/CSU	Increase to greater than or equal to 28% combined prepared or approaching prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • 0% students completed at least one CTE Pathway AND A-G requirements • 12.5% completed 1 college course • 2.5% completed 2+ college courses • 0% students earned the State Seal of Biliteracy 	<ul style="list-style-type: none"> • 8.7% completed 1 college course • 0% completed 2+ college courses • 0% earned the State Seal of Biliteracy <p>Hispanic students cohort total: 15</p> <ul style="list-style-type: none"> • 0% with AP score of 3+ on at least 2 AP exams • 0% completed at least one CTE Pathway • 0% completed A-G requirements • 0% completed at least one CTE Pathway AND A-G requirements 	<p>Requirements and CTE Pathway Completion Report (Dashboard Additional Reports): # of students in the combined graduation rate All students: 26 Hispanic: 19</p> <ul style="list-style-type: none"> • 0% Met UC/CSU Requirements • 0% Completed at least one CTE Pathway • 0% Met UC/CSU Requirements AND Completed at Least One CTE Pathway 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • 13.3% completed 1 college course • 0% completed 2+ college courses • 0% students earned the State Seal of Biliteracy 		
Students have access and are enrolled in a broad course of study (7)	Local Indicator: Met	Local Indicator: Met	Local Indicator: Met	Local Indicator: Met	Maintain
Other pupil outcomes; outcomes for subjects listed in course access (8)	Local Indicator: Met	Local Indicator: Met	Local Indicator: Met	Local Indicator: Met	Maintain

Goal Analysis

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.

Five of the eight actions were implemented as planned, including 1.1 curriculum and course of study, 1.4 staff employment and retention, 1.6 technology maintenance, 1.7 support for English Learners, and 1.8 support for students with disabilities.

Three of the eight actions were not full implemented, including 1.2 data-driven instruction, 1.3 intervention programs, and 1.5 college and career readiness.

Successes included:

- Teacher Credentials and Assignments: Maintained a high standard with 100% of teachers being fully credentialed and appropriately assigned each year. This contributed to a consistent and quality teaching environment.
- Instructional Materials: Successfully ensured that no students lacked instructional materials, maintaining a 0% rate of students without the necessary resources.
- Technology: Successfully maintained adequate technological resources for all students and staff.
- EL Programs: The EL/MLL program met local indicators each year, ensuring English learners had the necessary support to access the curriculum.

Challenges included:

- Intervention programs: Specific, targeted, consistent intervention programs were placed on hold due to the implementation of a new curricular platform. Direct support from subject matter teachers during office hours and virtual and live support hours with tutors were available, but additional interventions were not implemented consistently.
- Data-driven instruction: Gains were made but data was not consistently used to drive instruction nor to place students in intervention programs, since no intervention programs were implemented this school year.
- College and career readiness: There are persistent challenges in college and career readiness initiatives, in large part due to staff leaves of absence. We did not make progress on developing a CTE pathway with community college articulations and promotion of community college courses was mixed. Experiences in the form of field trips to community college were provided.

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

There were material differences in budgeted and actual expenditures for many of the actions in goal 1, including 1.1 1.2, 1.3, 1.4, and 1.6. The reason for the difference in 1.1 and 1.4 is that the charter created its initial budget based on higher enrollment projections than were realized. Therefore curricular and staffing expenses came in below estimated. Estimated actual expenditures for 1.2 and 1.3 came in under budget estimates because they were not fully implemented. Estimated actual expenditures for 1.6 came in substantially higher than estimated budgeted amounts due to needing additional devices to support the school's one-to-one initiative.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, while there were some successes, especially in maintaining qualified teaching staff and providing necessary instructional materials, significant challenges remain in improving student academic outcomes, as evidenced by declining test scores and benchmark performance. The analysis of specific actions and their associated metrics over the three-year LCAP cycle indicates mixed results in achieving the articulated goal. While actions related to maintaining qualified staff, providing instructional materials, and supporting English learners were

effective, other critical areas such as intervention programs, data-driven instruction, and college and career readiness strategies were ineffective in producing the desired improvements in student performance.

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.

Actions 1.2, 1.3, and 1.5 were ineffective due to the fact that they were not implemented with fidelity. Action 1.2 will not be continued as a discrete action in the next LCAP cycle. Rather, it will be interwoven into other actions. Actions 1.3 and 1.5 will continue as actions in the next LCAP cycle, but they were reevaluated and enhanced with specificity to improve their potential outcomes.

As a result of reflections on prior practice and analysis of the actions, processes, and data, the charter will:

- Reevaluate and revise the intervention programs and data-driven instructional strategies to better meet student needs.
- Enhance professional development to ensure effective implementation of new strategies.
- Develop more robust support systems for college and career readiness to improve A-G and preparedness rates.

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

Goals and Actions

Goal

Goal #	Description
2	Health, Wellness, Safety, & Climate Improve the health and wellness of all students and staff, while maintaining a safe, engaging, and positive school climate. Provide students and staff with support to maintain or improve mental health 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	2020-21 SARC: School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None Local Indicator: Met	2021-22 SARC: School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None Local Indicator: Met	2022-23 SARC: School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None Local Indicator: Met	Maintain
Suspension rates (6a)	0%	0%	0%	0%	Maintain
Expulsion rates (6b)	0%	0%	0%	0%	Maintain
Surveys measuring safety & connectedness (6c)	2021 California Healthy Kids (CHKS): 85% of HS students indicate they strongly agree/agree there are “caring adults in school.”	2022 California Healthy Kids (CHKS) was administered but not the charter did not receive enough responses from students to generate valid data points. 2022	2023 California Healthy Kids (CHKS): 60% of HS students indicate they strongly agree/agree there are “caring adults in school.”	2024 California Healthy Kids (CHKS): Student Survey: 81.58% Average reporting “Pretty much true” or	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>	<p>CHKS was not administered to parents/guardians.</p> <p>Local climate surveys - October 2021 Parent/Guardian, Student, and Staff Surveys</p> <p>Respondents who indicate they strongly agree/somewhat agree with the statement, "OGCS is a safe and secure place to be."</p> <p>97.5% of parents/guardians 96.8% of students 82.5% of staff "I feel safe and secure at OGCS."</p> <p>Respondents who indicate they strongly agree/somewhat agree with the statement, "OGCS is welcoming and values all people."</p> <p>100% of parents/guardians 96.3% of students</p>	<p>83% of parents/guardians indicate they strongly agree/agree the “school provides quality counseling and supports for students with social or emotional needs.”</p> <p>83% of parents/guardians indicate they strongly agree/agree the “school treats all students with respect.”</p> <p>Local climate surveys - September 2022 Parent/Guardian and Student Surveys</p> <p>Respondents who indicate they strongly agree/somewhat agree with the statement, "OGCS is a safe and secure place to be."</p> <p>95.5% of parents/guardians 94.5% of students</p> <p>Respondents who indicate they strongly agree/somewhat agree with the</p>	<p>“Very much true” for "Caring relationships-adults in school" California School Parent Survey:</p> <p>84% 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> <p>2024 Local Survey Parent/Guardian, Student, and Staff Surveys:</p> <p>Respondents who indicate they strongly agree/somewhat agree with the statement, "OGCS is a safe and secure place to be."</p> <p>87% of parents/guardians 98.5% of students</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		85% of staff "I feel welcomed and valued at OGCS."	statement, "OGCS is welcoming and values all people." 97.7% of parents/guardians 94.4% of students	91.7% of staff Respondents who indicate they strongly agree/somewhat agree with the statement, "OGCS is welcoming and values all people." 96.3% of parents/guardians 98.5% of students 97.3% of staff	
Pupil to Academic Counselor Ratio - Other pupil outcomes (8)	2019-20 SARC: 172.5	2020-21 SARC: 110.8	2021-22 SARC: 196	2022-23 SARC: 140	Maintain or decrease
Counselor # FTE assigned to school - Other pupil outcomes (8)	2019-20 SARC: 0.8	2020-21 SARC: 1.2	2021-22 SARC: 0.5	2022-23 SARC: 0.8	Maintain or increase

Goal Analysis

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.

