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).

The total revenue projected for OCS-South is $3,726,020.00, of which $1,231,253.00 is Local Control Funding Formula (LCFF), $2,064,247.00 is other state funds, $115,000.00 is local funds, and $315,520.00 is federal funds. Of the $1,231,253.00 in LCFF Funds, $120,648.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

OCS-South plans to spend $3,617,926.00 for the 2021 – 22 school year. Of that amount, $633,422.00 is tied to actions/services in the LCAP and $2,984,504.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Many of OCS-South's standard budgetary expenditures were not included in the Local Control Accountability Plan such as salaries, benefits and general operating expenses. For example, OCS-South spends $1,330,530 on certificated salaries, $960,768 on classified salaries and $729,332 on

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

In 2021 – 22, OCS-South is projecting it will receive $120,648.00 based on the enrollment of foster youth, English learner, and low-income students. OCS-South must describe how it intends to increase or improve services for high needs students in the LCAP. OCS-South plans to spend $161,264.00 towards meeting this requirement, as described in the LCAP.
This chart compares what OCS-South budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what OCS-South estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, OCS-South's Learning Continuity Plan budgeted $114,903.00 for planned actions to increase or improve services for high needs students. OCS-South actually spent $114,903.00 for actions to increase or improve services for high needs students in 2020 – 21.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCS-South Charter School</td>
<td>Lauren O’Neill, Executive Director</td>
<td><a href="mailto:laureno@ocsmail.org">laureno@ocsmail.org</a>, 626-261-6660</td>
</tr>
</tbody>
</table>

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

Goal 1

OCS-South Charter School will promote and create safe mission-aligned learning environments with highly qualified personnel, standards-aligned, and a robust academic and educational program for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers held valid CTC-issued credentials.</td>
<td>100% of teachers held valid CTC-issued credentials.</td>
</tr>
</tbody>
</table>
100% of core classroom teachers will participate in Summer Professional Development and ongoing PD throughout the school year. 100% of core classroom teachers participated in Summer Sessions of Professional Development and ongoing PD throughout the school year.

100% of the current selection of curricular materials available to students is Common Core aligned and also aligned to the school's charter. 100% of the current selection of curricular materials available to students is Common Core aligned and also aligned to the school's charter.

- 90% of all Monthly site inspection checklists will be found in good standing
- Daily cleanliness spot checks will ensure campus cleanliness

90% of all monthly site inspection checklists were found in good standing in conjunction with daily cleanliness spot checks ensured campus cleanliness. South custodial team, worked in partnership with PUSD custodial crew to ensure school wide cleanliness on our shared campus.

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All core teacher candidates are screened for employment and hold valid teaching credentials per the CTC. Status will be reviewed annually by Chief Business Manager</td>
<td>$800 - LCFF 2000-2999 Classified Salaries</td>
<td>$1,080 - LCFF 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our current charter petition.</td>
<td>$3,628-LCFF 4000-4999 Books and Supplies</td>
<td>$1,607.83-LCFF 4000-4999 Books and Supplies</td>
</tr>
<tr>
<td>Odyssey will maintain a clean and safe school facility by daily general cleaning by custodial staff in addition they will maintain campus cleanliness: Annual and monthly facility inspections will screen for safety hazards</td>
<td>$15,000 - LCFF 2000-2999 Classified Salaries</td>
<td>$16,500 - LCFF 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>Core teachers will participate in annual professional development on the implementation of CA Common Core State Standards through intensive professional development, training and regular staff meetings.</td>
<td>$15,000 - LCFF 5000-5999 Services and Other Operating Expenses</td>
<td>$709 - LCFF 5000-5999 Services and Other Operating Expenses</td>
</tr>
<tr>
<td>EL students will gain academic content knowledge through implementation of the CA CCSS through participation in English Language Arts/Literacy instruction with appropriate instructional support</td>
<td>$21,050 - LCFF 1000-1999 Certificated Salaries</td>
<td>$5940 - LCFF 1000-1999 Certificated Salaries</td>
</tr>
</tbody>
</table>
Odyssey students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's charter.

$6,600 - LCFF  
5000-5999 Services and Other Operating Expenses  
$3,545.10 - LCFF  
5000-5999 Services and Other Operating Expenses

**Goal Analysis**

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

All funds budgeted for actions and services as indicated above were implemented to support students, families, teachers and staff in meeting the goals to create a safe mission-aligned learning environment to mitigate the impact of COVID-19.

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

The actions and services to achieve our goal of creating a safe mission-aligned learning environment with highly qualified personnel, standards-aligned, and a robust academic and educational program for all students in the 2019-20 was met with success and challenges. Our successes were: 1) retaining our highly qualified personnel 2) providing professional development to faculty and implementing standards-aligned curriculum through technology support and software 3) our English Learners were successful in gaining academic content knowledge through participation in English Language Arts/Literacy instruction with appropriate instructional support and small group and individual learning and 4) we successfully maintained a clean and safe school facility. These achievements allowed for all students to have access and receive a robust educational program throughout the 2019-20 school year. We encountered challenges with the onset of the COVID-19 pandemic and the abrupt school closure of our campus and shift to 100% remote instruction. To mitigate this impact we provided improved technology devices to teachers, trained staff on key technology software to implement remote instruction and our custodial staff received COVID-19 training, supplies, and equipment to ensure we were following all COVID-19 health and safety protocols to provide a clean and safe school facility.

**Goal 2**

OCS-South students will demonstrate proficiency or academic growth in all core content areas, including all student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students have access to CCSS aligned instructional materials</td>
<td>100% of students had access to standards aligned materials through our use of bi-monthly learning kits, synchronous and asynchronous learning and technology platforms and software programs.</td>
</tr>
<tr>
<td>100% of students participate in classroom activities and practices derived from The Responsive Classroom</td>
<td>100% of faculty participated in responsive classroom strategies and restorative practice strategies to implement our educational program. In addition, our social emotional curriculum and training were instrumental in our pivot to distance learning due to COVID-19 in spring 2020. This foundational training supported our ability to build positive relationships between students and teachers remotely.</td>
</tr>
<tr>
<td>At-risk students participate in a reading intervention program or receive reading intervention strategies to help reach grade-level reading benchmarks</td>
<td>Our at-risk student participated in a reading intervention support through small group work using our guided reading library to target just right instructional strategies.</td>
</tr>
<tr>
<td>100% of students in all classrooms have access to a Teacher Assistant to support their learning in the classroom during core instructional times</td>
<td>100% of students have access to additional learning support through teacher assistants in the classroom</td>
</tr>
<tr>
<td>100% of students have access to technology devices and resources to support their learning</td>
<td>100% of students had access to technology resources to support the learning process through spring 2020. However, technology resources were challenging when we moved to 100% distance learning as OCS-South does not provide a 1:1 technology model. We placed orders for hot spots and chromebooks that we back ordered for over 6 months.</td>
</tr>
<tr>
<td>90% of all students in grades 3rd through 8th will participate in the annual administration of the CAASPP.</td>
<td>CAASPP testing was suspended for the spring 2020 testing</td>
</tr>
<tr>
<td>40% of all students in grades 3rd through 8th will meet or exceed the standard in the ELAL section of the CAASPP.</td>
<td>CAASPP testing was suspended for the spring 2020 testing</td>
</tr>
<tr>
<td>30% of all students in grades 3rd through 8th will meet or exceed the standard in the Mathematics section of the CAASPP.</td>
<td>CAASPP testing was suspended for the spring 2020 testing</td>
</tr>
</tbody>
</table>
### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction will include Responsive Classroom strategies that create positive classroom and campus climates. In the upper grades, a grade-level consistent approach will be used to ensure instruction and student learning are the primary focus of the teacher.</td>
<td>$11,410 - LCFF - 1000-1999 Certificated Salaries</td>
<td>$5,598.84 - LCFF - 1000-1999 Certificated Salaries</td>
</tr>
<tr>
<td>Classrooms will have grade appropriate CA CCSS aligned instructional materials and supplemental materials to support all students including English learners.</td>
<td>$2,121 - LCFF - 4000-4999 Books and Supplies</td>
<td>$1,300.08 - LCFF - 4000-4999 Books and Supplies</td>
</tr>
<tr>
<td>The Reading Intervention program assists students who are not meeting grade level reading benchmarks. The Reading Intervention Specialists provide support to students across all grade levels.</td>
<td>$6,603 - LCFF - 1000-1999 Certificated Salaries</td>
<td>$11,250 - LCFF - 1000-1999 Certificated Salaries</td>
</tr>
<tr>
<td>Teacher assistants in classrooms support instruction and student learning by facilitating small group work in classrooms and working individually with students under the guidance of the classroom teacher.</td>
<td>$140,890 - LCFF - 2000-2999 Classified Salaries</td>
<td>$207,990 - LCFF - 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>Use of instructional technology in classrooms to support differentiation and small group work</td>
<td>$50,000 - LCFF - 6000-6999 Capital Outlay</td>
<td>$18,275.67 - LCFF - 6000-6999 Capital Outlay</td>
</tr>
<tr>
<td>EL students receive in-class instructional support including 1-on-1 teacher support, 1-on-1 support from the teacher assistant, small group work, use of SDAIE and ELD instructional strategies</td>
<td>$42,100 - LCFF - 2000-2999 1000-1999 Certified Salaries</td>
<td>$55,988.42- LCFF - 2000-2999 1000-1999 Certified Salaries</td>
</tr>
<tr>
<td>All core faculty consult and collaborate with grade-level inclusion specialist and colleagues to support student learning</td>
<td>$6,032 - LCFF - 1000-1999 Certified Salaries</td>
<td>$7,000 - LCFF - 1000-1999 Certified Salaries</td>
</tr>
<tr>
<td>95% of students at every applicable grade level will participate in the CAASPP statewide assessment in the area of English Language Arts/Literacy.</td>
<td>$5,130 - LCFF - 1000-1999 Certified Salaries</td>
<td>$5,050 - LCFF - 1000-1999 Certified Salaries</td>
</tr>
<tr>
<td>95% of students at every applicable grade level will participate in the CAASPP statewide assessment in the area of Mathematics</td>
<td>$5,130 - LCFF - 1000-1999 Certified Salaries</td>
<td>$5,050 - LCFF - 1000-1999 Certified Salaries</td>
</tr>
</tbody>
</table>
Goal Analysis

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

All funds budgeted for actions and services as indicated above were implemented to support students, families, teachers and staff in meeting our goal of students demonstrating proficiency or academic growth in all core content areas, including all student groups.

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

Prior to the onset of the pandemic on March 13, 2021, we implemented our actions and services to achieve our goal for students to demonstrate proficiency or academic growth in all core content areas, including all student groups with fidelity. All instructional materials were aligned to CCSS, launched i-Ready as a tool for assessment and instruction to support teachers ability to provide data driven instructional strategies to improve student learning, faculty were trained in restorative practices implement social emotional support for students and promote positive school climate, maintained our leveled literacy intervention program for our unduplicated students, provided all classrooms with half a set of chromebooks and maintained teacher assistants in our classrooms. However, we faced multiple challenges with the abrupt closure of campuses due to COVID-19 and were unable to measure students academic growth in the 2019-2020 school year due to the suspension of the spring 2020 CAASPP per COVID-19. Another significant challenge was the limited technology equipment for our staff, students and teachers assistants and the abrupt shift to provide our educational model 100% remotely. Our classroom chromebooks were prioritized for our unduplicated students, ordered laptops for teachers to ensure a more robust technology device to provide distance learning and purchased zoom software to deliver synchronistic lessons. Unfortunately, acquiring sufficient technology devices and hotspots proved to be challenging due a supply shortage at the onset of the pandemic. Nevertheless, for the remainder of the 2020 school year and in the height of the pandemic, we embraced the challenge of creating a distance learning model that embedded our restorative practices, academic workshop model, leveraged our teacher assistants to facilitate learning groups under the guidance of the classroom teacher, provided our english learners small group support in their english language development, and provided concentrated professional development in technology to our faculty to support the transition to our distance learning model.

Goal 3

OCS-South will create a school culture that supports student learning, encourages and includes parent feedback, and maintains organizational stability to ensure a safe and positive school community.

State and/or Local Priorities addressed by this goal:

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCS-South will maintain a 95% annual ADA rate</td>
<td>In the 2019-20 school year, OCS-South's annual ADA rate was 94.58 and improvement, however, it remains below our 95% or above goal.</td>
</tr>
<tr>
<td>OCS-South will maintain an annual suspension rate of less than 1%</td>
<td>OCS-South suspension rate was below the 1% due to our restorative practices and our social emotional learning curriculum</td>
</tr>
<tr>
<td>In conjunction with the Odyssey South Parent Participation Group (OSPPG) Odyssey will host at least five campus community events throughout the year.</td>
<td>In conjunction with the Odyssey South Parent Participation Group (OSPPG) OCS- South met its goal and held 5 campus Community Events: Welcome Picnic, Fall Festival, Stone Soup, 100th Day Celebration, and Odyssey Eats Restaurant Nights.</td>
</tr>
<tr>
<td>OCS-South will maintain at least a 95% annual student retention rate</td>
<td>OCS-South’s retention rate fell below our target goal of 95%.</td>
</tr>
<tr>
<td>At least two parent representatives form part of the OCS Governing Board.</td>
<td>Odyssey's Governing Board maintained two parent representatives</td>
</tr>
<tr>
<td>At least annually, parents, students, and teachers will be asked to participate in a satisfaction survey</td>
<td>In spring 2020, we successfully completed a robust survey to our community in Spring of 2020 to ascertain feedback and satisfaction from parents, students and teachers in our spring pivot to remote instruction. This was presented to our Governing Board as a discussion item and the data was used to chart a course of improvement for our distance learning program in fall 2020.</td>
</tr>
</tbody>
</table>

**Actions / Services**

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, the OCS-South Parent Participation Group (OSPPG) nominates and elects parents to serve as Governing Board Parent members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual, OCS administration, as well as teachers, will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
satisfaction surveys will be presented to the Governing Board for discussion and implementation

<table>
<thead>
<tr>
<th>Description</th>
<th>LCFF Classification</th>
<th>LCFF Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCS-South administration will meet with leadership of OPPG to identify opportunities and events to create and nurture community on campus.</td>
<td>$3,000 - 2000-2999 Classified Salaries</td>
<td>$7,500 - 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>OCS-South will provide a safe, engaging and hands-on learning environment for all its students and families, including those of the various student groups enrolled.</td>
<td>$13,500 - 2000-2999 Classified Salaries</td>
<td>$8,510 - 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>Increase technology training and resources for student engagement</td>
<td>$42,730 - 1000-1999 Certificated Salaries</td>
<td>$27,360 - 5000-5999 Services and Other Operating Expenses</td>
</tr>
<tr>
<td>Faculty will be trained and implement the Responsive Classroom and restorative practice and strategies to support the social emotional wellbeing of students and to build community as a K-8 school.</td>
<td>$405 - 5000-5999 Services and Other Operating Expenses</td>
<td>$2,250 - 5000-5999 Services and Other Operating Expenses</td>
</tr>
<tr>
<td>Special Education Director works with the Inclusion Specialists to support student learning</td>
<td>$4,350 - 1000-1999 Certificated Salaries</td>
<td>$15,150 - 1000-1999 Certificated Salaries</td>
</tr>
</tbody>
</table>

**Goal Analysis**

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

All funds budgeted for actions and services as indicated above were implemented to support students, families, teachers and staff in meeting our goal to create a school culture that supports student learning, encourages and includes parent feedback, and maintains organizational stability to ensure a safe and positive school community.