There were no substantive differences in the planned actions and actual implementation. All planned actions were implemented.

Successes included:

- Consistently achieved a "Good" overall rating for school facilities each year, with no repairs needed.
- Improved pupil-to-academic counselor ratio.
- Suspension and expulsion rates were maintained at 0%.
- Consistently high rates of of parents and students report that OGCS is a safe and secure place.

Challenges included:

- Low participation rates in surveys.
- Maintaining a consistent pupil-to-counselor ratio.

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

The material difference in budgeted and actual expenditures for action 2.1 is due to the fact that the charter created its initial budget and resulting expenditures based on higher enrollment projections than were realized. The material difference in budgeted and actual expenditures for action 2.2 is due to higher than anticipated facilities maintenance costs, including unanticipated necessary repair costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the specific actions taken to achieve Goal 2 during the three-year LCAP cycle were largely effective. Key successes included maintaining facilities in good repair, achieving zero suspension and expulsion rates, and improving access to counseling services. Survey results generally supported these successes, although there was a slight decline in perceptions of safety and counseling quality among parents, indicating areas for ongoing improvement.

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.

While the goals and actions are reorganized and refreshed for the next LCAP cycle, there are no significant changes being made to these specific actions for the coming year.

As a result of reflections on prior practice and analysis of the actions, processes, and data, the charter will:

- Enhance efforts to increase survey participation to gather comprehensive data for more accurate analysis and improvements.
- Continuously monitor and improve mental health and counseling services to address the concerns reflected in parent and student surveys.

- Maintain and build upon the successful strategies that led to high ratings in school facilities, low suspension and expulsion rates, and overall positive school climate.

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

Goals and Actions

Goal

Goal #	Description
3	Engagement Develop and implement learning, engagement, attendance, and parent empowerment strategies as part of a comprehensive plan to increase student academic and personal achievement.

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	2022 CHKS was not administered to parents/guardians. Local climate survey - October 2021 Parent/Guardian Survey 97.4% of respondents strongly agree/somewhat agree "OGCS has a good system of communication and information sharing." 92.4% of respondents strongly agree/somewhat agree "OGCS values	2023 CHKS: 81.3% average of parents/guardian reporting strongly agree/agree in response to “Promotion of Parental Involvement” questions Local climate survey - September 2022 Parent/Guardian Survey 97.8% of respondents strongly agree/somewhat agree "OGCS has a good system of communication and information sharing."	2024 CHKS: California SchoolParent Survey: 98.7% average of parents/guardians reporting strongly agree/agree in response to “Promotion of Parental Involvement” questions 2024 Local Survey Parents/Guardians: 98.2% of respondents strongly agree/somewhat agree "OGCS has a good system of communication and information sharing."	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		input, ideas, and collaboration."	88.7% of respondents strongly agree/somewhat agree "OGCS values input, ideas, and collaboration." Local Indicator: Met	85.2% of respondents strongly agree/somewhat agree "OGCS values input, ideas, and collaboration." Local Indicator: Met	
Attendance Rates (5a)	2020-2021 as of P2 (4/15/21) 91.88% present 8.12% absent	2021-2022 as of P2 (4/1/22) 93.28% present 6.72% absent	2022-2023 as of P2 (3/31/23) 93.48% present 6.52% absent	2023-2024 as of P2 (4/12/24) 92.22% present 7.78% absent	Increase to 95% present
Chronic Absenteeism Rate (5b)	2019 Dashboard: 20%	2021 California School Dashboard (DataQuest): 35.6%	2022 California School Dashboard: 25%	2023 California School Dashboard (K-8): Performance color: Orange 23.7% 2022-2023 DataQuest (all students): 26.4%	Decrease to less than 15%
Middle school dropout rates (5c)	2019-2020 CALPADS Report 1.24, grades 7 & 8: 0%	2020-2021 CALPADS Report 1.24, grades 7 & 8: 0%	2021-2022 CALPADS Report 1.24, grades 7 & 8: 0%	2022-2023 CALPADS Report 1.24, grades 7 & 8: 0%	Maintain
High school dropout rates (5d)	DataQuest 2020: 11.1% 4-year adjusted cohort	2020-21 SARC: 19.1% 4-year cohort rate	2021-22 SARC: 5.6% 4-year cohort rate all students	2022-23 SARC: 29.2% 4-year cohort rate all students	Decrease to less than 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			9.1% Hispanic or Latino (DataQuest 2021-22)	33.3% Hispanic or Latino (DataQuest 2022-23)	
High school graduation rates (5e)	Dashboard Additional Report 2020: 88.9% All students	2021 California School Dashboard Additional Report: 92.5%	2022 California School Dashboard: 82.6% all students 86.7% Hispanic	2023 California School Dashboard: All students No performance color 46.2% all students Hispanic No performance color 33.3% ((DataQuest 2022-23)	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	DataQuest 2020-21: Grad rate: 68.1% Still enrolled: 10.6%	DataQuest 2021-22: Grad rate all students: 77.8% Grad rate Hispanic or Latino: 81.8% Still enrolled all students: 16.7% Still enrolled Hispanic or Latino: 9.1%	DataQuest 2022-23: Grad rate all students: 41.7% Grad rate Hispanic or Latino: 33.3% Still enrolled all students: 29.2% Still enrolled Hispanic or Latino: 33.3%	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	DataQuest 2020-21: Grad rate: 88.9% Transfers: 0% Dropouts & Non-Completers: 11.1%	DataQuest 2021-22: Grad rate all students: 78.7% Grad rate Hispanic or Latino: 73% Transfers all students: 2.1% Transfers Hispanic or Latino: 2.7%	DataQuest 2022-23: Grad rate all students: 88.9% Grad rate Hispanic or Latino: 90.9% Transfers all students: 0% Transfers Hispanic or Latino: 0%	Increase grad rate to greater than or equal to 65% Decrease dropout & non-completers rate to less than 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Dropouts & Non-Completers all students: 19.1% Dropouts & Non-Completers Hispanic or Latino: 24.3%	Dropouts & Non-Completers all students: 11.1% Dropouts & Non-Completers Hispanic or Latino: 10%	

Goal Analysis

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.

There were no substantive differences in the planned actions and actual implementation.

Successes included:

- High rates of positive responses in local climate surveys.
- Improvement in attendance and chronic absenteeism rates, though chronic absenteeism rates remain high.

Challenges included:

- Fluctuations in dropout and graduation rates, particularly among Hispanic students, highlight challenges in sustaining long-term improvements.

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

The material difference in budgeted and actual expenditures for the action 3.1 is due to the fact that the charter created its initial budget and resulting expenditures based on higher enrollment projections than were realized.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The implementation of the actions to achieve goal 3 has shown mixed effectiveness. While there were successes in improving communication with parents/guardians and some improvements in attendance and dropout rates, significant challenges remain, particularly in sustaining improvements in graduation rates.

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.

As a result of reflections on prior practice and analysis of the actions, processes, and data, the charter will:

- Reassess and modify the strategies for parent engagement to increase active participation in decision-making.
- Enhance and refine attendance intervention programs to achieve the desired improvements.
- Implement more robust and sustainable dropout prevention and graduation support systems to meet long-term goals.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 Superintendent	mrydman@olivegrovecharter.org 805-623-1111, ext. 1106

Plan Summary [2024-25]

General Information

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

Olive Grove Charter School - Lompoc (OGCS) is a charter school for students in grades TK-12. OGCS provides a voluntary public education choice for families who choose for their students to be educated in a personalized, hybrid learning environment. Our flex-based independent study charter school enables students with different learning styles and family situations to get the education they are not 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 with the teacher of record. For students in grades 9-12 parents/guardians are encouraged to be present at every meeting, but are required to attend one meeting per 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 independent study academic plan, as outlined in the Independent Study Agreement. As part of a systematic approach to grade level and post-secondary success, 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.

Until 2022 OGCS qualified for Dashboard Alternative School Status (DASS), though the school's population evolved such that it did not qualify to renew this status for the 2022-23 school year. OGCS continues to have a relatively high level of transiency, however, in that many students enroll after the start of the school year/semester, and many students depart prior to the conclusion of the semester. Additionally, many incoming high school students arrive with serious deficiencies in their course completion, both in terms of A-G completion as well as in relation to the completion of graduation requirements.

OGCS meets the needs of students that are looking for innovative options differing from those of the traditional educational system. There are increasing numbers of students who benefit from a student-centered personalized learning model, offered through this independent study teaching and learning environment. The OGCS model also supports students that must work to help support their families or are working in a professional setting, be it sports or entertainment. School systems, students, and parents/guardians seek out OGCS when it is believed a more personalized learning environment will support student academic outcomes and personal success.

As an outgrowth of the educational partner engagement process, OGCS staff decided to review and revise our mission statement and also to craft core values. Below is the outcome.

Mission Statement:

The mission of Olive Grove Charter School is to prepare students with the skills necessary to self-advocate, communicate effectively, utilize technology responsibly, and pursue higher education or the workforce on their path to becoming successful adults. With the supportive leadership of their parents/guardians, credentialed teachers, and support team, our students utilize a rigorous, standards-based, online curriculum. Olive Grove is committed to an educational environment where TK-12 students excel at completing coursework and learning independently.

Core Values:

Partnership

- Entire team working together to achieve the same goal
- Parent involvement
- Staff involvement and support
- Accountability for all learning partners
- Building trust

Engagement

- Individualized, personalized support
- Learner-centered
- Rigorous curriculum
- Adaptability, flexibility
- Learning centers (safe space, optional in-person support)

Empowerment

- Fostering self-reliance
- Self-advocacy
- Responsibility
- Resilience
- Independence

Compassion

- Understanding and responding to individual students' situations
- Modeling and instilling equity and respect
- Prioritizing integrity
- Cultivating kindness
- Inclusive and accommodating

In 2023-2024 OGCS Lompoc enrolled 109 students in grades TK-12, including 10.9% elementary students (grades TK-5), 7.4% middle school students (grades 6-8), and 81.6% high schools students (grades 9-12). At 33.0%, students in grade 12 make up the largest portion of the overall student population, followed by 11th grade students at 22.9%. (DataQuest 2023-24 Enrollment by Grade Report)

Of the 109 total enrolled students, 9.2% were English Learners, 0% were foster youth, 2.8% were homeless youth, 0% were in migrant education, 25.7% were students with disabilities, and 81.7% were socioeconomically disadvantaged students. (DataQuest 2023-24 Enrollment by Subgroup Report)

American Indian or Alaska Native students comprised 0.9% of enrolled students; Asian 1.8%; Hispanic or Latino 77.1%; White 11.0%; and students with Two or More Races comprised 9.2%. (DataQuest 2023-24 Enrollment by Ethnicity Report)

OGCS Lompoc's stability rate for 2022-23 was 65.5% for all students, 64.6% for Hispanic or Latino students, 58.3% for White students, and 81.8% for Two or More Races. For reference, Lompoc Unified School District's stability rate is 88.2% for all students, Santa Barbara County's stability rate is 92.0% for all students, and the Statewide stability rate is 91.2% for all students. (DataQuest 2022-23 Stability Rate Report)

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The school's reflection on annual performance is based on an analysis of state and local indicators, self-assessment tools, prior Local Control and Accountability Plan (LCAP) goals, and feedback from educational partners.

The school's suspension rate continues to be an area of strength. The Dashboard shows that 0% of students were suspended at least one day.

Graduation Rate is an area of need based on Dashboard data. There is no performance color, but just 46.2% of all students graduated, representing a decline of 36.5%. This is compared to 86.4% of all students graduating in the State, which declined just 1%. No student groups have enough students to display performance colors but the Dashboard shows that 36.8% of Hispanic students graduated, which is fewer than the all student rate, and 48% of socioeconomically disadvantaged students graduated, which exceeds the all student rate.

College/Career is an area of need based on just 4.22% of all students being prepared. There are no performance levels displayed for any student groups, but the Dashboard shows that 0% of Hispanic students and 4.3% of socioeconomically disadvantaged students are prepared.

Mathematics is an area of need based on the distance from standard and its decline from the previous year. The Math indicator displays a performance color of red, and the distance from standard is 173.9 points below standard, declining 30.9 points. This is compared to the State's distance from standard at 49.1 points below standard, increasing 2.6 points. The socioeconomically disadvantaged student group has a red performance color and its distance from standard is 179.9 points below standard, which is below that for all students, though its decline was slightly less sharp, declining 21 points.

Positive aspects include a high level of satisfaction among students, parents or guardians, and staff members in local climate surveys. This feedback is indicative of the school's continual efforts to ensure student well-being and progress towards academic and personal goals. However, the school also faces substantial challenges that demand robust strategies to enhance academic performances, particularly in ELA and mathematics, as suggested by the accountability indicators. The school's educational partners expressed a desire for increased in-person offerings to address these specific challenges.

OGCS Lompoc is deemed eligible for additional targeted support and improvement (ATSI) based on a the identification of the low performance of our Hispanic student group. As a charter school, this LCAP may be used to meet the ATSI planning requirements.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

No schools identified as eligible.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers & Staff	<p>Weekly meetings were conducted with teachers and staff to discuss progress on LCAP actions and goals, current educational issues and to gather necessary feedback, which was subsequently incorporated into action plans.</p> <p>Surveys were conducted for teachers and staff, designed to gather their perspectives on student needs and potential updates to the LCAP.</p> <p>A midyear LCAP update was provided to staff.</p> <p>Teachers and staff are active participants in the Advisory Council, fostering collaborative decision-making processes.</p> <p>Data analysis and outreach to underrepresented groups were conducted as necessary, ensuring a diverse range of inputs were included in conversations and decisions about the school's function.</p>
Administrators	<p>Regular weekly meetings were held with administrators to facilitate continuous communication and collaboration towards achieving educational goals. This is an ongoing initiative.</p> <p>Administrators participated in surveys.</p> <p>A midyear LCAP update was provided to staff.</p> <p>Administrators are involved in the Advisory Council. Their participation not only streamlined the decision-making process but also facilitated a diversity of opinions, thereby enriching the overall educational strategy.</p>

Educational Partner(s)	Process for Engagement
Parents/Guardians	<p>Regular meetings with parents/guardians, students, and advisors foster open communication and encourage constructive feedback. These meetings emphasized the critical role parents and guardians play in their children's education.</p> <p>A local survey was conducted to gain a deeper understanding of the needs and aspirations of students, parents, and guardians. The collected data was thoroughly analyzed by leadership and the staff as a whole, enabling the school to identify areas for improvement.</p> <p>The California Healthy Kids Survey was administered . This survey collected valuable data on student well-being and engagement, school climate and culture, and the overall status of learning and teaching conditions.</p> <p>There is an established Advisory Council which meets four times per year and is open to parents, guardians, students, teachers, and administrative personnel. The purpose of this council is to develop and implement strategies to enhance the educational landscape of the school through active engagement with various educational partners.</p>
Students	<p>Regular meetings with parents/guardians, students, and advisors foster open communication and encourage constructive feedback.</p> <p>A local survey was conducted to gain a deeper understanding of the needs and aspirations of students, parents, and guardians. The collected data was thoroughly analyzed by leadership and the staff as a whole, enabling the school to identify areas for improvement.</p> <p>Administered the California Healthy Kids Survey to collate data regarding student well-being, requirements, and ambitions to enhance educational planning and support.</p> <p>There is an established Advisory Council which meets four times per year and is open to parents, guardians, students, teachers, and administrative personnel. The purpose of this council is to develop and implement strategies to enhance the educational landscape of the school through active engagement with various educational partners.</p>
SELPA	Participation in the CDE's Special Education Monitoring Processes (including Targeted and Small LEA Cyclical Monitoring)