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

Throughout the 2019-2020 school year, OCS-South successfully implemented all actions and services to achieve our goal in creating a safe and positive school community. We maintained parent engagement with two representatives on our Governing Board, conducted parent satisfaction surveys, supported the Odyssey South Parent Participation Group (OSPPG) in events to foster community, focused on improving our special
education inclusion model by dedicated trainings between all staff participated in a 3 day intensive restorative practices professional development to support the social emotional wellbeing of our students and to build community across all grades. All of these actions and services successfully support the foundational building of a safe, engaging and hands-on learning environment for all students and families, including our unduplicated students. The challenges in implementing these actions and services were due to the onset of the COVID-19 pandemic and abrupt school closure and requirement to provide distance learning for the remainder of the year. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP. To mitigate the impact of COVID-19, paper learning packets for the first few weeks while staff conducted professional development to support the technology training required to implement our educational model remotely.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing of Personal Protective Equipment to ensure implementation of safety and health protocols to reopen schools which includes the purchasing of materials to ensure social distancing, disinfecting supplies, face shields, sneeze guards, PPE gear, sanitation supplies, and hand washing stations and training for staff.</td>
<td>$1,921.28</td>
<td>$7,398.06</td>
<td>N</td>
</tr>
<tr>
<td>Hired additional part time custodial staff</td>
<td>$17,160</td>
<td>$11,088</td>
<td>N</td>
</tr>
</tbody>
</table>

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

All funds budgeted for actions and services as indicated above were expended to support in-person instructional offerings. These budgeted expenses ensured the implementation of safety and health protocols, purchasing of personal protective equipment and additional part time custodial staff.
Analysis of In-Person Instructional Offerings

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

OCS-South successfully purchased Personal Protective Equipment to ensure implementation of safety and health protocols to reopen schools which includes the purchasing of materials to ensure social distancing, disinfecting supplies, face shields, sneeze guards, PPE gear, sanitation supplies, and hand washing stations and training for staff. Additionally, the hiring of additional part time custodial staff ensured we had ample custodial support to implement the health and safety protocols.

Distance Learning Program

Actions Related to the Distance Learning Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing of additional technology for students and faculty: Chromebooks, internet hotspots for students, external monitor, document cameras laptops, and headphones for teachers</td>
<td>$9,238.37</td>
<td>$33,931.72</td>
<td>N</td>
</tr>
<tr>
<td>Increase in technology personnel to support teachers capacity to deliver high quality distance learning and develop a technological support email to establish a resource for families to a trouble shoot technological challenges</td>
<td>$6,600</td>
<td>$11,880</td>
<td>N</td>
</tr>
<tr>
<td>Student Support Specialist to support our vulnerable student populations</td>
<td>$9,755</td>
<td>$10,000</td>
<td>Y</td>
</tr>
<tr>
<td>Increase in administrative personnel to include a Director of Student Support Services to support our pupils with unique needs.</td>
<td>$77,821.55</td>
<td>$51,363.36</td>
<td>N</td>
</tr>
<tr>
<td>Purchase of software platforms to facilitate learning and teaching during distance model program (See-Saw and Rosetta Stone)</td>
<td>$4,320</td>
<td>$4,380</td>
<td>N</td>
</tr>
<tr>
<td>Professional development activities are focused on the enhancement of skills and knowledge to improve distance learning program</td>
<td>$5,000</td>
<td>$4,299</td>
<td>N</td>
</tr>
<tr>
<td>Teacher assistants offer academic and social-emotional support by facilitating small group in classrooms as directed by classroom teachers</td>
<td>$95,860</td>
<td>$237,990.23</td>
<td>Y</td>
</tr>
</tbody>
</table>
A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All funds budgeted for actions and services as indicated above were expended to support our distance learning program. These budgeted expenses ensured the successful implementation of our distance learning program for students, families and faculty.

Analysis of the Distance Learning Program

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

Throughout the COVID-19 pandemic, the health and safety of our students, staff, and families has been our utmost importance. In order to be prepared and flexible to the ongoing changes by COVID-19, we developed in-person hybrid models and a distance learning only model and established three committees: 1) Instruction and Curriculum 2) Health and Safety and 3) Operations. Each of these committees included administrators, teachers, custodial, parents, and governing board members. These committees were pivotal in the development, implementation and success of our Distance Learning Program.

Continuity of Instruction

We prepared for the potential for students to transition between in-person instruction and distance learning model. To ensure the seamless transition between these two models of instruction, we developed clear and consistent curriculum expectations, technology platforms, and guidelines for both teachers, students and parents. Our successes were in the design of our predictable school day balanced with social emotional support, small group instructions and 1:1 instruction to support the individual learning needs of our students. Additionally, to maintain our “learn by doing” approach, we included and scheduled curriculum learning packet pick ups every 3-4 weeks that include: hands on science materials, books, writing notebooks, and Eureka math worksheets for students to complete assignments and independent practice.

Access to Devices and Connectivity

Access to devices and connectivity proved to be an on-going challenge throughout the pandemic. Prior to the pandemic, all classrooms were equipped with 10-15 chromebooks to be used in small group and partner work. This resulted in a technology shortage coupled with deployment of our older devices that were prone to crash or had decreased productivity. We placed a 300 chromebook order in June that arrived in January 2021 but were fortunate that LACOE provided 60 chromebooks and 30 hotspots in November for our unduplicated families. Aside from the challenges of technology devices and connectivity, we did experience the following successes: 1) new laptops, external monitors, and document cameras provided teachers the necessary technology to successfully implement our distance learning program, 2) cellular data hotspots were provided to students/families who requested one; therefore all of our families had the connectivity needed to join their DL classes, 3) technology devices were prioritized for our unduplicated students and all students received headphones, 4) as we reopened in March we successfully pivoted to our hybrid in-person model with the purchase of OWL labs which allowed the successful transition to simultaneous teaching of in-person and distance learning.
All of these successes were possible due to the increase in our technology personnel to support teachers capacity to deliver high quality distance learning and manage devices. Our technology team was instrumental in trouble shooting technology for our community by providing support and resources for families as they navigated technology platforms, devices and chromebook challenges. This allowed for expedited and efficient support for our students and families.

**Pupil Participation and Progress**

Critical to the success of our pupil participation and progress was our distance learning schedule which engaged all students through our daily live synchronous and asynchronous schedule. Our distance learning model provided a predictable and structured schedule balanced with flexibility for all students and families. In addition, our learning schedule, platforms (google classroom, seesaw) and communication systems (Powerschool) supported our ability to monitor student progress, identify learning needs and implement learning strategies to support students learning.

Another key component of our success was leveraging our high quality teacher assistants to support students’ academic and social-emotional learning needs as directed by classroom teachers. The academic support students received was targeted small group instruction, individual academic support via breakout rooms and 1:1 check ins. The social-emotional support students received was small lunch groups, office hours, and virtual counseling sessions and check ins.

Our synchronous and asynchronous schedule and the additional support of our teacher assistants were crucial in our ability to offer limited in-person specialized services March 1, 2021 for our unduplicated students who were not being successful in 100% remote instructions. Furthermore, this laid the groundwork for our seamless transition to our hybrid model for reopening on March 22, 2021.

The most prominent challenge with pupil participation and progress was engaging our students in accessing the distance learning model and maintaining student engagement. Virtual engagement and distance learning was not successful for less than 5% of our student body.

**Distance Learning Professional Development**

The Instruction and Curriculum Reopening Task Force created intensive professional development support and resources for staff using the Virtual Distance Learning Playbook Institute as the foundation to support and improve our distance learning model. Using the Virtual Distance Learning Playbook as our guide, our successes were: 1) grade level teams had weekly meetings to discuss best practices, 2) focused PD offering teachers direction on improving their distance learning instruction by way of Corwin’s Distance Learning Playbook (2020), purchased virtual teaching resources published by The Readers & Writers Workshop Project which provided teachers a clear understanding of how to adapt their lesson for distance learning, and 5) teachers received model lesson videos to support their readers and writers workshop development.

Another area of success was our technology professional development and resources required to implement our high quality program. This ensured teachers, teacher assistants, and all faculty received the necessary training to support student learning. Zoom, Google Classroom, PowerSchool, SeeSaw, and Flipgrid created a cohesive and consistent technology platform for students and families to access our distance learning program. The training on i-Ready Assessment & Instruction software for our benchmark assessment system for performance data supported teachers ability to provide online independent support for students throughout the year. The i-Ready assessments conducted 3 times throughout this school year will be pivotal in identifying learning loss regression as we plan for accelerated learning strategies for all students with the anticipated return to in-person school in fall 2021.
Our purchase of the Eureka Math In-Sync module to facilitate teacher assignment of math activities and work in a digital environment contained substantial technical problems that were attributed to the rapid development and release of the product and therefore not effective for teacher and student support.

**Staff Roles and Responsibilities**

Odyssey implemented staff roles a teleworking program for all essential and non-essential staff and responsibilities throughout the 2020-2021 while adapting responsibilities to a virtual learning environment. Our successes in responding to the rapidly changing guidance due to COVID-19 were: 1) administrative team remained abreast through the support and weekly communications from LACOE which enabled us to be swift in our responses 2) facilities team maintained daily on site cleaning, deep cleaning services on Wednesdays, and implementation of cleaning safety protocols with fidelity 3) special education department successfully performed in-person individualized assessments on campus for Students with Disabilities 4) teachers shifted to 100% distance learning at onset and reopening in March to offer hybrid model instruction of distance learning and in-person learning simultaneously 5) school nutrition staff developed pre-prepared meal pack service which includes 5 breakfast meals and 5 lunch meals per student with twice a week pick-up meals, and 6) rotating teacher assistants and support staff assigned to multiple grade levels to address individualized student learning and social emotional needs

Our major challenges throughout the school year were due to the evolving guidance from LACDPH and CDPH on COVID-19 health and safety protocols and the high turnover of our special education teachers. Fortunately, with the support of the Desert Mountain SELPA, we were able to maintain our special education program, provide support to our special education team and fill vacant positions throughout the year.

**Support for Pupils with Unique Needs**

Our diverse by design school model ensures we serve a diverse student body which integrates students with exceptional needs, English learners, foster children, and students experiencing homelessness. The success of our high quality distance learning schedule was its design to specifically support and assist our students with unique needs by creating 2 new positions 1) Director of Student Support Services 2) Student Support Specialist.

The Director of Student Support Services position provided our pupils with unique needs 1) close monitoring of student data, 2) establishment of structured virtual intervention programs 3) liaison between families and classroom teachers to best address the changing learning and social-emotional needs of students due to the pandemic 4) bridged attendance and mental health teams to provide support for students disengaged during distance learning, and 5) established partnership with CareSolace to offer mental health services to students and families in need.

The Student Support Specialist position provided our pupils with unique needs support with 1) student attendance monitored closely with follow ups for those exhibiting chronic absences 2) served as a liaison to school counselors and provided referrals for students and families 3) curated and created weekly lessons and activities that focused on student wellness and mental health support 4) social-emotional needs virtually and in person during our hybrid program.

Purchase of software platforms to facilitate learning and teaching during distance model program (See-Saw and Rosetta Stone)

-Software platforms allowed for streamlined experience across grade levels where students could interact with teachers and peers
- Enabled teachers to have a single location for the completion and submission of assignments
- Rosetta Stone English provided English learners with virtual language instruction and practice guided by a staff

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-Ready Assessment &amp; Instruction- Benchmark reading and math assessment and instruction platform that provides data and individualized lessons/pathways for instruction are provided to help students reach grade level proficiency</td>
<td>$12,320</td>
<td>$12,320</td>
<td>N</td>
</tr>
<tr>
<td>Eureka In Sync &amp; Equip- Eureka Math diagnostic assessment tool to identify students’ learning levels and needs</td>
<td>$2,280</td>
<td>$7,980</td>
<td>N</td>
</tr>
<tr>
<td>Purchase of premium Zoom licenses for small group/individual breakout rooms</td>
<td>$2,178</td>
<td>$2,292.09</td>
<td>N</td>
</tr>
</tbody>
</table>

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

All funds budgeted for actions and services as indicated above where expended to address pupil learning loss. These budgeted expenses ensured the successful implementation of our distance learning program for students, families and faculty.

Analysis of Pupil Learning Loss

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

The successful implementation of the i-Ready Assessment and Instruction platform to support the measuring, tracking, and evaluation of student performance data in the 2020-21 school year provided teachers with data and pathways to help students reach grade level proficiency. Teachers were able to successfully facilitate opportunities for nearly all students to participate and complete the diagnostic assessments. These were then used to inform instruction, provide students and parents with a snapshot of their learning, and helped inform which students needed additional support and intervention to address their learning needs. While this was a successful approach for a majority of our students, it did prove challenging for our youngest learners due to the extensive use of language in the diagnostics assessments.
The newly created math intervention position specifically supported students' learning loss and teacher development by 1) carefully monitoring the progress of students in math intervention, 2) bridging communications between school and families, 3) conducted data conversations with students which resulted in high accountability and increased engagement from students and families and 4) provided observations, feedback and resources to math teachers.

The newly created Student Support Specialist position was able to create and foster connections with students across classrooms and groups that enabled students to feel supported in this challenging and uncertain time.

The purchase of premium Zoom licenses for small group instruction, individual breakout rooms, 1:1 support, after school math tutoring and intervention programs during the 100% distance learning model of instruction. Additionally, the purchase of software platforms allowed for streamlined experience across grade levels where students could interact with teachers and peers with a single location for the completion and submission of assignments. For our English Learners, Rosetta Stone provided virtual language instruction and practice guided by a staff to ensure our students received individualized support for ELD.

The Eureka In-Sync and Equip proved to be challenging as the company had many errors at the start resulting in the inability to access this as a resource. Another challenge was measuring all student learning loss remotely. However, we were able to leverage and measure the effectiveness of our learning loss strategies through i-Ready, authentic assessments, diagnostic assessments, and evidence of student learning. These forms of student performance data will identify the MTSS strategies to be implemented to support learning loss, determine resources and target growth for all students including our unduplicated students and students with disability in the 2021-2022 school year.

Analysis of Mental Health and Social and Emotional Well-Being

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

Through the partnership between the Director of Student Support Services, and the Student Support Specialist students were able to have access to a school staff that had a background in counseling and was able to provide referrals to local agencies and services to meet student needs. This included a partnership with CareSolace for mental health referral; the establishment of Wellness Wednesdays where students, parents, and teachers were given activities to support their social emotional wellbeing, and furthering the work of our school counseling staff.

Analysis of Pupil and Family Engagement and Outreach

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

The successes in implementing pupil and family engagement and outreach in the 2020-2021 school year were a concerted effort to increase our communications with students and families. This was achieved by teachers emailing weekly newsletters to keep families connected to classroom activities and bi-monthly parent zoom meetings in 1st trimester to help families navigate distance learning and build stronger connections as a class.
community. Teachers dedicated weekly virtual time for student one-on-one checks and partnered with Student Support Specialists to hold weekly drop-in office hours for support and social connections.

Our principals sent out weekly school newsletters to keep families aware of school news as well as our administration sending weekly communications to ensure our community remained abreast of the evolving COVID-19 pandemic and safety protocols. Additionally, our administrative team held quarterly parent forums/meetings to provide regular updates on our reopening and return status.

Another area of success to encourage and maintain pupil and family engagement was providing students with given hands-on learning materials through our monthly distribution of learning kits. This encouraged a high percentage of students' ability to remain engaged in their learning. However, as the prolonged nature of distance learning and the global pandemic continued, the capacity for families to remain engaged and connected to school diminished.

Analysis of School Nutrition

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

The success of Odyssey Charter Schools school nutrition for the 2020-21 school year was our ability to supply meals to the students in the community since the first week of school closure and maintained a 16% participation rate. The meal flexibility waiver allowed for evening pick up services and our “grab and go” approach supported parents/students ability to park their car, and come to a pick up window to pick up their meals. Parents reported that meal packets brought some school familiarity at home for students during the pandemic. The Seamless Summer Option (SSO) allowed for all students to receive free meals throughout the pandemic and included distributions on given holidays such as President’s day and Memorial day.

Our challenges were 1) maneuvering between the different opening models (SIPS, Hybrid, Distance Learning) and creating meal options for each one while keeping the integrity of the program by making sure students only received 5 meals per week 2) CDE Nutrition Services requires schools to offer meals to every student on campus daily. Preparing meals for all students with a hybrid model is timely (students do not consume meals onsite) 3) Meal packs/sack lunches eliminates scratch cooking/offer vs serve and creates more need for prepackaged and frozen items. Prepackaged meals incur higher costs for food vendors and more environmental waste and conversely prepackaged items are limited.

Overall, the school nutrition program was able to adapt to all challenges and preserved to serve meals in various models throughout the last year with very minimal staff. Additionally, our hybrid model led to a higher percentage of participation in the lunch program by offering all onsite students lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan
A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

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

The implementation of distance learning and hybrid learning programs serve as the foundation of data/evidence that informed the development of goals and actions in the 2021-24 LCAP. Based on universal assessment data results from the 2020-21 school year, Odyssey Charter Schools created an action plan. Due to the varying needs of students, the plan will provide a tiered framework that bases universal, targeted, and intensive support for students’ needs for academic, social-emotional, and other integrated student supports. As always, these services will be provided through a program of engaging learning experiences in a positive school climate. The increase in student needs triggered Odyssey to restructure the school calendar to be focused on schoolwide intervention data cycles which occur four times during the year. To increase the effectiveness of our interventions, four additional days were scheduled for teachers and teacher assistants to attend professional development before the first day for students. In addition, four pupil free days were scheduled at the end of each intervention data cycle with the purpose of analysing universal, formative and classroom data to determine effectiveness of all three tiers of support and to build an individual plan for each tier two and three student. Data from 2020-21 has led the school to be especially focused on the assessment results of students in unduplicated student groups. Students in tier two support will be offered after school snacks and enrollment support for our after school care program. Students in tier three support will be reviewed by the Student Success and Progress Team (SS&PT) to determine if there are other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. The SS&PT will coordinate with community resources to address any barriers to learning.

To implement, expand, and enhance support, Odyssey Charter Schools increased personnel positions which include teacher assistants, a math intervention support position, a student support specialist, a family engagement coordinator and a director of student support services. Furthermore, the role of teacher assistants has been enhanced to focus more on supplemental instruction and support for a specific content area at specific grade level bands. We anticipate this focused utilization of staff and resources to result in greater achievement for students.
An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To meet the diverse learning needs of its students, Odyssey South will implement the California Multi-Tiered Systems of Support (MTSS) Framework to address students’ academic, behavioral, and social emotional learning needs through a continuum of supports that are universally designed and differentiated to meet the needs of the whole child with specific attention to students with unique needs including low income students, English learners, pupils with disabilities, pupils in foster care and pupils who are experiencing homelessness. Odyssey’s MTSS is aligned with our Local Control Accountability Plan (LCAP) in creating an inclusive learning environment, school family partnerships, and providing all students with a continuum of services that address their academic, behavioral, social-emotional, health, and overall well-being. While MTSS is a whole system of engagement for all learners, it also recognizes some students may need supplemental support at times, and a few students may require more intensified support to be successful. Student success is created through a multi-tiered system of support with general and special education integrated at all three tiers. As the level of support becomes more intense, students receive primary interventions in addition to more targeted and individual supports.

Pupil learning loss will continue to be assessed and addressed in 2021-24 through the multi-tiered system of support primarily designed to identify and assess students’ needs concerning academic achievement, social-emotional well-being, and educational engagement. The multi-tiered system of supports (MTSS) start with Universal Assessments given school-wide that identify students in need of support and then formative assessments given to support students to understand the specific areas of need and guide interventions.

**Universal Assessments:**
Students will be identified through universal assessments given organization wide three times during the school year. Using these universal assessments and established cut off points, students who are below grade level will receive support using a tiered intervention system. The school will be especially focused on the universal assessment results of students in unduplicated student groups through our authentic teacher driven assessments coupled with i-Ready and ELPAC assessments, we will have robust student performance data to address learning progression for all students with an emphasis on our students with unique needs.

**Formative Assessments:**
Each area of support, meaning math, reading, English Language Learners and social/emotional well-being, will have formative assessments that will be administered at the start and end of each intervention cycle to determine the needs of individual students. Formative assessment data will be used to plan lesson objectives, pacing, groupings and scheduling. Formative assessments include: 1) iReady math lesson pass rate and time engaged, 2) CORE Assessing Reading with Multiple Measures, Nessy Reading and Spelling, and other applicable software programs, 3) our English Language Learners will measure accuracy and lesson progression using Rosetta Stone, CORE Assessing Reading with Multiple Measures, Nessy Reading and Spelling and 4) Behavior Rating Progress Monitoring Scale, Pre and Post Surveys completed by students in tier two to assess our students social and emotional engagement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.
Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

The analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP in multiple ways. OCS-South’s innovative and unique school design attracts diverse learners. Over the course of our organization’s twenty year history, our diverse student population has become a defining characteristic of our community. Our three interdependent learning domains— academic excellence, social emotional wellbeing, and social responsibility - work in unison to establish inclusive learning environments for all students. Throughout the course of the COVID-19 pandemic, we analyzed and reflected on student outcomes as measured by the goals in our 2019-20 LCAP continuously which led us to adapt and modify our learning environment to create a virtual Odyssey by creating a workshop classroom via Zoom, continued implementing our social emotional curriculum through Responsive Classroom approaches and strategies, and placed additional focus on the social responsibility component of our charter petition through the Social Justice Standards and their integration into the existing classroom curricula. These adaptations and modifications were captured in our 2020-21 Learning Continuity and Attendance Plan and were developed by the experience of our spring 2020 distance learning program, satisfaction surveys from all stakeholders, Zoom town hall meetings, Zoom Governing Board meetings, a Staff Reopening Taskforce, guidance from Los Angeles County of Education, California Department of Education, and professional development focused on technology.

As such, our fall 2021 educational program has been crafted to ensure we are offering a robust and high quality distance learning program with the ability to pivot to a hybrid option when approved by the Los Angeles County Department of Health. The development of the 21-22 through 23-24 LCAP is based on the feedback from parents, family, staff, community members and our Governing Board collected during the 2020-21 school year to ensure we are focusing our resources to mitigate the challenges for our students with unique needs. Therefore, our plan concentrates additional resources to our low-income students, English Learners, foster/homelessness youth, and students with exceptional needs by reimagining and adapting our remote learning and hybrid schedules to support small group instruction, hired additional personnel dedicated to supporting unduplicated student groups and ensured access to technology to engage the learning of specific student groups and provide the resources necessary to thrive.
Instructions: Introduction

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

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

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

Year

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.
• If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

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

Actions Related to In-Person Instructional Offerings
• In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program
• In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
• Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

• Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCS-South Charter School</td>
<td>Lauren O’Neill, Executive Director</td>
<td><a href="mailto:lauren@ocsmail.org">lauren@ocsmail.org</a>,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>626-261-6660</td>
</tr>
</tbody>
</table>

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

Goal 1

OCS-South Charter School will promote and create safe mission-aligned learning environments with highly qualified personnel, standards-aligned, and a robust academic and educational program for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers held valid CTC-issued credentials.</td>
<td>100% of teachers held valid CTC-issued credentials.</td>
</tr>
</tbody>
</table>
100% of core classroom teachers will participate in Summer Professional Development and ongoing PD throughout the school year

100% of core classroom teachers participated in Summer Sessions of Professional Development and ongoing PD throughout the school year.

100% of the current selection of curricular materials available to students is Common Core aligned and also aligned to the school's charter.

100% of the current selection of curricular materials available to students is Common Core aligned and also aligned to the school's charter.

- 90% of all Monthly site inspection checklists will be found in good standing
- Daily cleanliness spot checks will ensure campus cleanliness

90% of all monthly site inspection checklists were found in good standing in conjunction with daily cleanliness spot checks ensured campus cleanliness. South custodial team, worked in partnership with PUSD custodial crew to ensure school wide cleanliness on our shared campus.

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All core teacher candidates are screened for employment and hold valid teaching credentials per the CTC. Status will be reviewed annually by Chief Business Manager</td>
<td>$800 - LCFF 2000-2999 Classified Salaries</td>
<td>$1,080 - LCFF 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our current charter petition.</td>
<td>$3,628-LCFF 4000-4999 Books and Supplies</td>
<td>$1,607.83-LCFF 4000-4999 Books and Supplies</td>
</tr>
<tr>
<td>Odyssey will maintain a clean and safe school facility by daily general cleaning by custodial staff in addition they will maintain campus cleanliness: Annual and monthly facility inspections will screen for safety hazards</td>
<td>$15,000 - LCFF 2000-2999 Classified Salaries</td>
<td>$16,500 - LCFF 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>Core teachers will participate in annual professional development on the implementation of CA Common Core State Standards through intensive professional development, training and regular staff meetings.</td>
<td>$15,000 - LCFF 5000-5999 Services and Other Operating Expenses</td>
<td>$709 - LCFF 5000-5999 Services and Other Operating Expenses</td>
</tr>
<tr>
<td>EL students will gain academic content knowledge through implementation of the CA CCSS through participation in English Language Arts/Literacy instruction with appropriate instructional support</td>
<td>$21,050 - LCFF 1000-1999 Certificated Salaries</td>
<td>$5940 - LCFF 1000-1999 Certificated Salaries</td>
</tr>
</tbody>
</table>
Goal Analysis

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

All funds budgeted for actions and services as indicated above were implemented to support students, families, teachers and staff in meeting the goals to create a safe mission-aligned learning environment to mitigate the impact of COVID-19.

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

The actions and services to achieve our goal of creating a safe mission-aligned learning environment with highly qualified personnel, standards-aligned, and a robust academic and educational program for all students in the 2019-20 was met with success and challenges. Our successes were: 1) retaining our highly qualified personnel 2) providing professional development to faculty and implementing standards-aligned curriculum through technology support and software 3) our English Learners were successful in gaining academic content knowledge through participation in English Language Arts/Literacy instruction with appropriate instructional support and small group and individual learning and 4) we successfully maintained a clean and safe school facility. These achievements allowed for all students to have access and receive a robust educational program throughout the 2019-20 school year. We encountered challenges with the onset of the COVID-19 pandemic and the abrupt school closure of our campus and shift to 100% remote instruction. To mitigate this impact we provided improved technology devices to teachers, trained staff on key technology software to implement remote instruction and our custodial staff received COVID-19 training, supplies, and equipment to ensure we were following all COVID-19 health and safety protocols to provide a clean and safe school facility.