Educational Partner(s)	Process for Engagement
	Program/Technical support by the Program Specialist and/or other SELPA team members School staff's participation in the SELPA's Professional Learning Offerings
Governing Board	Conducted ongoing updates with the Governing Board to provide regular progress checks and allow for dialogue regarding objectives. Provided a midyear update to the Governing Board Public hearing Approval of the final draft of the LCAP

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In response to educational partner feedback regarding the development of in-person services, OGCS implemented the following actions:

- Employing and retaining qualified staff in every classification, with a focus on ensuring teachers are fully credentialed and appropriately assigned, according to independent study guidelines. (Action 1.1)
- Maintaining all facilities to be safe, clean, and in good repair to secure student welfare. (Action 1.2)
- Implementing additional in-person academic support services and arts and music offerings. (Action 2.3)
- Developing and deploying targeted intervention programs in ELA and Math for identified students, providing tailored guidance both virtually and in-person. (Action 2.2)
- Increasing in-person offerings and providing inclusive and diverse events for student enrichment. (Action 3.1)
- Providing regular individualized guidance to students to improve study habits and task completion. (Action 3.5)

In response to the feedback received from educational partners regarding the revision of intervention strategies and professional development efforts, OGCS developed a broad goal to address this feedback through the implementation of specific actions:

- Developing and deploying targeted intervention programs in ELA and Math for identified students, providing tailored guidance both virtually and in-person. (Action 2.1)
- Providing professional development and training in integrated ELD methods for core content teachers, overseen by the EL Coordinator, to improve access to State standards and ELD standards in reading, writing, listening, and speaking for EL students. (Action 2.3)
- Offering professional learning access through conferences and sessions in response to educational partners' feedback. (Action 2.5)

In response to feedback received from educational partners regarding the formation of college/career readiness programs, OGCS developed a broad goal to address this feedback with the following actions:

Conducting workshops and activities aimed at preparing students for college and career, including dual enrollment opportunities and expansion of career and technical education (CTE) options. (Action 2.7)

Developing individualized graduation plans tailored to the unique strengths, challenges, and future goals of students. (Action 3.6)

Offering elective courses, career exploration, and dual enrollment opportunities to provide multiple pathways to graduation and post-secondary success. (Action 3.6)

Providing regular individualized guidance to students to improve study habits and task completion. (Action 3.5)

In response to educational partner suggestions regarding the establishment of events, activities, and parent/guardian support programs, OGCS has developed a broad goal to address this feedback through specific actions:

Increasing in-person offerings and providing inclusive and diverse events for student enrichment. (Action 3.0)

Developing and implementing at least three workshops to enhance parental involvement and children's educational success. (Action 3.2)

Designating a parent/guardian liaison to coordinate communications, surveys, and resource connections. (Action 3.3)

Developing an orientation course to welcome students into an independent study scenario, facilitating a smoother transition. (Action 3.4)

Organizing community events and workshops to overcome barriers to attendance and emphasize the importance of education. (Action 3.4)

Offering targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to eliminate barriers to attendance and encourage academic success. (Action 3.4)

In response to the feedback received from educational partners regarding the necessity to foster student engagement, OGCS has developed a broad goal to address this feedback through the implementation of attendance initiatives.

Increasing in-person offerings and providing inclusive and diverse events for student enrichment. (Action 3.0)

Incorporating community resources and supports to aid students. (Action 3.1)

Developing and implementing at least three workshops to enhance parental involvement and children's educational success. (Action 3.2)

Organizing community events and workshops to overcome barriers to attendance and emphasize the importance of education. (Action 3.4)

Offering targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to eliminate barriers to attendance and encourage academic success. (Action 3.4)

Designating a parent/guardian liaison to coordinate communications, surveys, and resource connections. (Action 3.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Conditions of Learning</p> <p>To ensure all students have access to equitable conditions of learning, the school is committed to ensuring equitable learning conditions by hiring qualified staff, upgrading facilities, and providing instructional materials. These efforts are part of a plan evaluated on resource equity, material relevance, and their impact on teaching and learning.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

With this goal the school aims to address two critical challenges in alignment with State Priorities 1 and 2. The first pertains to the provision of fundamental educational services, with a particular focus on adhering to state standards (Priority 2). To this end, the school is committed to ensuring that each educator possesses the appropriate credential and is well-equipped to perform their role. Furthermore, it is guaranteed that every student will have access to essential instructional materials that are in compliance with state standards. In addition, the school seeks to elevate student achievement and expand access to a broader range of courses (Priority 7). This objective will be realized through the introduction of an extensive, rigorous curriculum that meets grade-level standards and provides a solid foundation for further academic pursuits and career opportunities. In striving to attain these goals, significant attention is devoted to the upkeep of school facilities (addressed under Priority 1), to ensure an optimal learning environment. The ultimate aim is to ensure that each student has access to the curriculum, materials, and resources required to meet their individual needs. The successful accomplishment of these goals is anticipated to lead to equitable outcomes, heightened academic achievement, and enhanced distribution of resources throughout the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately assigned and credentialed (1a)	2022-23 SARC Teachers Without Credentials & Misassignments: 0 Teacher Vacancies: 0			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>– 100% appropriately assigned (per EC 44865)</p> <p>– Local Indicator: Met</p>				
1.2	Students who have access to standards-aligned instructional materials (1b)	<p>2022-23 SARC 0% students lacking own assigned copy</p> <p>– Local Indicator: Met</p>			Maintain	
1.3	School facilities in good repair (1c)	<p>2022-23 SARC School Facility Overall Rating: Good Repair Needed and Action Taken or Planned: None</p> <p>– Local Indicator: Met</p>			Maintain	
1.4	Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2)	<p>Local Indicator: Met</p> <p>All EL students have access to CA standards and ELD standards through an integrated and designated ELD program.</p>			Maintain	
1.5	Students with access to and enrolled in a broad course of study (7)	Local Indicator: Met			Maintain	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff recruitment, retention, induction, and mentoring	<p>Employ and retain qualified staff in every classification.</p> <p>Ensure teachers are fully credentialed and appropriately assigned, per independent study guidelines.</p> <p>Spending Items: Staffing-related costs</p> <p>Corresponding Metrics: Metric 1: Teachers appropriately assigned and credentialed (1a)</p>	\$600,000.00	Yes
1.2	Facilities	Maintain all facilities to be safe, clean, and in good repair.	\$13,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Spending Items: Facility maintenance and safety provisions</p> <p>Corresponding Metrics: Metric 3: School facilities in good repair (1c)</p>		
1.3	Curriculum	<p>Provide standards-aligned instructional materials and resources for every student.</p> <p>Spending Items: Books, supplies, software, online curriculum</p> <p>Corresponding Metrics: Metric 2: Students who have access to standards-aligned instructional materials (1b) Metric 3: School facilities in good repair (1c) Metric 4: Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2)</p>	\$40,000.00	No
1.4	Technology	<p>Maintain 1:1 student access to Chromebooks.</p> <p>Continue to provide portable Internet access to eligible students.</p> <p>Maintain appropriate and adequate technology resources for staff and student use in the learning center.</p> <p>Spending Items: Technology - Chromebooks, Hotspots, Internet/Wifi, Staff/facility technology</p> <p>Corresponding Metrics: Metric 2: Students who have access to standards-aligned instructional materials (1b)</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 4: Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2) Metric 5: Students with access to and enrolled in a broad course of study (7)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Outcomes Provide high-quality, equitable, and responsive instruction so that all students can reach their full academic potential. Actions will focus on differentiated learning, inclusivity, and respect for diversity.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to enhancing student achievement across key academic disciplines through tailored support, on-campus services, and staff advancement. This strategy aligns with the State's Priority 4, which underscores the significance of performance on standardized assessments, preparedness for college and careers, and the reclassification rate of English learners. With a proactive approach, the school aims for EL students to successfully transition from English learners to proficient users of the language.