Goal 2

OCS-South students will demonstrate proficiency or academic growth in all core content areas, including all student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
## Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students have access to CCSS aligned instructional materials</td>
<td>100% of students had access to standards aligned materials through our use of bi-monthly learning kits, synchronous and asynchronous learning and technology platforms and software programs.</td>
</tr>
<tr>
<td>100% of students participate in classroom activities and practices derived from The Responsive Classroom</td>
<td>100% of faculty participated in responsive classroom strategies and restorative practice strategies to implement our educational program. In addition, our social emotional curriculum and training were instrumental in our pivot to distance learning due to COVID-19 in spring 2020. This foundational training supported our ability to build positive relationships between students and teachers remotely.</td>
</tr>
<tr>
<td>At-risk students participate in a reading intervention program or receive reading intervention strategies to help reach grade-level reading benchmarks</td>
<td>Our at-risk student participated in a reading intervention support through small group work using our guided reading library to target just right instructional strategies.</td>
</tr>
<tr>
<td>100% of students in all classrooms have access to a Teacher Assistant to support their learning in the classroom during core instructional times</td>
<td>100% of students have access to additional learning support through teacher assistants in the classroom</td>
</tr>
<tr>
<td>100% of students have access to technology devices and resources to support their learning</td>
<td>100% of students had access to technology resources to support the learning process through spring 2020. However, technology resources were challenging when we moved to 100% distance learning as OCS-South does not provide a 1:1 technology model. We placed orders for hot spots and chromebooks that we back ordered for over 6 months.</td>
</tr>
<tr>
<td>90% of all students in grades 3rd through 8th will participate in the annual administration of the CAASPP.</td>
<td>CAASPP testing was suspended for the spring 2020 testing</td>
</tr>
<tr>
<td>40% of all students in grades 3rd through 8th will meet or exceed the standard in the ELAL section of the CAASPP.</td>
<td>CAASPP testing was suspended for the spring 2020 testing</td>
</tr>
<tr>
<td>30% of all students in grades 3rd through 8th will meet or exceed the standard in the Mathematics section of the CAASPP.</td>
<td>CAASPP testing was suspended for the spring 2020 testing</td>
</tr>
</tbody>
</table>
## Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction will include Responsive Classroom strategies that create positive classroom and campus climates. In the upper grades, a grade-level consistent approach will be used to ensure instruction and student learning are the primary focus of the teacher.</td>
<td>$11,410 - LCFF - 1000-1999 Certificated Salaries</td>
<td>$5,598.84 - LCFF - 1000-1999 Certificated Salaries</td>
</tr>
<tr>
<td>Classrooms will have grade appropriate CA CCSS aligned instructional materials and supplemental materials to support all students including English learners.</td>
<td>$2,121 - LCFF - 4000-4999 Books and Supplies</td>
<td>$1,300.08 - LCFF - 4000-4999 Books and Supplies</td>
</tr>
<tr>
<td>The Reading Intervention program assists students who are not meeting grade level reading benchmarks. The Reading Intervention Specialists provide support to students across all grade levels.</td>
<td>$6,603 - LCFF - 1000-1999 Certificated Salaries</td>
<td>$11,250 - LCFF - 1000-1999 Certificated Salaries</td>
</tr>
<tr>
<td>Teacher assistants in classrooms support instruction and student learning by facilitating small group work in classrooms and working individually with students under the guidance of the classroom teacher.</td>
<td>$140,890 - LCFF - 2000-2999 Classified Salaries</td>
<td>$207,990 - LCFF - 2000-2999 Classified Salaries</td>
</tr>
<tr>
<td>Use of instructional technology in classrooms to support differentiation and small group work</td>
<td>$50,000 - LCFF - 6000-6999 Capital Outlay</td>
<td>$18,275.67 - LCFF - 6000-6999 Capital Outlay</td>
</tr>
<tr>
<td>EL students receive in-class instructional support including 1-on-1 teacher support, 1-on-1 support from the teacher assistant, small group work, use of SDAIE and ELD instructional strategies</td>
<td>$42,100 - LCFF - 2000-2999 1000-1999 Certificated Salaries</td>
<td>$55,988.42 - LCFF - 2000-2999 1000-1999 Certificated Salaries</td>
</tr>
<tr>
<td>All core faculty consult and collaborate with grade-level inclusion specialist and colleagues to support student learning</td>
<td>$6,032 - LCFF - 1000-1999 Certificated Salaries</td>
<td>$7,000 - LCFF - 1000-1999 Certificated Salaries</td>
</tr>
<tr>
<td>95% of students at every applicable grade level will participate in the CAASPP statewide assessment in the area of English Language Arts/Literacy.</td>
<td>$5,130 - LCFF - 1000-1999 Certificated Salaries</td>
<td>$5,050 - LCFF - 1000-1999 Certificated Salaries</td>
</tr>
<tr>
<td>95% of students at every applicable grade level will participate in the CAASPP statewide assessment in the area of Mathematics</td>
<td>$5,130 - LCFF - 1000-1999 Certificated Salaries</td>
<td>$5,050 - LCFF - 1000-1999 Certificated Salaries</td>
</tr>
</tbody>
</table>
Goal Analysis

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

All funds budgeted for actions and services as indicated above were implemented to support students, families, teachers and staff in meeting our goal of students demonstrating proficiency or academic growth in all core content areas, including all student groups.

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

Prior to the onset of the pandemic on March 13, 2021, we implemented our actions and services to achieve our goal for students to demonstrate proficiency or academic growth in all core content areas, including all student groups with fidelity. All instructional materials were aligned to CCSS, launched i-Ready as a tool for assessment and instruction to support teachers ability to provide data driven instructional strategies to improve student learning, faculty were trained in restorative practices implement social emotional support for students and promote positive school climate, maintained our leveled literacy intervention program for our unduplicated students, provided all classrooms with half a set of chromebooks and maintained teacher assistants in our classrooms. However, we faced multiple challenges with the abrupt closure of campuses due to COVID-19 and were unable to measure students academic growth in the 2019-2020 school year due to the suspension of the spring 2020 CAASPP per COVID-19. Another significant challenge was the limited technology equipment for our staff, students and teachers assistants and the abrupt shift to provide our educational model 100% remotely. Our classroom chromebooks were prioritized for our unduplicated students, ordered laptops for teachers to ensure a more robust technology device to provide distance learning and purchased zoom software to deliver synchronistic lessons. Unfortunately, acquiring sufficient technology devices and hotspots proved to be challenging due a supply shortage at the onset of the pandemic. Nevertheless, for the remainder of the 2020 school year and in the height of the pandemic, we embraced the challenge of creating a distance learning model that embedded our restorative practices, academic workshop model, leveraged our teacher assistants to facilitate learning groups under the guidance of the classroom teacher, provided our english learners small group support in their english language development, and provided concentrated professional development in technology to our faculty to support the transition to our distance learning model.

Goal 3

OCS-South will create a school culture that supports student learning, encourages and includes parent feedback, and maintains organizational stability to ensure a safe and positive school community.

State and/or Local Priorities addressed by this goal:

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCS-South will maintain a 95% annual ADA rate</td>
<td>In the 2019-20 school year, OCS-South's annual ADA rate was 94.58 and improvement, however, it remains below our 95% or above goal.</td>
</tr>
<tr>
<td>OCS-South will maintain an annual suspension rate of less than 1%</td>
<td>OCS-South suspension rate was below the 1% due to our restorative practices and our social emotional learning curriculum</td>
</tr>
<tr>
<td>In conjunction with the Odyssey South Parent Participation Group (OSPPG) Odyssey will host at least five campus community events throughout the year.</td>
<td>In conjunction with the Odyssey South Parent Participation Group (OSPPG) OCS- South met its goal and held 5 campus Community Events: Welcome Picnic, Fall Festival, Stone Soup, 100th Day Celebration, and Odyssey Eats Restaurant Nights.</td>
</tr>
<tr>
<td>OCS-South will maintain at least a 95% annual student retention rate</td>
<td>OCS-South’s retention rate fell below our target goal of 95%.</td>
</tr>
<tr>
<td>At least two parent representatives form part of the OCS Governing Board.</td>
<td>Odyssey's Governing Board maintained two parent representatives</td>
</tr>
<tr>
<td>At least annually, parents, students, and teachers will be asked to participate in a satisfaction survey</td>
<td>In spring 2020, we successfully completed a robust survey to our community in Spring of 2020 to ascertain feedback and satisfaction from parents, students and teachers in our spring pivot to remote instruction. This was presented to our Governing Board as a discussion item and the data was used to chart a course of improvement for our distance learning program in fall 2020.</td>
</tr>
</tbody>
</table>

Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, the OCS-South Parent Participation Group (OSPPG) nominates and elects parents to serve as Governing Board Parent members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual, OCS administration, as well as teachers, will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Cost</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Satisfaction surveys will be presented to the Governing Board for discussion and implementation</td>
<td>$3,000 - LCFF - 2000-2999 Classified Salaries $7,500 - LCFF - 2000-2999 Classified Salaries</td>
<td>OCS-South administration will meet with leadership of OPPG to identify opportunities and events to create and nurture community on campus.</td>
</tr>
<tr>
<td>OCS-South will provide a safe, engaging and hands-on learning environment for all its students and families, including those of the various student groups enrolled.</td>
<td>$13,500 - LCFF - 2000-2999 Classified Salaries $8510 - LCFF - 2000-2999 Classified Salaries</td>
<td>Increase technology training and resources for student engagement</td>
</tr>
<tr>
<td>Increase technology training and resources for student engagement</td>
<td>$42,730 - LCFF - 1000-1999 Certificated Salaries $27,360 - LCFF - 5000-5999 Services and Other Operating Expenses</td>
<td>Faculty will be trained and implement the Responsive Classroom and restorative practice and strategies to support the social emotional wellbeing of students and to build community as a K-8 school.</td>
</tr>
<tr>
<td>Special Education Director works with the Inclusion Specialists to support student learning</td>
<td>$4,350 - LCFF - 1000-1999 Certificated Salaries $15,150 - LCFF - 1000-1999 Certificated Salaries</td>
<td>Special Education Director works with the Inclusion Specialists to support student learning</td>
</tr>
</tbody>
</table>

### Goal Analysis

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

All funds budgeted for actions and services as indicated above were implemented to support students, families, teachers and staff in meeting our goal to create a school culture that supports student learning, encourages and includes parent feedback, and maintains organizational stability to ensure a safe and positive school community.

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

Throughout the 2019-2020 school year, OCS-South successfully implemented all actions and services to achieve our goal in creating a safe and positive school community. We maintained parent engagement with two representatives on our Governing Board, conducted parent satisfaction surveys, supported the Odyssey South Parent Participation Group (OSPPG) in events to foster community, focused on improving our special

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education inclusion model by dedicated trainings between moall staff participated in a 3 day intensive restorative practices professional development to support the social emotional wellbeing of our students and to build community across all grades. All of these actions and services successfully support the foundational building of a safe, engaging and hands-on learning environment for all students and families, including our unduplicated students. The challenges in implementing these actions and services were due to the onset of the COVID-19 pandemic and abrupt school closure and requirement to provide distance learning for the remainder of the year. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP. To mitigate the impact of COVID-19, paper learning packets for the first few weeks while staff conducted professional development to support the technology training required to implement our educational model remotely.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing of Personal Protective Equipment to ensure implementation of safety and health protocols to reopen schools which includes the purchasing of materials to ensure social distancing, disinfecting supplies, face shields, sneeze guards, PPE gear, sanitation supplies, and hand washing stations and training for staff.</td>
<td>$1,921.28</td>
<td>$7,398.06</td>
<td>N</td>
</tr>
<tr>
<td>Hired additional part time custodial staff</td>
<td>$17,160</td>
<td>$11,088</td>
<td>N</td>
</tr>
</tbody>
</table>

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

All funds budgeted for actions and services as indicated above were expended to support in-person instructional offerings. These budgeted expenses ensured the implementation of safety and health protocols, purchasing of personal protective equipment and additional part time custodial staff.
Analysis of In-Person Instructional Offerings

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

OCS-South successfully purchased Personal Protective Equipment to ensure implementation of safety and health protocols to reopen schools which includes the purchasing of materials to ensure social distancing, disinfecting supplies, face shields, sneeze guards, PPE gear, sanitation supplies, and hand washing stations and training for staff. Additionally, the hiring of additional part time custodial staff ensured we had ample custodial support to implement the health and safety protocols.

Distance Learning Program

Actions Related to the Distance Learning Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing of additional technology for students and faculty: Chromebooks,</td>
<td>$9,238.37</td>
<td>$33,931.72</td>
<td>N</td>
</tr>
<tr>
<td>internet hotspots for students, external monitor, document cameras laptops,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and headphones for teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in technology personnel to support teachers capacity to deliver</td>
<td>$6,600</td>
<td>$11,880</td>
<td>N</td>
</tr>
<tr>
<td>high quality distance learning and develop a technological support email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to establish a resource for families to a trouble shoot technological</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support Specialist to support our vulnerable student populations</td>
<td>$9,755</td>
<td>$10,000</td>
<td>Y</td>
</tr>
<tr>
<td>Increase in administrative personnel to include a Director of Student</td>
<td>$77,821.55</td>
<td>$51,363.36</td>
<td>N</td>
</tr>
<tr>
<td>Support Services to support our pupils with unique needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of software platforms to facilitate learning and teaching during</td>
<td>$4,320</td>
<td>$4,380</td>
<td>N</td>
</tr>
<tr>
<td>distance model program (See-Saw and Rosetta Stone)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development activities are focused on the enhancement of</td>
<td>$5,000</td>
<td>$4,299</td>
<td>N</td>
</tr>
<tr>
<td>skills and knowledge to improve distance learning program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher assistants offer academic and social-emotional support by</td>
<td>$95,860</td>
<td>$237,990.23</td>
<td>Y</td>
</tr>
<tr>
<td>facilitating small group in classrooms as directed by classroom teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All funds budgeted for actions and services as indicated above were expended to support our distance learning program. These budgeted expenses ensured the successful implementation of our distance learning program for students, families and faculty.

**Analysis of the Distance Learning Program**

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

Throughout the COVID-19 pandemic, the health and safety of our students, staff, and families has been our utmost importance. In order to be prepared and flexible to the ongoing changes by COVID-19, we developed in-person hybrid models and a distance learning only model and established three committees: 1) Instruction and Curriculum 2) Health and Safety and 3) Operations. Each of these committees included administrators, teachers, custodial, parents, and governing board members. These committees were pivotal in the development, implementation and success of our Distance Learning Program.

**Continuity of Instruction**

We prepared for the potential for students to transition between in-person instruction and distance learning model. To ensure the seamless transition between these two models of instruction, we developed clear and consistent curriculum expectations, technology platforms, and guidelines for both teachers, students and parents. Our successes were in the design of our predictable school day balanced with social emotional support, small group instructions and 1:1 instruction to support the individual learning needs of our students. Additionally, to maintain our “learn by doing” approach, we included and scheduled curriculum learning packet pick ups every 3-4 weeks that include: hands on science materials, books, writing notebooks, and Eureka math worksheets for students to complete assignments and independent practice.

**Access to Devices and Connectivity**

Access to devices and connectivity proved to be an on-going challenge throughout the pandemic. Prior to the pandemic, all classrooms were equipped with 10-15 chromebooks to be used in small group and partner work. This resulted in a technology shortage coupled with deployment of our older devices that were prone to crash or had decreased productivity. We placed a 300 chromebook order in June that arrived in January 2021 but were fortunate that LACOE provided 60 chromebooks and 30 hotspots in November for our unduplicated families. Aside from the challenges of technology devices and connectivity, we did experience the following successes: 1) new laptops, external monitors, and document cameras provided teachers the necessary technology to successfully implement our distance learning program, 2) cellular data hotspots were provided to students/families who requested one; therefore all of our families had the connectivity needed to join their DL classes, 3) technology devices were prioritized for our unduplicated students and all students received headphones, 4) as we reopened in March we successfully pivoted to our hybrid in-person model with the purchase of OWL labs which allowed the successful transition to simultaneous teaching of in-person and distance learning.
All of these successes were possible due to the increase in our technology personnel to support teachers capacity to deliver high quality distance learning and manage devices. Our technology team was instrumental in trouble shooting technology for our community by providing support and resources for families as they navigated technology platforms, devices and chromebook challenges. This allowed for expedited and efficient support for our students and families.

**Pupil Participation and Progress**

Critical to the success of our pupil participation and progress was our distance learning schedule which engaged all students through our daily live synchronous and asynchronous schedule. Our distance learning model provided a predictable and structured schedule balanced with flexibility for all students and families. In addition, our learning schedule, platforms (google classroom, seesaw) and communication systems (Powerschool) supported our ability to monitor student progress, identify learning needs and implement learning strategies to support students learning.

Another key component of our success was leveraging our high quality teacher assistants to support students’ academic and social-emotional learning needs as directed by classroom teachers. The academic support students received was targeted small group instruction, individual academic support via breakout rooms and 1:1 check ins. The social-emotional support students received was small lunch groups, office hours, and virtual counseling sessions and check ins.

Our synchronous and asynchronous schedule and the additional support of our teacher assistants were crucial in our ability to offer limited in-person specialized services March 1, 2021 for our unduplicated students who were not being successful in 100% remote instructions. Furthermore, this laid the groundwork for our seamless transition to our hybrid model for reopening on March 22, 2021.

The most prominent challenge with pupil participation and progress was engaging our students in accessing the distance learning model and maintaining student engagement. Virtual engagement and distance learning was not successful for less than 5% of our student body.

**Distance Learning Professional Development**

The Instruction and Curriculum Reopening Task Force created intensive professional development support and resources for staff using the Virtual Distance Learning Playbook Institute as the foundation to support and improve our distance learning model. Using the Virtual Distance Learning Playbook as our guide, our successes were: 1) grade level teams had weekly meetings to discuss best practices, 2) focused PD offering teachers direction on improving their distance learning instruction by way of Corwin’s Distance Learning Playbook (2020), purchased virtual teaching resources published by The Readers & Writers Workshop Project which provided teachers a clear understanding of how to adapt their lesson for distance learning, and 5) teachers received model lesson videos to support their readers and writers workshop development.

Another area of success was our technology professional development and resources required to implement our high quality program. This ensured teachers, teacher assistants, and all faculty received the necessary training to support student learning. Zoom, Google Classroom, PowerSchool, SeeSaw, and Flipgrid created a cohesive and consistent technology platform for students and families to access our distance learning program. The training on i-Ready Assessment & Instruction software for our benchmark assessment system for performance data supported teachers ability to provide online independent support for students throughout the year. The i-Ready assessments conducted 3 times throughout this school year will be pivotal in identifying learning loss regression as we plan for accelerated learning strategies for all students with the anticipated return to in-person school in fall 2021.
Our purchase of the Eureka Math In-Sync module to facilitate teacher assignment of math activities and work in a digital environment contained substantial technical problems that were attributed to the rapid development and release of the product and therefore not effective for teacher and student support.

**Staff Roles and Responsibilities**

Odyssey implemented staff roles a teleworking program for all essential and non-essential staff and responsibilities throughout the 2020-2021 while adapting responsibilities to a virtual learning environment. Our successes in responding to the rapidly changing guidance due to COVID-19 were: 1) administrative team remained abreast through the support and weekly communications from LACOE which enabled us to be swift in our responses 2) facilities team maintained daily on site cleaning, deep cleaning services on Wednesdays, and implementation of cleaning safety protocols with fidelity 3) special education department successfully performed in-person individualized assessments on campus for Students with Disabilities 4) teachers shifted to 100% distance learning at onset and reopening in March to offer hybrid model instruction of distance learning and in-person learning simultaneously 5) school nutrition staff developed pre-prepared meal pack service which includes 5 breakfast meals and 5 lunch meals per student with twice a week pick-up meals, and 6) rotating teacher assistants and support staff assigned to multiple grade levels to address individualized student learning and social emotional needs.

Our major challenges throughout the school year were due to the evolving guidance from LACDPH and CDPH on COVID-19 health and safety protocols and the high turnover of our special education teachers. Fortunately, with the support of the Desert Mountain SELPA, we were able to maintain our special education program, provide support to our special education team and fill vacant positions throughout the year.

**Support for Pupils with Unique Needs**

Our diverse by design school model ensures we serve a diverse student body which integrates students with exceptional needs, English learners, foster children, and students experiencing homelessness. The success of our high quality distance learning schedule was its design to specifically support and assist our students with unique needs by creating 2 new positions 1) Director of Student Support Services 2) Student Support Specialist.

The Director of Student Support Services position provided our pupils with unique needs 1) close monitoring of student data, 2) establishment of structured virtual intervention programs 3) liaison between families and classroom teachers to best address the changing learning and social-emotional needs of students due to the pandemic 4) bridged attendance and mental health teams to provide support for students disengaged during distance learning, and 5) established partnership with CareSolace to offer mental health services to students and families in need.

The Student Support Specialist position provided our pupils with unique needs support with 1) student attendance monitored closely with follow ups for those exhibiting chronic absences 2) served as a liaison to school counselors and provided referrals for students and families 3) curated and created weekly lessons and activities that focused on student wellness and mental health support 4) social-emotional needs virtually and in person during our hybrid program.

Purchase of software platforms to facilitate learning and teaching during distance model program (See-Saw and Rosetta Stone)

- Software platforms allowed for streamlined experience across grade levels where students could interact with teachers and peers
- Enabled teachers to have a single location for the completion and submission of assignments
Pupil Learning Loss

Actions Related to the Pupil Learning Loss

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-Ready Assessment &amp; Instruction- Benchmark reading and math assessment and</td>
<td>$12,320</td>
<td>$12,320</td>
<td>N</td>
</tr>
<tr>
<td>instruction platform that provides data and individualized lessons/pathways for instruction are provided to help students reach grade level proficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eureka In Sync &amp; Equip- Eureka Math diagnostic assessment tool to identify students’ learning levels and needs</td>
<td>$2,280</td>
<td>$7,980</td>
<td>N</td>
</tr>
<tr>
<td>Purchase of premium Zoom licenses for small group/individual breakout rooms</td>
<td>$2,178</td>
<td>$2,292.09</td>
<td>N</td>
</tr>
</tbody>
</table>

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

All funds budgeted for actions and services as indicated above where expended to address pupil learning loss. These budgeted expenses ensured the successful implementation of our distance learning program for students, families and faculty.

Analysis of Pupil Learning Loss

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

The successful implementation of the i-Ready Assessment and Instruction platform to support the measuring, tracking, and evaluation of student performance data in the 2020-21 school year provided teachers with data and pathways to help students reach grade level proficiency. Teachers were able to successfully facilitate opportunities for nearly all students to participate and complete the diagnostic assessments. These were then used to inform instruction, provide students and parents with a snapshot of their learning, and helped inform which students needed additional support and intervention to address their learning needs. While this was a successful approach for a majority of our students, it did prove challenging for our youngest learners due to the extensive use of language in the diagnostics assessments.
The newly created math intervention position specifically supported students' learning loss and teacher development by 1) carefully monitoring the progress of students in math intervention, 2) bridging communications between school and families, 3) conducted data conversations with students which resulted in high accountability and increased engagement from students and families and 4) provided observations, feedback and resources to math teachers.

The newly created Student Support Specialist position was able to create and foster connections with students across classrooms and groups that enabled students to feel supported in this challenging and uncertain time.

The purchase of premium Zoom licenses for small group instruction, individual breakout rooms, 1:1 support, after school math tutoring and intervention programs during the 100% distance learning model of instruction. Additionally, the purchase of software platforms allowed for streamlined experience across grade levels where students could interact with teachers and peers with a single location for the completion and submission of assignments. For our English Learners, Rosetta Stone provided virtual language instruction and practice guided by a staff to ensure our students received individualized support for ELD.

The Eureka In-Sync and Equip proved to be challenging as the company had many errors at the start resulting in the inability to access this as a resource. Another challenge was measuring all student learning loss remotely. However, we were able to leverage and measure the effectiveness of our learning loss strategies through i-Ready, authentic assessments, diagnostic assessments, and evidence of student learning. These forms of student performance data will identify the MTSS strategies to be implemented to support learning loss, determine resources and target growth for all students including our unduplicated students and students with disability in the 2021-2022 school year.

### Analysis of Mental Health and Social and Emotional Well-Being

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

Through the partnership between the Director of Student Support Services, and the Student Support Specialist students were able to have access to a school staff that had a background in counseling and was able to provide referrals to local agencies and services to meet student needs. This included a partnership with CareSolace for mental health referral; the establishment of Wellness Wednesdays where students, parents, and teachers were given activities to support their social emotional wellbeing, and furthering the work of our school counseling staff.

### Analysis of Pupil and Family Engagement and Outreach

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

The successes in implementing pupil and family engagement and outreach in the 2020-2021 school year were a concerted effort to increase our communications with students and families. This was achieved by teachers emailing weekly newsletters to keep families connected to classroom activities and bi-monthly parent zoom meetings in 1st trimester to help families navigate distance learning and build stronger connections as a class.
community. Teachers dedicated weekly virtual time for student one-on-one checks and partnered with Student Support Specialists to hold weekly drop-in office hours for support and social connections.

Our principals sent out weekly school newsletters to keep families aware of school news as well as our administration sending weekly communications to ensure our community remained abreast of the evolving COVID-19 pandemic and safety protocols. Additionally, our administrative team held quarterly parent forums/meetings to provide regular updates on our reopening and return status.

Another area of success to encourage and maintain pupil and family engagement was providing students with given hands-on learning materials through our monthly distribution of learning kits. This encouraged a high percentage of students’ ability to remain engaged in their learning. However, as the prolonged nature of distance learning and the global pandemic continued, the capacity for families to remain engaged and connected to school diminished.

Analysis of School Nutrition

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

The success of Odyssey Charter Schools school nutrition for the 2020–21 school year was our ability to supply meals to the students in the community since the first week of school closure and maintained a 16% participation rate. The meal flexibility waiver allowed for evening pick up services and our “grab and go” approach supported parents/students ability to park their car, and come to a pick up window to pick up their meals. Parents reported that meal packets brought some school familiarity at home for students during the pandemic. The Seamless Summer Option (SSO) allowed for all students to receive free meals throughout the pandemic and included distributions on given holidays such as President’s day and Memorial day.

Our challenges were 1) maneuvering between the different opening models (SIPS, Hybrid, Distance Learning) and creating meal options for each one while keeping the integrity of the program by making sure students only received 5 meals per week 2) CDE Nutrition Services requires schools to offer meals to every student on campus daily. Preparing meals for all students with a hybrid model is timely (students do not consume meals onsite) 3) Meal packs/sack lunches eliminates scratch cooking/offer vs serve and creates more need for prepackaged and frozen items. Prepackaged meals incur higher costs for food vendors and more environmental waste and conversely prepackaged items are limited.

Overall, the school nutrition program was able to adapt to all challenges and preserved to serve meals in various models throughout the last year with very minimal staff. Additionally, our hybrid model led to a higher percentage of participation in the lunch program by offering all onsite students lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan
Overall Analysis

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

The implementation of distance learning and hybrid learning programs serve as the foundation of data/evidence that informed the development of goals and actions in the 2021-24 LCAP. Based on universal assessment data results from the 2020-21 school year, Odyssey Charter Schools created an action plan. Due to the varying needs of students, the plan will provide a tiered framework that bases universal, targeted, and intensive support for students’ needs for academic, social-emotional, and other integrated student supports. As always, these services will be provided through a program of engaging learning experiences in a positive school climate. The increase in student needs triggered Odyssey to restructure the school calendar to be focused on schoolwide intervention data cycles which occur four times during the year. To increase the effectiveness of our interventions, four additional days were scheduled for teachers and teacher assistants to attend professional development before the first day for students. In addition, four pupil free days were scheduled at the end of each intervention data cycle with the purpose of analysing universal, formative and classroom data to determine effectiveness of all three tiers of support and to build an individual plan for each tier two and three student. Data from 2020-21 has led the school to be especially focused on the assessment results of students in unduplicated student groups. Students in tier two support will be offered after school snacks and enrollment support for our after school care program. Students in tier three support will be reviewed by the Student Success and Progress Team (SS&PT) to determine if there are other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. The SS&PT will coordinate with community resources to address any barriers to learning.

To implement, expand, and enhance support, Odyssey Charter Schools increased personnel positions which include teacher assistants, a math intervention support position, a student support specialist, a family engagement coordinator and a director of student support services. Furthermore, the role of teacher assistants has been enhanced to focus more on supplemental instruction and support for a specific content area at specific grade level bands. We anticipate this focused utilization of staff and resources to result in greater achievement for students.
An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To meet the diverse learning needs of its students, Odyssey South will implement the California Multi-Tiered Systems of Support (MTSS) Framework to address students’ academic, behavioral, and social emotional learning needs through a continuum of supports that are universally designed and differentiated to meet the needs of the whole child with specific attention to students with unique needs including low income students, English learners, pupils with disabilities, pupils in foster care and pupils who are experiencing homelessness. Odyssey’s MTSS is aligned with our Local Control Accountability Plan (LCAP) in creating an inclusive learning environment, school family partnerships, and providing all students with a continuum of services that address their academic, behavioral, social-emotional, health, and overall well-being. While MTSS is a whole system of engagement for all learners, it also recognizes some students may need supplemental support at times, and a few students may require more intensified support to be successful. Student success is created through a multi-tiered system of support with general and special education integrated at all three tiers. As the level of support becomes more intense, students receive primary interventions in addition to more targeted and individual supports.

Pupil learning loss will continue to be assessed and addressed in 2021-24 through the multi-tiered system of support primarily designed to identify and assess students’ needs concerning academic achievement, social-emotional well-being, and educational engagement. The multi-tiered system of supports (MTSS) start with Universal Assessments given school-wide that identify students in need of support and then formative assessments given to support students to understand the specific areas of need and guide interventions.