Moreover, the school is focused on strengthening initiatives that promote readiness for college and career paths, affirming its commitment to fulfilling the State's Priority 8. This objective, supported by the guidance of counselors, reflects the school's dedication to equity, curriculum excellence, and ongoing professional development. The school's actions are aimed at improving student outcomes in line with established educational standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide assessments CAASPP ELA (4a)	2023 CA School Dashboard <ul style="list-style-type: none"> All Students Color: Orange Distance from Standard: -57.3			Change: Increase DFS: Decrease by 2 points Met/exceeded standard: Increase 3% for all groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>(Declined)</p> <ul style="list-style-type: none"> Socio-economically Disadvantaged (SED) Color: Orange Distance from Standard: -67.2 (Declined) Hispanic Color: None Distance from Standard: -73.8 (Maintained) <p>—</p> <p>2023 CAASPP % Met/Exceeded Standard for ELA:</p> <p>All: 22.92% Foster Youth (FY): **% English Learner (EL): **% SED: 18.76% Students with Disabilities (SWD): 9.09% Hispanic or Latino: 18.42% Grades 3-5: **% Grades 6-8: 28.6% Grade 11: 14.3%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		** Data suppressed (fewer than 11 students tested)				
2.2	Statewide assessments CAASPP Math (4a)	<p>2023 CA School Dashboard</p> <ul style="list-style-type: none"> All Students Color: Red Distance from Standard: -173.9 (Declined Significantly) SED Color: Red Distance from Standard: -179.9 (Declined Significantly) Hispanic Color: None Distance from Standard: -189.6 (Declined Significantly) <p>—</p> <p>2023 CAASPP % Met/Exceeded Standard for Math:</p> <p>All: 8.34% FY: **% EL: **% SED: 9.38% SWD: 0% Hispanic or Latino:</p>			<p>Change: Increase</p> <p>DFS: decrease by 2 points</p> <p>Met/exceeded standard: Increase 2% for all groups</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.63% Grades 3-5: **% Grades 6-8: 14.2% Grade 11: 0% ** Data suppressed (fewer than 11 students tested)				
2.3	Statewide assessments CAST Science (4a)	2023 CAST Met/Exceeded Standard for Science: All: 7.69%			Met/exceeded standard: Increase 3%	
2.4	Students who have completed A-G requirements and/or CTE pathway (4b)	2023 Met UC/CSU Requirements and CTE Pathway Completion Report (Dashboard Additional Reports) 0% Met UC/CSU Requirements 0% Met Completed at Least One Career Technical Education (CTE) Pathway 0% Met UC/CSU Requirements AND Completed at Least One CTE Pathway – 2022-23 SARC			Met UC/CSU requirements: Increase 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>96.3% students enrolled in courses required for UC/CSU admission</p> <p>Number of students participating in CTE: 7</p>				
2.5	Students who passed AP exams with the score of 3 or higher (4c)	<p>2023 College/Career Levels & Measures Report (Dashboard Additional Reports)</p> <p>0% of all students in the combined four- and five- year graduation rate who scored 3 or higher on at least two Advanced Placement exams</p> <p>—</p> <p>2022-23 SARC</p> <p>1.2% Students in AP courses</p>			Increase	
2.6	Students demonstrating readiness for college (4d)	<p>2023 CA School Dashboard - College/Career</p> <p>All Students Status: No Data</p> <p>—</p>			<p>Status/Change: TBD when baseline data available</p> <p>Prepared: Increase 3%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 College/Career Levels & Measures Report (Dashboard Additional Reports) Cohort Total: 24 4.2% Prepared 16.7% Approaching Prepared 79.2% Not Prepared				
2.7	English learner reclassification rate (4e)	Internal Data (based on 2023 Summative ELPAC & Other Reclassification Considerations) 22.2% reclassified for 2023-24 school year			Reclassified: Increase 3%	
2.8	English learners making progress or maintaining 4 on ELPAC (4f)	2023 CA School Dashboard Color: None Current Rate: No data Change: No data (fewer than 11 students)			TBD when baseline data available	
2.9	Other student outcomes: Benchmark assessments Reading (8)	Winter 2024 % students performing at or above grade level on reading benchmark:			All students and student groups performing at or above grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 49.4% Grades 3-5: **% Grades 6-8: 53.9% Grade 11: 50% SED: 51.8% Hispanic or Latino: 47.1% ** Data suppressed (fewer than 11 students tested)			on reading benchmark: Increase 3%	
2.10	Other student outcomes: Benchmark assessments Math (8)	Winter 2024 % students performing at or above grade level: All: 15.7% Grades 3-5: **% Grades 6-8: 18.2% Grade 11: 26.6% SED: 17% Hispanic or Latino: 14% ** Data suppressed (fewer than 11 students tested)			All students and student groups performing at or above grade level on math benchmark: Increase 3%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	In-Person Services	<p>Increase in-person academic support services, including but not limited to additional instructional time and small- group instruction.</p> <p>Develop and implement arts and music offerings.</p> <p>Spending Items: Arts & music programming In-person activities</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>	\$25,000.00	
2.2	Intervention	<p>Provide in-person and/or virtual tutoring.</p> <p>Develop and implement specific, targeted intervention programs in ELA and math for identified students.</p>	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Collaborate with staff and families to identify effective instructional strategies and resources that address the unique needs and strengths of Hispanic and socioeconomically disadvantaged students in Math.</p> <p>Collaborate with staff and families to identify effective instructional strategies and resources that address the unique needs and strengths of Hispanic and socioeconomically disadvantaged students.</p> <ul style="list-style-type: none"> • ATSI (Hispanic); Red Math (All & SED) <p>Spending Items: Teaching & Learning Support Coordinator Tutors Intervention programming/materials</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>		
2.3	Assessments	<p>Increase familiarity and comfort levels with CAASPP in an effort to reach 95% participation rates.</p> <p>Implement CAASPP test preparation strategies</p> <p>Administer benchmark assessments and use the results to drive interventions and instruction.</p> <p>Spending Items: Test preparation, Benchmark assessments</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a)</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric 3: Statewide assessments CAST Science (4a)		
2.4	English Learners	<p>EL Coordinator will provide EL students with access to State standards and ELD standards around reading, writing, listening, and speaking through designated ELD programming.</p> <p>EL coordinator will oversee/implement professional development and training in integrated ELD methods for core content teachers.</p> <p>Spending Items: EL Coordinator ELD programming, materials</p> <p>Corresponding Metrics: Metric 7: English learner reclassification rate (4e) Metric 8: English learners making progress or maintaining 4 on ELPAC (4f)</p>	\$24,000.00	Yes
2.5	Students with Disabilities	<p>General education teachers, case managers, and SPED support providers will function as a team to plan and implement appropriate adaptations, modifications, and/or accommodations to instruction.</p> <p>Research-based academic interventions will be utilized and guided by data-driven goals generated via intermittent reviews of progress and benchmark assessment data.</p> <p>Spending Items: Special Education personnel & services</p> <p>Corresponding Metrics: Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development and Coaching	<p>Provide access to professional learning through conferences and/or internal or external professional learning sessions, trainings, or workshops. The aim of these opportunities is to ensure high-quality, equitable, and responsive instruction for all students.</p> <p>Spending Items: Professional development</p>	\$20,000.00	No