**Universal Assessments:**
Students will be identified through universal assessments given organization wide three times during the school year. Using these universal assessments and established cut off points, students who are below grade level will receive support using a tiered intervention system. The school will be especially focused on the universal assessment results of students in unduplicated student groups through our authentic teacher driven assessments coupled with i-Ready and ELPAC assessments, we will have robust student performance data to address learning progression for all students with an emphasis on our students with unique needs.

**Formative Assessments:**
Each area of support, meaning math, reading, English Language Learners and social/emotional well-being, will have formative assessments that will be administered at the start and end of each intervention cycle to determine the needs of individual students. Formative assessment data will be used to plan lesson objectives, pacing, groupings and scheduling. Formative assessments include: 1) iReady math lesson pass rate and time engaged, 2) CORE Assessing Reading with Multiple Measures, Nessy Reading and Spelling, and other applicable software programs, 3) our English Language Learners will measure accuracy and lesson progression using Rosetta Stone, CORE Assessing Reading with Multiple Measures, Nessy Reading and Spelling and 4) Behavior Rating Progress Monitoring Scale, Pre and Post Surveys completed by students in tier two to assess our students social and emotional engagement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.
Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

The analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP in multiple ways. OCS-South’s innovative and unique school design attracts diverse learners. Over the course of our organization's twenty year history, our diverse student population has become a defining characteristic of our community. Our three interdependent learning domains— academic excellence, social emotional wellbeing, and social responsibility - work in unison to establish inclusive learning environments for all students. Throughout the course of the COVID-19 pandemic, we analyzed and reflected on student outcomes as measured by the goals in our 2019-20 LCAP continuously which led us to adapt and modify our learning environment to create a virtual Odyssey by creating a workshop classroom via Zoom, continued implementing our social emotional curriculum through Responsive Classroom approaches and strategies, and placed additional focus on the social responsibility component of our charter petition through the Social Justice Standards and their integration into the existing classroom curricula. These adaptations and modifications were captured in our 2020-21 Learning Continuity and Attendance Plan and were developed by the experience of our spring 2020 distance learning program, satisfaction surveys from all stakeholders, Zoom town hall meetings, Zoom Governing Board meetings, a Staff Reopening Taskforce, guidance from Los Angeles County of Education, California Department of Education, and professional development focused on technology.

As such, our fall 2021 educational program has been crafted to ensure we are offering a robust and high quality distance learning program with the ability to pivot to a hybrid option when approved by the Los Angeles County Department of Health. The development of the 21-22 through 23-24 LCAP is based on the feedback from parents, family, staff, community members and our Governing Board collected during the 2020-21 school year to ensure we are focusing our resources to mitigate the challenges for our students with unique needs. Therefore, our plan concentrates additional resources to our low-income students, English Learners, foster/homelessness youth, and students with exceptional needs by reimagining and adapting our remote learning and hybrid schedules to support small group instruction, hired additional personnel dedicated to supporting unduplicated student groups and ensured access to technology to engage the learning of specific student groups and provide the resources necessary to thrive.
Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.
• If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

• In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

• In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
• Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

• Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021
Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCS - South</td>
<td>Lauren O'Neill Executive Director</td>
<td><a href="mailto:laureno@ocsmail.org">laureno@ocsmail.org</a>  626-261-6660</td>
</tr>
</tbody>
</table>

Plan Summary 2021-2022

General Information

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

OCS- South opened in 2018 with the goal of creating a public charter school which would address the diverse learning needs of students in the Altadena, Pasadena, and surrounding communities. Our educationally rigorous and rich learning environment aims to develop active learners who discover their interests and broaden their knowledge in an engaging environment of academic excellence. Through a workshop model that emphasizes student choice and emotional well-being, students collaborate with peers, teachers, and community members. Our thoughtfully designed curriculum promotes social responsibility that impacts the larger community.

OCS- South’s unique school design embraces the individual and varied learning styles of all students and is tailored to meet the needs of those who learn best by doing. In our classrooms, students experience learning in both traditional and innovative ways that blend a multitude of content sources, learning modalities, instructional approaches, and pedagogies. Our instructional design recognizes that meeting the needs of all students requires purposeful, flexible design of learning experiences and environments. Our innovative instructional program is a structured yet flexible classroom setting that provides personalized opportunities for all learners to be supported, challenged, and engaged in the curriculum. Our looping classroom environments, grounded in the workshop model, foster this personalization and flexibility, allowing close, ongoing collaboration, and deep engagement with student needs and interests.

Our core beliefs of community, inclusivity, academic excellence, and a diverse by design model define how we work, how we treat each other, and demonstrate what our organization and schools value in life and education.

For the 2020-2021 year, OCS- South served 267 students in grades TK through 5th. Our diverse community was comprised of 25.4% students who were socioeconomically disadvantaged, 10% students with disabilities, 6% students designated as English Learners, 1.1% Foster students, 0 homeless youth, 9% students who identified as Black/African American, 7.5% students who identified as Asian or Filipino, 32% students who identified as Hispanic/Latino, 42% students who identified as White, and 9.7% students who identified as Biracial/Multiracial.

Due to COVID-19, we have seen a shift in our demographics from the 2019-2020 school to the 2020-21 school year. As we close out this school year, we continue to plan for the unknown and are optimistic our enrollment and demographics will continue to serve a diverse student body.

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

OCS- South’s innovative and unique school design attracts diverse learners. Over the course of the organization’s 22 year history, a diverse student body has become a defining characteristic of our community. Our three interdependent learning domains— academic excellence, social emotional wellbeing, and social responsibility - work in unison to establish inclusive learning environments for all students.

Throughout the course of the COVID-19 pandemic, we adapted and modified our learning environment to create a virtual OCS- South experience by creating a workshop classroom via Zoom, continued embedding our social emotional supports and restorative practices and strategies, and placed additional focus on the social responsibility component of our charter through the launch of the Teaching for Tolerance Social Justice Standards and their integration into existing classroom curricula. These adaptations and modifications resulted from the spring 2020 distance learning program, feedback from parent, staff, and teacher satisfaction surveys, Zoom town hall meetings, Zoom Governing Board meetings, a Reopening Task Force comprised of a broad group of stakeholders, professional development and training focused on technology in teaching and learning, and guidance from California Department of Education, the Los Angeles County Office of Education, and local health and safety protocols.

As we close the 2020-2021 school year and reflect on our progress throughout the COVID-19 pandemic, we celebrate our many successes with these highlights:

* 2019 CA Dashboard indicators did not yield a colored status due to low number of students enrolled to generate numerically significant numbers
* Our i-Ready End of Year Diagnostic results indicate 74% of all students demonstrated growth in Reading, and 42% demonstrated growth in Math
* Quickly and effectively pivoted to a full distance learning program within days of statewide school closures due to the COVID-19 Pandemic
* Established a Reopening Task Force comprised of all stakeholders to create a cohesive and mission aligned distance learning program
* Focused professional development on implementation of a our distance learning program and technology skills
* Increased support for our unduplicated students by the addition of a Director of Student Support Services to improve our MTSS
* Developed and implemented a pilot math intervention program for our unduplicated students
* Increased access to and support for technology to all staff, students, and families support for our staff, students and families
* Offered Specialized In Person Services to our most vulnerable students with greatest academic and/or social emotional needs in March 2021
* Planned and launched a thoughtful simultaneous instructional hybrid learning model from April through June 2021 for all students
* Hired additional staff and ensured classroom teachers had a teacher assistant to support simultaneous instructional model
* Remained abreast of all health and safety protocols as COVID-19 evolved to ensure the health and safety of our community
* Maintained campus safety

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program and meet the increased needs of our students. We are proud of the consistent and collaborative stakeholder engagement enabling us to push for continuous improvement as the pandemic evolved.

Despite the challenges of the COVID-19 pandemic, we have seen evidence that our community is resilient, supportive, collaborative, and innovative. In the 2021-2022 school year, we will use these experiences to build and improve upon our unique school design by increasing services and programs for our unduplicated students, focus on the social and emotional wellbeing of our students, increased staffing to improve our Multi-Tiered Systems of Support, increased staffing to support student learning, growth, and services for our students with disabilities, and a community partnership with the Boys and Girls Club to establish an afterschool program for our community.
Reflections: Identified Need

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

OCS- South opened in Fall 2018 and only enrolled one class of third grade students, which were insufficient to generate an achievement status color on the 2019 CA Dashboard or CAASPP Test Result reports. Through our data analysis, we have identified the following areas in need of significant improvement: Chronic Absenteeism, CAASPP English Language Arts and Mathematics achievement.

Despite not having externally reported CAASPP data, our internal data sources guide our efforts in narrowing the achievement gap by focusing and targeting our resources to provide support to those student groups. With the data from of the 2019 CA Dashboard, we began the 2019-2020 school year with an emphasis on improving our instructional program and multi-tiered systems of support for our students with disabilities and socioeconomically disadvantaged students in these areas and were optimistic our our students would demonstrate learning growth on the Spring 2020 Administration of the CAASPP. Unfortunately, school was abruptly closed in March 2020 due to the COVID-19 pandemic and the 2020 CAASPP assessments were suspended. Therefore, we were unable to assess our students through CAASPP and our i-Ready assessments due to the limitations of the pandemic.

Below are the next steps for addressing identified areas in need of significant improvement and strategies to address those areas.

Chronic Absenteeism
The area of Chronic Absenteeism is a need (Orange status) for All students, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Two or More Races; Black/African American students had a Yellow status. To support an improvement in Chronic Absenteeism for these student groups, a Director of Student Support Services has been hired to implement and manage our Multi-Tiered Systems of Support aimed at ensuring students receive increased academic support, differentiated instruction, and targeted intervention. Additionally, a Student Support Specialist will help facilitate and coordinate students' access to counseling or mental health services, train staff and model restorative practices, and address student trauma.

Suspension Rates
The following student groups had Orange status for suspension rates: Students with disabilities, African American students, Hispanic students; Socioeconomically Disadvantaged students had a Yellow status. In summer of 2019, all staff participated in a three day intensive professional development seminar on restorative practices to ensure alternatives to suspension were addressed through restorative practices including trauma informed practices that support increased student engagement.

CAASPP Achievement- English Language Arts & Mathematics
CAASPP achievement in English Language Arts for Students with Disabilities earned an Orange status; and Socioeconomically Disadvantaged students earned a Yellow status. CAASPP achievement in Mathematics, Socioeconomically Disadvantaged students earned an Orange status, and Students with Disabilities earned a Yellow status. As a result of the decrease in CAASPP data from 2018 to 2019, we acquired and launched i-Ready Diagnostic Assessment for all students in fall of 2019. This benchmark and assessment system supported teachers with a broader picture of student performance and growth, established individual learning pathways for each student and ensured instruction matched their unique learning needs. Additionally, a pilot math intervention program was developed to evaluate the efficacy of i-Ready individualized learning path and teacher toolbox in small group environments. This initiative was directed by the Director of Student Support Services and classified staff and based on our pilot success, will be expanded for a larger number of students in the 2021-2022 school year.

Moving forward, Odyssey Charter School’s LCAP prioritizes the actions and support needed to improve student learning for our unduplicated student groups and increase state standards per our state indicators.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.
The 2021-2024 LCAP describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. Our three-year plan for continued improvement and development of increased actions, directly support the three domains of our educational program: Academic Excellence, Social Emotional Wellbeing, and Social Responsibility.

Goal One
Key features of this goal are to ensure all students have equitable access to appropriately assigned, experienced, and effective teachers; access to and use of grade-level, standards-aligned instructional materials for all content areas; unduplicated students have appropriate materials to support their unique learning needs; and school facilities meet state standards for safety, cleanliness, and adequacy.

Goal Two
Key features of this goal are to ensure all students demonstrate proficiency and growth by strengthening instruction and enhancing our Multi-Tiered Systems of Support. The actions, services, and expenditures in this goal surround resources and structures focused on these two elements which address students’ academic, behavior, and social emotional wellbeing. Our tiered intervention process ensures the academic needs of all students are being met. Another key feature of this goal is through the growth of our existing Special Education program to ensure our students with disabilities receive learning support to be successful. The final feature of this goal ensures resources are dedicated to support our English learners to ensure teachers are intentionally planning for integrated ELD, which allows access to core curriculum, and designated ELD that builds into and from content instruction.

Goal Three
Key features of this goal are to create a diverse and inclusive school culture that ensures input and collaboration from all stakeholders in developing and cultivating a safe and positive school community. The actions, services, and expenditures in this goal are focused on cultivating a positive school climate and ensuring both students and parents are engaged in our educational program. This will be achieved through activities and experiences that foster students’ self-identity in relation to school through our social emotional wellbeing curriculum, the implementation of restorative practices, and by creating an engaging educational curriculum that includes enrichment opportunities such as art, gardening, and/or physical activity. Student support service staff will further focus on eliminating barriers to regular school attendance including mental health and strategies to reduce chronic absenteeism.

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.

OCS- South has not 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.

OCS- South has not been identified for CSI.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
Stakeholder Engagement

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

Stakeholder engagement is a longstanding value and strength of Odyssey Charters Schools and has been critical to the success of our organization. Our school-family partnership creates a true community of learners supporting our goals in students becoming self-motivated, competent, lifelong learners. All stakeholders bring a substantial body of experience, knowledge, skills and talents that enrich the school and the learning experience of each child. Fortunately, we had a strong foundation in established forms of communications, however, at the onset of the pandemic we made concerted efforts to improve our outreach and communication strategies to ensure we were expanding our reach to solicit stakeholder feedback. Throughout the pandemic, we communicated on a weekly basis with our stakeholders via email communications, satisfaction and feedback surveys, community meetings held via Zoom, direct outreach, and social media. These efforts ensured all stakeholder groups were able to provide feedback on our distance learning model, helped identify strengths and areas of improvement, provided feedback on resources and expenditures, and evaluated the overall effectiveness of our communications.

Process for Stakeholder Engagement

The 2020-2021 school year required us to envision new methods of communication to involve stakeholders in our decision making process. The communication strategies below allowed us to create multiple pathways to increase stakeholder engagement and feedback which in turn allowed us to gather data from follow up surveys.

- Weekly email communication from administration on updates to all families and staff
- Classroom teachers held Parent Meetings via Zoom to inform of classroom happenings and solicit feedback
- Zoom Town Halls with parent groups to take in feedback, questions and concerns
- Monthly Zoom Teleconference Governing Board Meetings links and materials emailed to families and posted to our website
- Monthly Zoom OCS- South Parent Participation Group meetings to engage families
- Weekly Zoom Leadership team meetings, staff meetings and teacher-led office hours
- Digital satisfaction and feedback surveys for Parents, and Staff
- Virtual “2nd Cup of Coffee” held with Principals and Executive Director

Teachers and School Staff

Our leadership team held multiple Zoom meetings across both school sites and for each site individually to gather stakeholder feedback in the development of our Expanded Learning Opportunity Grant and our 2021-24 Local Control Accountability Plan. Our first zoom meeting was held on April 14, 2021, the combined staff were introduced to the Expanded Learning Opportunities (ELO) Grant and the 2021-2024 LCAP templates to ensure a thorough understanding of the plan requirements to provide supplemental instructions and support to students, including those identified as needing academic, social-emotional, and other support. School site principals followed up with staff on the development of the plan, goals and actions contained in each template to identify the needs and supports necessary to implement a learning recovery program for all students with an emphasis on our unduplicated students. During these meetings, staff members held an open discussion about student needs and supports that have been effective in the past and ideas for the future. On April 21, 2021, Principals led meetings with their individual school staffs that reviewed the organization wide ideas and fine tuned the supports based on individual student population needs. Each Principal then sent the revised drafts out via surveys to get anonymous feedback from all schools staff members. The final drafts were brought to the Leadership Team for review and feedback on May 7, 2021 and a presentation of the final ELO and LCAP to staff on May 19, 2021.

Parents and Families:

The Executive Director collected specific input regarding the Expanded Learning Opportunities Plan and LCAP during a Virtual Town Hall Meeting held on May 19, 2021. During this meeting, parents and families from both sites provided feedback on the Draft ELO Plan and Draft LCAP goals and actions created by teachers and school staff. The meeting was recorded to provide families unable to attend access to the presentation and followed by a brief survey to incorporate parent input into the development of each plan. This revised draft ELO plan was reviewed and approved by Odyssey Charter Schools Governing Board held at their public meeting on May
25, 2021. In addition to the town halls, we held a meeting with each of our parent groups (OCS- South Parent Participation Group on May 4, 2020 and Odyssey South Parent Participation Group on May 5, 2021) to engage parents on the LCAP requirements and support in developing our goals and actions. We specifically reviewed the actions and goals for our English learners, socioeconomically disadvantaged students and students with disabilities for parents to preview prior to a May 21, 2021 town hall to provide ample time to ask questions, share concerns and or provide feedback.

Stakeholder Engagement for Developing the 2021-2024 LCAP
These communication strategies and feedback forums, allowed our stakeholders to provide input on scheduling, learning options (hybrid and/or distance learning only), synchronous and asynchronous instruction, safety, meal services, technology platform, live zoom sessions, what's working and what's not working, student engagement and students social emotional well-being. These multiple format efforts supported our organization with improving our distance learning model, understanding how to best support teachers, designing relevant and effective professional development, creating learning schedules that work for our community and meets the expectations of our charter petition, supported the establishment of clear expectations and a cohesive program, identified the needs of our community, and planning for the increased expenses in services and materials to provide a high quality distance learning model that is equitable for all learners.

When designing and developing our 2021-2024 LCAP, we analyzed and reflected on our communication strategies and surveys conducted throughout the pandemic. We then held specific meetings via zoom and townhall zooms with our stakeholder groups and a recording of those meetings and surveys were sent to all stakeholders after each meeting to ensure all stakeholders had an opportunity to provide feedback.

Governing Board Meetings were conducted to ensure the public has access to providing input on the development of the Expanded Learning Opportunity Grant and our 2021-2024 Local Control Accountability Plan. Our April 27, 2021 Governing Board meeting received a presentation on the draft ELO Plan, followed by a town hall on May 12, 2021, to update our parents and families on the draft ELO plan and the development of our goals and actions for the 2020-2024 LCAP. A final townhall was conducted on May 19, 2021 and subsequent survey to include all stakeholders in providing feedback for the ELO and LACP.

The public hearing for the 2021-2024 Local Control Accountability Plan will be held at the June 15, 2021 OCS Governing Board Meeting, including all supporting documentation followed by a June 17, 2021 meeting for review and approval by the Odyssey Charter School Governing Board. All governing board agenda and materials are posted to our website 72 hours prior to our meeting and provided the public the opportunity to submit written comments to specific actions and expenditures. We consulted with The Desert Mountain SELPA in the development of this LCAP. This LCAP serves as the schools Single Plan for Student Achievement.

A summary of the feedback provided by specific stakeholder groups.
A consistent theme surrounding the feedback from all stakeholder groups was the desire to have a better understanding of the 2021-2022 school year, and specifically the return to campus for the fall semester. Additionally, parents and staff felt supported, informed, and were appreciative of the follow up surveys, and opportunity to listen to the discussion by way of the Zoom meeting recordings.

The specific feedback on our LCAP actions and services, our stakeholders emphasized and acknowledged the following:
- Appreciation for steps and actions to support our student social and emotional wellbeing, mental health, and community building in goal #3
- Desire to ensure our enrichments (arts, garden and physical education) be supported and integrated into the classroom schedules to increase student engagement
- Resources allocated to further our work in the area of social responsibility
- Recognition and appreciation for the increased number of teacher assistants to improve student learning outcomes to engage all learners
- Support for our restorative practices, social emotional supports, social emotional learning curriculum, and mental health supports
- Desire for more arts, music, dance, theater, gardening resources to address to support students who may be at grade level but may disengaged due to pandemic
- Concerns regarding after school care options and programming
- Use of funds to support facility needs such as maintenance of HVAC systems
- Disapproval of our early return to campus in August

A description of the aspects of the LCAP that were influenced by specific stakeholder input.
The feedback provided by our stakeholders influenced our LCAP development to ensure we focus on implementing all aspects of our charter petition and focus our efforts on increasing our supports on student social emotional wellbeing, student engagement, professional development to support trainings on restorative practices and social
goals and actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OCS-South will provide a robust academic and educational program that supports student achievement by ensuring personnel are highly qualified, all curricula are standards-aligned, human and fiscal resources are appropriately allocated, and facilities are safe and well-maintained.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed to ensure OCS-South’s goals, actions, services, and expenditures support positive student outcomes that address our state and local priorities. To achieve this success we must ensure our teachers are highly qualified, use appropriate grade level standards and aligned instructional materials for all students. Mission aligned professional development learning opportunities increase teachers and staff capacity and effectiveness to inform instruction and support student achievement. To ensure we attain these student learning outcomes and offer our robust educational program, resources are allocated to support the stability of our organizational structure and our facilities are conducive to a successful school environment.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Credentials will be reviewed/verified through the CA Assignment Accountability System (Cal-SAAS) and CTC Credential Lookup Tool</td>
<td>In 2020-2021, 100% of classroom teachers held valid CTC-issued credentials</td>
<td></td>
<td></td>
<td></td>
<td>100% of teachers will hold valid CTC-issued credentials.</td>
</tr>
<tr>
<td>Participation in Professional Development activities will be reviewed/verified through Annual SARC</td>
<td>In 2020-2021, all teachers, including newly hired teachers, participated in a total of 12 hours of PD on Social Responsibility; 10 hours</td>
<td></td>
<td></td>
<td></td>
<td>Within two years of initial employment, 100% of teachers will receive at least 20 total hours of professional development encompassing the areas of Academic Excellence, Social Emotional Wellbeing, and</td>
</tr>
<tr>
<td>Reporting of Student Achievement Data in Teaching &amp; Learning; 3 hours of Making Teaching Explicit</td>
<td>Social Responsibility</td>
<td></td>
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<tr>
<td>Standards aligned instructional materials will be reviewed and reported in the Self-Reflection Tool for Local Performance Indicators</td>
<td>In 2019-2019, 100% of curricular materials purchased were aligned to the CCSS and NGSS</td>
<td>100% of curricular materials purchased for all core academic content areas will be aligned to the most currently available standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to and enrolled in a broad course of study will be determined by campus schedule of courses</td>
<td>In 2020-2021, 100% of students had access to and participated in our offered educational program</td>
<td>100% of students will have access to and participate in our available educational program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology and related educational resources will be measured using annual purchasing and inventory documentation alongside the Self-Reflection Tool for Local Performance Indicators</td>
<td>In 2020-2021, 100% of teachers including Inclusion Specialists, were provided the necessary equipment and peripherals to effectively manage and support in-person and hybrid learning. 100% of students and families who requested, were also provided Chromebooks and/or internet hotspot</td>
<td>100% of core faculty and students have access to technology hardware, software and peripherals to ensure a robust implementation of our educational program.</td>
<td></td>
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</tr>
<tr>
<td>Facility Inspection Checklists; Los Angeles County Office of Education Site Inspection Reports</td>
<td>In 2020-2021, Custodial Staff, and the Facility Coordinator successfully maintained a clean and safe campus facility without any substantial repairs required</td>
<td>School facilities will be adequately cleaned and maintained and substantial repairs will be addressed in less than one year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective management of</td>
<td>In 2020-2021, all positions in the School</td>
<td>100% of School Administration positions will be filled within six</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Human and Fiscal resources will be measured by the number of employee vacancies in the School Administration. Administration were occupied by qualified, and experienced personnel.

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Credentialed Teacher/Staff Assignments</td>
<td>To support high quality instruction and improve student learning, all core teacher candidates will hold valid teaching credentials per the CTC to ensure all students receive quality first instruction.</td>
<td>$1,200.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Professional Development</td>
<td>In order to support quality instruction, differentiated instructional practices, and targeted support for our English Learners, students with disabilities, and unduplicated students we will provide professional development training throughout the school year. The range of topics to be covered can include local best practices on the implementation of effective mission-aligned curricula (Reader’s Workshop, Writer’s Workshop, etc.), CA Common Core State Standards, effective use of assessment and performance data to inform instruction, and supporting and encouraging students’ development in social emotional learning and wellbeing.</td>
<td>$6,800.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>CCSS standards aligned curriculum materials</td>
<td>To aid in the effective implementation of the CCSS academic standards, principals will review all instructional materials aligned to CA Common Core State Standards and our current charter petition. This will ensure all students have access to quality, standards aligned materials, and enable teachers to help meet explicit learning growth targets.</td>
<td>$16,500.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Technology and Educational Resources</td>
<td>In order to support the teaching and learning of our educational program, school personnel will plan, purchase, and manage educational and technology resources to support learning and improve services for our unduplicated students and students with disabilities through individualized learning plans.</td>
<td>$4,460.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Access to and enroll in broad course of the educational program</td>
<td>In order to support the implementation of the educational program for all students, school administrators will verify all students have access to a broad course of study designed to ensure access to our three interconnected educational domains: Academic Excellence, Social Emotional Wellbeing and Social Responsibility. This interconnectedness ensures low-income students, students with disabilities and english learners receive the necessary learning support to meet learning growth targets.</td>
<td>$3,500.00</td>
<td>No</td>
</tr>
</tbody>
</table>
In order to support student safety and the educational program for all students, the school will continue to maintain a clean and safe school facility by employing the necessary custodial staff. Ongoing progressional development will ensure team members are able to continue growing and remain abreast of trends in this field.

School will employ the necessary administration to ensure organizational operations support a smooth and effective implementation of our educational program including but not limited to: financial accounting, compliance, human resources, custodial, legal, office and clerical, district oversight.

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>OCS- South students will demonstrate proficiency and academic growth by improving instruction and providing robust Multi-Tiered Systems of Support for all students including all student groups.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed to ensure OCS- South’s goals, actions, services and expenditures support positive student outcomes that address our state and local priorities. The actions and services as indicated in this goal are designed to support students, families, teachers, and staff in meeting our goal of students demonstrating proficiency or academic growth in all core content areas, including all student groups. Since OCS- South is a growing school, only one year of CAASPP Data is available for one class of third grade students. However, we will focus on narrowing the achievement gap for our English Learners, socioeconomically disadvantaged students, and our students with disabilities in the areas of English Language Arts and Mathematics.
To achieve this goal we will gather student performance data (i-Ready and CASSP) to analyze the efficacy of our programs to improve student outcomes for all students. Our rigorous data analysis will allow us to identify and assess students’ needs in the strsd of academic achievement, social emotional wellbeing, and educational engagement. The multi-tiered system of supports (MTSS) use universal assessments given school-wide that identify students in need of support; formative assessments help identify specific areas of need and guide interventions. While MTSS is a whole system of engagement for all learners, it also recognizes some students may need supplemental support at times, and a few students may require more intensified support to be successful. Student success is created through a multi-tiered system of support with general and special education integrated at all three tiers. As the level of support becomes more intense, students receive primary interventions in addition to more targeted and individual support.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
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<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher participation on the use of i-Ready will be evaluated by professional development rosters</td>
<td>In 2019-2020, teachers participated in 8 hours of professional development activities on the use of i-Ready</td>
<td></td>
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<td></td>
<td>100% of teachers at all grade levels, will participate in at least 5 hours of professional development in the effective use of i-Ready as a learning diagnostic and support tool</td>
</tr>
<tr>
<td>Access to teacher assistants will be measured by the number of unfilled vacancies of teacher assistant positions</td>
<td>In 2020-2021, the number of teacher assistants employed increased to have one teacher assistant in every TK-5th grade classroom</td>
<td></td>
<td></td>
<td></td>
<td>100% of students in all classrooms have access to a teacher assistant to support their academic achievement and social emotional development</td>
</tr>
<tr>
<td>Student participation in i-Ready Reading Diagnostic Assessments will be determined by Diagnostic Completion Reports</td>
<td>In 2020-2021, 96% of students in grades K-5, participated in at least one i-Ready Reading diagnostic assessment</td>
<td></td>
<td></td>
<td></td>
<td>100% of students in grades K-8, will take the i-Ready Reading Diagnostic assessment at least two times per year</td>
</tr>
<tr>
<td>Student participation in i-Ready Math diagnostic assessments will be determined by Diagnostic Completion Reports</td>
<td>In 2020-2021, 96% of students in grades K-5, participated in at least one i-Ready Math diagnostic assessment</td>
<td></td>
<td></td>
<td></td>
<td>100% of students in grades K-8, will take the i-Ready Math Diagnostic assessment at least two times per year</td>
</tr>
<tr>
<td>Student participation</td>
<td>In 2018-2019, 92% of</td>
<td></td>
<td></td>
<td></td>
<td>95% of all students in grades 3rd</td>
</tr>
<tr>
<td>Topic</td>
<td>Details</td>
<td>Data</td>
<td></td>
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<td>------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>CAASPP assessments for ELA/L and Mathematics</td>
<td>Students in 3rd grade, participated in the CAASPP annual assessments for ELA/L and Mathematics</td>
<td>Through 8th will participate in the annual administration of the CAASPP for ELA/L and Mathematics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student performance in CAASPP annual assessments in ELA/L</td>
<td>In 2018-2019, 76.2% of students met or exceeded the standard on the CAASPP assessments for ELA/L</td>
<td>65% of all students in grades 3-8 will meet or exceed Standard on the CAASPP ELA/L Assessment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student performance in CAASPP annual assessments in Math</td>
<td>In 2018-2019, 63.4% of students met or exceeded the standard on the CAASPP assessments for Mathematics</td>
<td>60% of all students in grades 3-8 will meet or exceed Standard on the CAASPP Mathematics Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Science Test (CAST)</td>
<td>Baseline performance data on the CAST is unavailable as the CAST is a new assessment</td>
<td>50% of all students in grades 5th and 8th will meet or exceed the standard on the CAST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to and participation in the ELD program</td>
<td>In 2020-2021, 100% of English learners had access to our ELD program and 88% actively participated</td>
<td>100% of English Learner students will participate in our standards aligned ELD program to proficiency growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English learner student progress on the CA Dashboard</td>
<td>Due to the 2019 Pandemic, detailed ELPAC growth data is not available at time of this</td>
<td>Annually, 100% of English learners will advance at least one performance level in any of the domains evaluated by the ELPAC</td>
<td></td>
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</tr>
</tbody>
</table>
Reclassification of English learners will be determined by the CA Dashboard, and EL student records. In 2019-2020, 15% of students were reclassified. Annually, at least 15% of the overall number of English learners enrolled will be reclassified.