2.7	College/Career	<p>Provide workshops and activities geared towards college and career readiness, including but no limited to:</p> <ul style="list-style-type: none"> • Reviewing post secondary options • College options/preparedness (Applications, Entrance exams, Financial aid/FAFSA) • Career options/preparedness • Resume writing, interview skills • Career talks/presentations <p>Dual Enrollment</p> <p>Investigate/build CTE options.</p> <p>Field trips to local community colleges and 4-year colleges and universities</p> <p>Implement access to a virtual college/career planning platform.</p> <p>Spending Items: Counselor Workshops (promotion, materials, food, etc.) Planning platform</p> <p>Corresponding Metrics: Metric 4: Students who have completed A-G requirements and/or CTE pathway (4b)</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric 5: Students who passed AP exams with the score of 3 or higher (4c) Metric 6: Students demonstrating readiness for college (4d)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement Foster a welcoming and inclusive environment for all parents/guardians, families, and educational partners in support of all students' personal and academic success.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The primary aim of this goal is to augment the infrastructure for parent/guardian engagement, thereby escalating the amount of parental feedback and active participation within the decision-making process and programs (Priority 3). The second aim is to conceive and enforce strategies with the aim of reducing the instance of chronic absenteeism and dropout rates, while increasing the graduation rate (Priority 5). It is anticipated that an increase in parental engagement will facilitate the development of a more inclusive, supportive school environment, thus providing the foundation for the successful accomplishment of the overall objective. As part of the effort to address the issues of chronic absenteeism and dropout rates, all strategies will align with Priority 5. These actions are projected to cultivate a more positive schooling atmosphere, aiding in the achievement of equal outcomes for all students. In addition, these steps will serve to build robust partnerships with families and the community at large.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3)	2024 California Healthy Kids Survey (CHKS) California School Parent Survey: 98.7% average of parents/guardians reporting strongly agree/agree in			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>response to “Promotion of Parental Involvement” questions</p> <p>–</p> <p>2024 Local Survey Parents/Guardians: 98.2% of respondents strongly agree/ somewhat agree</p> <p>"OGCS has a good system of communication and information sharing."</p> <p>85.2% of respondents strongly agree/somewhat agree</p> <p>"OGCS values input, ideas, and collaboration."</p> <p>–</p> <p>Local Indicator: Met</p>				
3.2	Attendance rate (5a)	2023-24 Student Information System 92.22% present as of P2 (4/12/24)			Increase to at least 95% present	
3.3	Chronic absenteeism rate (5b)	<p>2023 CA School Dashboard</p> <ul style="list-style-type: none"> All Students Color: Orange Current Rate: 23.7% (Declined) SED Color: Red Current Rate: 25.8% 			Decrease to less than 20% for all students and student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Increased) <ul style="list-style-type: none"> Hispanic Color: Red Current Rate: 28.1% (Increased) 				
3.4	Middle school dropout rate (5c)	2023-24 CALPADS Report 1.24 Grades 7-8: 0%			Maintain	
3.5	High school dropout rate (5d)	2022-23 Four-Year Adjusted Cohort Outcome (DataQuest) 29.2% Four-year cohort dropout rate			Decrease by 5%	
3.6	High school graduation rate (5e)	2023 CA School Dashboard <ul style="list-style-type: none"> All Students Color: None Current Rate: 46.2% (Declined Significantly) SED Color: No Data Current Rate: 48.0% (Declined Significantly) Hispanic Color: No Data Current Rate: 36.8% (Declined Significantly) – 2022-23 Four-Year			Increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Adjusted Cohort Graduation Rate (DataQuest) 41.7% Four-year cohort graduation rate				
3.7	Suspension rate (6a)	2023 CA School Dashboard <ul style="list-style-type: none"> All Students Color: Blue Current Rate: 0% (Maintained)			Maintain	
3.8	Expulsion rate (6b)	2022-23 Expulsion Rate (DataQuest) 0%			Maintain	
3.9	Surveys measuring safety & connectedness (6c)	2024 CHKS Student Survey: 81.5% Average reporting "Pretty much true" or "Very much true" for "Caring relationships-adults in school" California School Parent Survey: 84% of parents/guardians indicate they strongly agree/agree the "school provides quality counseling and supports for students with social or emotional needs."			Maintain or increase	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>100% of parents/guardians indicate they strongly agree/agree the “school treats all students with respect.”</p> <p>–</p> <p>2024 Local Survey Parent/Guardian, Student, and Staff Surveys: Respondents who indicate they strongly agree/ somewhat agree with the statement, "OGCS is a safe and secure place to be." 87% of parents/guardians 98.5% of students 91.7% of staff</p> <p>Respondents who indicate they strongly agree/ somewhat agree with the statement, "OGCS is welcoming and values all people." 96.3% of parents/guardians 98.5% of students 97.3% of staff</p>				
3.10	Other student outcomes: Student to counselor ratio (8)	2022-23 SARC 140			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Other student outcomes: # Counselor (FTE) assigned to school (8)	2022-23 SARC 0.8			Maintain	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student and Family Events/Activities	<p>Provide increased in-person offerings, including enrichments, social events, clubs, activities.</p> <p>Provide a variety of field trips and opportunities for community involvement.</p> <p>Organize events and celebrations that highlight the richness of diversity within the school community and promote inclusivity and acceptance among all students.</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • ATSI (Hispanic) <p>Spending Items: Events-materials, marketing/promotion Clubs, enrichments Field trips</p> <p>Corresponding Metrics: Metric 1: Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3) Metric 9: Surveys measuring safety & connectedness (6c)</p>		
3.2	Mental Health	<p>Incorporate community resources and supports, such as programs provided through local non-profit organizations (YouthWell, Casa Pacifica, County Behavioral Wellness) and the State (Soluna, Brightlife Kids). This measure is intended to strengthen familial involvement and endorse student success.</p> <p>Spending Items: Promoting partnerships</p> <p>Corresponding Metrics: Metric 4: Middle school dropout rate (5c) Metric 5: High school dropout rate (5d) Metric 7: Suspension rate (6a) Metric 8: Expulsion rate (6b)</p>	\$500.00	No
3.3	Parent/Guardian Support/Training	<p>Develop and implement at least 3 workshops geared towards parent/guardian training in how to support their children to be successful in school and to enhance parental involvement and advocacy for their children's education.</p> <p>Spending Items: Parent/Guardian workshops - promotion, speakers, materials</p>	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Corresponding Metrics: Metric 1: Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3)</p>		
3.4	Family Communication & Involvement	<p>Designate a parent/guardian 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.</p> <ul style="list-style-type: none"> • ATSI (Hispanic;) Red Chronic Absenteeism (Hispanic & SED) <p>Administer annual perception surveys (e.g., CA Healthy Kids Survey, parent/guardian satisfaction survey, etc.)</p> <p>Advisory Council - This group will serve as a consultative forum for providing guidance on policies and methods related to the school and its educational partners.</p> <p>Spending Items: Family Support Coordinator ParentSquare CHKS</p> <p>Corresponding Metrics: Metric 1: Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3) Metric 9: Surveys measuring safety & connectedness (6c)</p>	\$40,000.00	No
3.5	Attendance Initiatives	<p>Develop an orientation course to onboard students into the independent study setting.</p> <p>Advisors, education specialists, and counselors will provide individualized coaching to students on a regular basis to improve study habits and work completion. This will be accomplished through their regular meetings and</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>intermediary support strategies (checklists, texts, email communications, other reminders/check ins).</p> <p>Provide resources and strategies for staff to incorporate culturally responsive practices into their methods and interactions with students and families.</p> <p>Host community events and workshops aimed at addressing barriers to attendance and promoting the importance of education.</p> <p>Offer targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to remove barriers to attendance and promote student success.</p> <ul style="list-style-type: none"> • Red Chronic Absenteeism Hispanic & SED <p>Spending Items: Attendance monitoring and support</p> <p>Corresponding Metrics: Metric 2: Attendance rate (5a) Metric 3: Chronic absenteeism rate (5b)</p>		
3.6	Graduation Promotion and Dropout Prevention	<p>Ensure accurate reporting of graduates/transfers/withdrawals.</p> <p>Implement a comprehensive tracking system to identify students who are at risk of not graduating on time or dropping out.</p> <p>Develop individualized graduation plans students, taking into account their unique strengths, challenges, and post-secondary goals.</p> <p>Provide ongoing monitoring and support to ensure students are on track to meet graduation requirements and receive timely interventions if they fall behind.</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Offer elective courses, career exploration, and dual enrollment opportunities that align with students' interests and aspirations, providing multiple pathways to graduation and post-secondary success.</p> <p>Spending Items: Counselor</p> <p>Corresponding Metrics: Metric 4: Middle school dropout rate (5c) Metric 5: High school dropout rate (5d) Metric 6: High school graduation rate (5e) Metric 10: Other student outcomes: Student to counselor ratio (8) Metric 11: Other student outcomes: # Counselor (FTE) assigned to school (8)</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$320,797	\$25,752

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.909%	0.000%	\$0.00	24.909%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Staff recruitment, retention, induction, and mentoring</p> <p>Need: Needs: The school community has ascertained that there's a compelling requirement for "Staff recruitment, retention, induction, and mentoring". This necessity emerged from because where students lack access to</p>	<p>Explanation: The primary focus is on the action of staff recruitment, induction, retention, and mentoring. This is executed LEA-wide to ensure that all students are provided with the advantage of instruction from fully qualified and appropriately assigned staff. Fully certificated teachers will help prevent and remedy potential gaps in student learning and overall scholastic development.</p> <p>Rationale:</p>	Metric 1: Teachers appropriately assigned and credentialed (1a)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>adequate instructors, it can potentially create gaps in their education and overall academic growth. The essence of the requirement is to ensure that all student groups across the school have access to adequately qualified and suitably positioned staff.</p> <p>Assessment: The action is designed to address these needs by making certain that every classification is equipped with the recruitment and retention of qualified personnel. It makes sure that teachers are completely credentialed and correctly assigned as per independent study guidelines, thereby ensuring access to quality education for all student groups. The action extends across the entire school to guarantee that all student groups, irrespective of their unique situations, gain from the hiring and retention of capable staff. The success of the action is measurable through the percentage in fully credentialed and appropriately assigned teachers.</p> <p>Scope: LEA-wide</p>	<p>Applying this action across the LEA is central towards maximizing academic outcomes for every student and to ward off any inconsistencies in the education quality across the school. The successful implementation of this action can be tracked through measures such as the count of fully qualified teachers. This action attempts to make certain that all student groups, irrespective of their distinct circumstances, gain from a structured approach towards the recruitment and retention of commendable staff.</p>	
<p>1.4</p>	<p>Action: Technology</p> <p>Need: Needs: The needs identified within the school revolve around enhancing technological access and resources. All student groups require individual access to a device for their</p>	<p>Explanation: The purpose for the LEA-wide scope of the action primarily hinges on the need to address the established prerequisites of every student group within the school. This is of vital importance where the curriculum is almost exclusively delivered online, requiring that every student have individual access to technological tools such as Chromebooks, as well as reliable internet</p>	<p>Metric 2: Students who have access to standards-aligned instructional materials (1b) Metric 4: Implementation of CA standards for all students, including how ELs have access to core</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>academic endeavors. There is also an apparent necessity to furnish portable Internet access to eligible pupils, which often stems from the unavailability or unreliability of home Internet connections. Moreover, it is integral to provide the adequate and contemporary technological resources to both the staff and students within the learning center.</p> <p>Assessment: The action was formulated aiming to address these technology related needs. It proposes to maintain a 1:1 student to Chromebook ratio, guaranteeing that every student has access to the necessary digital apparatus for their studies. Portable Internet access is also planned to be provided to eligible pupils, eradicating the digital divide and ensuring uninterrupted learning. Moreover, this action will guarantee that the learning center is suitably outfitted with updated and sufficient digital resources for the staff as well as the students.</p> <p>Scope: LEA-wide</p>	<p>connectivity. It is not just about the students alone: adequate technology resources must also be made available to staff to aid in successfully assisting the students, regardless of whether the learning process is remote or in-person. This extensive scope is formulated to ensure that each student and staff member, across the school, is provided with the necessary tools needed for effective teaching and learning.</p> <p>Rationale: The reasoning behind implementing this action is rooted in the desire to bridge the technology gap, ensuring equitable access to education across the school. Providing individual access to technology for each student and ensuring every member of staff is adequately equipped creates an environment conducive for effective and smooth learning. In a broader sense, this move is not just necessary, but vital in promoting education equity across the entire school. The LEA-wide scope is therefore deemed the most effective strategy to implement the Technology action.</p>	<p>standards and ELD standards (2) Metric 5: Students with access to and enrolled in a broad course of study (7)</p>
<p>3.5</p>	<p>Action: Attendance Initiatives</p> <p>Need: Needs: Various demands in the student community necessitated the creation of the Attendance Initiatives. These needs encompass: Firstly, a call for guidance and consistent coaching to</p>	<p>Explanation: The intention behind the broad execution strategy is to enable a homogeneous and systematized approach to combat obstacles hindering regular student attendance and bolster their academic success throughout all the LEA.</p> <p>Rationale: This sweeping scope significantly benefits diverse student demographics. Notably, students enrolled</p>	<p>Metric 2: Attendance rate (5a) Metric 3: Chronic absenteeism rate (5b)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>bolster study habits and task completion, especially in a self-guided study environment, arising from students' struggles with time management and maintaining motivation. Secondly, a need for culturally sensitive practices to better staff-student interactions and nurture a more inclusive school atmosphere, rooted in the diverse backgrounds of the student population. Lastly, a requirement for community involvement and resources to overcome attendance obstacles and emphasize the value of education. This requirement is particularly emphasized among SED students due to their frequently noted challenges such as transport issues and lack of access to essential resources.</p> <p>Assessment:</p> <p>In response to these needs, the Attendance Initiatives have outlined various strategies. An orientation program is to be established to integrate students into the self-paced study environment, along with regular coaching from advisors, education experts, and counselors to foster improved study habits. Staff will be equipped with resources and techniques to implement culturally sensitive practices in their approach. Community events and workshops will be organized to tackle attendance obstacles, alongside the provision of focused support services to eliminate these hindrances and foster student success. The action encompasses all student groups, focusing particularly on unduplicated students. The action is all-encompassing, addressing the academic, socio-economic, and cultural needs of the students. The action's effectiveness will</p>	<p>in independent study programs, where the call for substantial support to achieve learner autonomy is pivotal, will also reap significant advantages from this comprehensive LEA-wide strategy. By committing to this extensive scope, the LEA fosters an inclusive education system positioned to nurture all students' unique needs and challenges. This enables the provision of essential academic tools and backing to help students flourish both academically and personally.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>be measured through the reduction of chronic absenteeism among unduplicated students, as well as across the board improvements in study habits and task completion. The action's success will be gauged through regular check-ins and student progress assessments.</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.2</p>	<p>Action: Intervention</p> <p>Need: Needs: The school community identified several needs that led to the creation of an action plan titled "Intervention." These needs emphasized targeted educational support for all students, with a particular emphasis on unduplicated students. These groups were found to need additional aid in English Language Arts (ELA) and Mathematics, with Mathematics being recognized as a prominent area of concern for the groups in question.</p>	<p>Explanation: The action "Intervention" is designed with a restricted focus, aimed specifically to serve student groups that have been identified as needing extra support, particularly in English Language Arts (ELA) and Mathematics. This includes all students, with a distinct emphasis on unduplicated students. Key features of this action include in-person or virtual tutoring, tailored intervention programs in ELA and Mathematics, and cooperation between staff and families to identify the most effective instructional strategies. The narrower scope of this action allows for a concentrated focus on the students with the highest needs.</p>	<p>Metric 1: Statewide assessments CAASPP ELA (4a) Metric 2: Statewide assessments CAASPP Math (4a) Metric 3: Statewide assessments CAST Science (4a) Metric 9: Other student outcomes: Benchmark assessments Reading (8) Metric 10: Other student outcomes: Benchmark assessments Math (8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Assessment: In response to the identified needs, the "Intervention" action plan encompasses a range of initiatives. These initiatives consist of the provision of in-person or virtual tutoring, the design and implementation of targeted intervention programs in ELA and Mathematics, and the creation of specific programs aimed at supporting unduplicated students in Mathematics. The action additionally focuses on collaboration with staff and families in an attempt to find effective instructional strategies and resources that address the unique needs and strengths of these student groups. The scope of the action plan is comprehensive, serving all student groups within the school community, but it is specifically tailor-made to assist unduplicated students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Rationale: The reasoning for the restricted scope of the Intervention action is to ensure that the resources allocated are used to maximum effect. By concentrating on students who require the most support, resources are directed exactly where they are most needed. This guarantees that interventions are directly targeted to those who need them the most, thereby significantly improving the effectiveness of the actions taken. Students are identified based on their performance in ELA and Mathematics, ensuring a strategic approach to educational support that aims to bridge the achievement gap.</p>	
2.4	<p>Action: English Learners</p> <p>Need: Needs: The school community has identified certain needs leading to the formulation of the "English Learners" action. The needs primarily pertain to the group of students classified as English Learners. These students may encounter difficulties in meeting the State standards and ELD standards in aspects such</p>	<p>Explanation: The "English Learners" action demonstrates a concentrated focus, an aspect designed to precisely address the unique requirements of English Learners. These specific students are often met with obstacles when it comes to achieving both State and ELD standards, primarily due to their varying proficiency in the English language. With a view to addressing this obstacle, the action delivers an ELD program specifically tailored to them, under the guidance of an EL Coordinator. The central focus of this program is to</p>	<p>Metric 7: English learner reclassification rate (4e) Metric 8: English learners making progress or maintaining 4 on ELPAC (4f)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>as reading, writing, listening, and speaking, largely due to their limited proficiency in English. There is a potential risk of these challenges negatively affecting their academic progress and overall experience in school.</p> <p>Assessment: In order to address these needs, the "English Learners" action has been carried on. The EL Coordinator will ensure that EL students are able to access State standards and ELD standards by way of a designated ELD program. This will aid the students in enhancing their English language skills and understanding of academic content. In addition to this, the EL Coordinator will also be responsible for the execution and oversight of professional development and training using integrated ELD methods for core content teachers. This strategy is aimed at equipping teachers with essential skills and knowledge to teach and provide support to EL students effectively. The action strives to foster a supportive and inclusive learning environment for the EL students, while concurrently improving the teaching skills of the staff. Tracking and monitoring the success of the action through relevant data and statistics will be a key part of the assessment, which will include tracking students' advancements in English language proficiency and academic performance, and evaluating the impact of teacher training on teaching practices and student outcomes.</p> <p>Scope:</p>	<p>provide exposure to State and ELD standards, with an aim to foster improved competence in reading, writing, listening, and speaking.</p> <p>Rationale: The reason for restricting the scope of the action is to deliver effective and individualized assistance to the English Learners and to enhance their academic progression and overall schooling experience. To this end, the action broadens its reach to incorporate professional development opportunities and training for teachers. By equipping the educators with ELD techniques integrated into their teaching methods, the action enables them to assist English Learner students more effectively. However, limiting the scope also ensures that the requirements specific to the learners are not diluted or overlooked; thus, facilitating a more comprehensive and effective educational experience for them.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

N/A - The additional concentration grant add-on funding is not sufficient to increase the number of staff. The LEA is implementing actions as indicated above that are aimed at retaining staff to provide direct services to students.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,287,901	320,797	24.909%	0.000%	24.909%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$682,500.00	\$263,375.00		\$63,625.00	\$1,009,500.00	\$873,000.00	\$136,500.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff recruitment, retention, induction, and mentoring	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$600,000.00	\$0.00	\$550,000.00	\$50,000.00			\$600,000.00	
1	1.2	Facilities	All		No					\$0.00	\$13,500.00	\$13,500.00				\$13,500.00	
1	1.3	Curriculum	All		No					\$0.00	\$40,000.00	\$5,000.00	\$35,000.00			\$40,000.00	
1	1.4	Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$15,000.00	\$5,000.00			\$10,000.00	\$15,000.00	
2	2.1	In-Person Services								\$0.00	\$25,000.00	\$6,000.00	\$19,000.00			\$25,000.00	
2	2.2	Intervention	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$45,000.00	\$0.00	\$22,500.00	\$22,500.00			\$45,000.00	
2	2.3	Assessments	All		No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.4	English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$24,000.00	\$0.00	\$24,000.00				\$24,000.00	
2	2.5	Students with Disabilities	Students Disabilities	with	No					\$125,000.00	\$0.00		\$106,875.00		\$18,125.00	\$125,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Professional Development and Coaching	All	No					\$0.00	\$20,000.00	\$6,000.00	\$10,000.00		\$4,000.00	\$20,000.00	
2	2.7	College/Career	All	No					\$17,500.00	\$2,500.00	\$10,000.00	\$10,000.00			\$20,000.00	
3	3.1	Student and Family Events/Activities	All	No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.2	Mental Health	All	No					\$0.00	\$500.00	\$500.00				\$500.00	
3	3.3	Parent/Guardian Support/Training	All	No					\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.4	Family Communication & Involvement	All	No					\$31,500.00	\$8,500.00	\$8,500.00			\$31,500.00	\$40,000.00	
3	3.5	Attendance Initiatives	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.6	Graduation Promotion and Dropout Prevention	All	No					\$20,000.00	\$0.00	\$10,000.00	\$10,000.00			\$20,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,287,901	320,797	24.909%	0.000%	24.909%	\$611,500.00	0.000%	47.480 %	Total:	\$611,500.00
								LEA-wide Total:	\$565,000.00
								Limited Total:	\$46,500.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff recruitment, retention, induction, and mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$550,000.00	
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
2	2.2	Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$22,500.00	
2	2.4	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$24,000.00	
3	3.5	Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,316,850.00	\$1,042,650.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum and course of study	Yes	\$85,000.00	\$50,000
1	1.2	Data-driven instruction	Yes	\$6,000.00	\$3,000
1	1.3	Intervention	Yes	\$12,500.00	\$4,500
1	1.4	Teachers/staff	Yes	\$890,000.00	\$650,000
1	1.5	College/career	No	\$20,000.00	\$17,000
1	1.6	Technology	Yes	\$25,000.00	\$62,900
1	1.7	English Learners	Yes	\$28,000.00	\$26,500
1	1.8	Students with Disabilities	No	\$151,600.00	\$140,000
2	2.1	Wellbeing and connectedness	Yes	\$27,000.00	\$15,250
2	2.2	Facilities	No	\$10,000.00	\$20,000
3	3.1	Parent/guardian engagement	Yes	\$42,750.00	\$35,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Attendance	No		
3	3.3	Graduation and dropout prevention	No	\$19,000.00	\$18,500

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
322,004	\$865,585.00	\$806,000.00	\$59,585.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and course of study	Yes	\$85,000.00	\$50,000		
1	1.2	Data-driven instruction	Yes	\$6,000.00	\$3,000		
1	1.3	Intervention	Yes	\$12,500.00	\$4,500		
1	1.4	Teachers/staff	Yes	\$715,000.00	\$650,000		
1	1.6	Technology	Yes	\$15,000.00	\$52,000		
1	1.7	English Learners	Yes	\$16,505.00	\$26,500		
2	2.1	Wellbeing and connectedness	Yes	\$8,000.00	\$10,000		
3	3.1	Parent/guardian engagement	Yes	\$7,580.00	\$10,000		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1098974	322,004	0%	29.300%	\$806,000.00	0.000%	73.341%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).