### Actions

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Development Training</td>
<td>Principals and the Director of Student Support Services will conduct professional development sessions to ensure instructional staff are trained to understand and implement i-Ready’s robust Assessment and Instructional system. This will ensure instructional staff are able to analyze student data to plan and implement individual student learning pathways to ensure all students including unduplicated students receive learning supports and increase services to meet learning growth targets.</td>
<td>$16,240.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>i-Ready Software</td>
<td>School Administration in conjunction with our technology support staff will ensure the i-Ready Assessment &amp; Instruction software is implemented with fidelity across all grade levels. The purpose for using i-Ready benchmark assessments is to offer internal and external stakeholders timely data on student progress toward grade level mastery. i-Ready is also an approved CDE verified data source which supports academic student progress, allows disaggregation, and allows reporting of data of all student groups as evidence for charter renewal.</td>
<td>$15,600.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Teacher Assistants</td>
<td>In order to provide students with increased academic and social emotional connections, all students and unduplicated students will benefit from teacher assistant support throughout the instructional day. Under the supervision and training by the Director of Student Support Services, teacher assistants will provide small group and/or individualized academic or social emotional support to ensure students make adequate progress toward learning growth targets. Increased services to students who are not yet at grade level will be provided by teacher assistants in the form of small group, and/or individualized intervention support during and after the school day.</td>
<td>$125,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Multi-Tiered Systems of Support</td>
<td>Special Education Directors and Director of Student Support services collaborate with general education teachers and inclusion specialists to improve instruction and services for our students with disabilities and unduplicated students. The tiered levels of support will ensure students receive the individualized and targeted supports needed to make progress toward meeting learning growth targets. Leadership will provide improved services for our unduplicated students through data analysis, planning, delivering teacher professional development and program evaluation to improve student performance to narrow the achievement gap</td>
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</tr>
<tr>
<td>4</td>
<td>Multi-Tiered Systems of Support</td>
<td><strong>$29,400.00</strong> No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education Department</td>
<td>In order to support and improve our services for our students with disabilities, our special education team will employ two co-directors to create shared systems of compliance, accountability and professional growth to ensure increased and improved services for our students with disabilities. This model is designed to improve the delivery of special education services through participation in the CDE’s Special Education Monitoring Processes (including Targeted Review and Intensive Monitoring activities), program/Technical support by the Program Specialist and/or other SELPA team members, and participation in the SELPA’s Professional Learning Offerings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Special Education Department</td>
<td><strong>$110,665.00</strong> Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Resources</td>
<td>Under the supervision of Principals, and Technology Team, students’ Chromebooks, learning platforms, and related software will be reviewed annually to ensure these are supporting all student learning with specific services for low income students and students with disabilities will facilitate access to learning beyond the school day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Technology Resources</td>
<td><strong>$21,200.00</strong> No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Learners Supports and Curriculum</td>
<td>In order to improve learning outcomes for our English Learners and improved proficiency rates for our English Learners, we will continue to implement our standards aligned ELD curriculum to ensure students are able to access the CA CCSS, receive daily designated and integrated language development support in class, increase targeted literacy interventions, train students and staff on Rosetta Stone learning software to improve pupil outcomes and reclassification rates and regularly track and monitor data on learning growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>English Learners Supports and Curriculum</td>
<td><strong>$3,000.00</strong> No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Intervention Program</td>
<td>In order to improve the learning outcomes for our unduplicated students and improve proficiency rates in mathematics, we will implement a math intervention program and hire a math specialist to develop, lead and guide our math intervention program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Math Intervention Program</td>
<td><strong>$36,264.00</strong> Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Analysis 2021-2022**

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.

Not applicable to this year's LCAP cycle.

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

3  OCS- South will create a diverse and inclusive school culture that ensures input and collaboration from all stakeholders in developing and cultivating a safe and positive school community.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure OCS- South’s goals, actions, services, and expenditures support positive student outcomes that address our state and local priorities. The actions and services as indicated in this goal are designed to create a diverse and inclusive school culture that ensures input and collaboration from all stakeholders in developing and cultivating a safe and positive school community. In reviewing the 2019 CA Dashboard, our primary focus is to improve the chronic absenteeism and attendance for all our students.

Additionally, we aim to increase student engagement by improving daily attendance. OCS- South recognizes the importance of establishing a strong foundation in the relationship between a supportive school climate and positive rates of student engagement. Therefore, we have increased our expenditures to train and support staff in our restorative practices, increased resources to our student support services team, are developing a partnership with an afterschool program, and integrating our enrichment programs throughout the school day to ensure we are implementing practices that promote student engagement. A key component in establishing a supportive school climate and positive student engagement is providing and promoting parental and family involvement to ensure families have accessible support and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making. Our family engagement specialist will work closely with parents, students, and families in developing school site strategies to improve academic achievement and the socioemotional well-being to support all students.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual average daily attendance (ADA) will be determined by attendance reports</td>
<td>In 2020-2021, annual average daily attendance (ADA) rate was 94%</td>
<td></td>
<td></td>
<td></td>
<td>We will maintain an annual average daily attendance (ADA) rate of at least 95%</td>
</tr>
<tr>
<td>provided to charter school authorizer</td>
<td>Chronic absenteeism will be determined by CA Dashboard</td>
<td>School will maintain an annual Chronic Absence Rate of less than 3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student suspensions will be determined by CA Dashboard</td>
<td>In 2018-2019, student suspensions were 0</td>
<td>School will maintain an annual suspension rate of less than 1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community events held will be determined by published calendars of events</td>
<td>In 2018-2019, the OSPPG held five community events: Back to School Welcome &amp; Picnic, Stone Soup Day, 100th Day of School, Break-Dance Party, and Run-4-Fun</td>
<td>In conjunction with the OCS-South Parent Participation Group (OSPPG) Odyssey will host at least five campus community events throughout the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent representatives on the Governing Board will be determined by the publicly available meeting materials containing board member rosters</td>
<td>In 2020-2021, two members served as Parent Representatives for the entirety of the year</td>
<td>Two Parent Representatives will serve on the OCS Governing Board for the entirety of a two year term as elected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School climate indicators will be gauged by the completion rate as reported on summative reports of the CA School Climate, Health &amp; Learning Surveys for Students, Parents, and Staff</td>
<td>In 2018-2019, 79% of Staff completed the CalSCHLS; 66% of parents/guardians completed the CalSCHLS</td>
<td>At least 95% of students, 90% of staff, and 75% of parents/guardians will complete the CA School Climate, Health &amp; Learning Surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 School Climate</td>
<td>In order to promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents, school administration will annually conduct the surveys from the California School Climate, Health, and Learning Survey (CalSCHLS) to ensure all stakeholders have input to support, guide and generate strategies for school improvement. Furthermore, these surveys will provide invaluable data to enhance academic achievement, school climate, and pupil engagement. This survey data will support identifying factors that affect student achievement across student groups and increase strategies to improve services for foster youth, low-income, students with disabilities, English Learners, and other high-need student groups.</td>
<td>$800.00</td>
<td>No</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>Restorative Practices</td>
<td>In order to develop and support student engagement and a positive school culture, our Principals and Director of Student Support Services will lead our faculty in training and implementation of restorative practices for all learners. Implementation of restorative practices will ensure teachers provide clear boundaries, set high expectations in both academic and social domains and build attentive and supportive relationships. Through our restorative practices, we will increase the services to our unduplicated students and students with disabilities to improve a sense of connectedness, increase programming, mental health services and offer mentoring programs to create a safe and nurturing campus climate.</td>
<td>$6,800.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Family Engagement Specialist</td>
<td>In order to improve parental involvement for all students including unduplicated students, the school will hire a Family Engagement Specialist (.5FTE) to support and encourage family/parental involvement, support new parent engagement strategies, increase parent participation and input on decision making and student school wide activities to increase sense of connectedness for students and families.</td>
<td>$35,000.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Student Support Services</td>
<td>In order to support attendance and chronic absenteeism of our unduplicated students and highest need students, the student support services team will monitor and respond to attendance concerns and ensure thorough implementation of attendance procedures, identify academic supports and interventions, and support student engagement ensuring our highest needs student receive a robust educational program.</td>
<td>$25,000.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Community Partnership</td>
<td>In order to expand our support services for our unduplicated students, we are developing an after school program in partnership with Boys and Girls club to ensure our students have a full range of access to academic and social emotional learning support.</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Student Engagement</td>
<td>To support students’ varied social emotional needs and improve student engagement, art, garden, and/or physical activity enrichment programs will be expanded for integration into students’ weekly schedules.</td>
<td>$73,600.00</td>
<td>No</td>
</tr>
</tbody>
</table>
Goal Analysis 2021-2022

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>$120,648.00</td>
</tr>
</tbody>
</table>

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

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

OCS-South's innovative and unique school design attracts diverse learners. Over the course of our organization's twenty year history, our diverse student population has become a defining characteristic of our community. Our three interdependent learning domains—academic excellence, social emotional wellbeing, and social responsibility—work in unison to establish inclusive learning environments for all students. Throughout the course of the COVID-19 pandemic, we adapted and modified our learning environment by creating a virtual Odyssey by creating a workshop classroom via Zoom, continued implementing our social emotional curriculum through restorative practices and strategies, focused on the social responsibility component of our charter through the Teaching Tolerance Standards and their integration into the existing classroom curricula.

Based on the experience of the 2020-21 school year, our plan concentrates additional resources to our low-income students, English Learners, foster/homelessness youth and students with exceptional needs by enhancing our educational program and support services to improve student outcomes.

The actions contained in our LCAP will support and increase our services for our English Learners, Homeless/Foster Youth, low-income students through our improved MTSS program, target small group instruction, increased personnel in support student support services, enrollment in our broad course of study, and improved technology resources to identify learning growth targets, increase student engagement and provide resources necessary to thrive in our educational program.

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

Our LCAP includes increased staff personnel, identifies additional services, and new resources in the 2021-22 school year intended to increase and/or improve services and support for our foster/homeless youth, English Learners and low-income students. Below are descriptions of the services to support these students.

Staff Personnel
- Director of Student Support Services serves as a resource in the planning, development, organization, management, direction, and implementation of all aspects of Student Services programs. Oversees the student support assistant and teacher assistants to improve services and learning for our students with unique needs.
- Math Interventionist will specifically address learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports of intensive instruction and support into the school year. The Interventionist will work closely with the principal and classroom teachers to determine the most effective strategies to support student learning, design the appropriate instructional interventions for students identified and share student progress over the course of the school year. The goal of the interventionist is to ensure that the students are able to master grade level standards and support learning recovery.
- Student Support Specialist works closely with the Director of Student Support Services and Principal to support and implement our restorative practices, social emotional wellbeing and mental health services.
- Co-Special Education Directors ensure compliance, services and professional development are implemented with fidelity to support individualized education plans and learning recovery.

Additional Services
- Professional Development opportunities focused on assessments, technology software and curriculum ensure our distance learning program is being implemented with fidelity
- Increase in technology staff to include direct support to families and staff for troubleshooting of devices, hot spots, and any additional unforeseen challenges related to ongoing COVID-19
- Mental Health Team to support parents, students and staff dealing with trauma impact of COVID-19 through increase counseling, group sessions, parent support groups and website of resources
- Enrichments of art, garden and physical education to support student engagement and social emotional wellbeing.

We expect these increases in services, supports and resources to benefit our students in the 2021-22 school year.
### Expenditure Tables

#### Total Expenditures Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Credentialed Teacher/Staff Assignments</td>
<td>All</td>
<td>$1,200.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,200.00</td>
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</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Professional Development</td>
<td>All</td>
<td>$6,800.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$6,800.00</td>
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</tr>
<tr>
<td>1</td>
<td>3</td>
<td>CCSS standards aligned curriculum materials</td>
<td>All</td>
<td>$16,500.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$16,500.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>Technology and Educational Resources</td>
<td>All</td>
<td>$4,460.00</td>
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<td></td>
<td></td>
<td></td>
<td>$4,460.00</td>
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</tr>
<tr>
<td>1</td>
<td>5</td>
<td>Access to and enroll in broad course of the educational program</td>
<td>All</td>
<td>$3,500.00</td>
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<td></td>
<td></td>
<td></td>
<td>$3,500.00</td>
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</tr>
<tr>
<td>1</td>
<td>6</td>
<td>Facilities “good repair” standard</td>
<td>All</td>
<td>$47,703.00</td>
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<td></td>
<td></td>
<td></td>
<td>$47,703.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>Human and Fiscal Resources</td>
<td>All</td>
<td>$37,800.00</td>
<td></td>
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<td></td>
<td></td>
<td>$37,800.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Professional Development Training</td>
<td>All</td>
<td>$16,240.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$16,240.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>i-Ready Software</td>
<td>All</td>
<td>$15,600.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$15,600.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Teacher Assistants</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td>$125,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$125,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Multi-Tiered Systems of Support</td>
<td>All</td>
<td>$9,800.00</td>
<td>$19,600.00</td>
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<td></td>
<td></td>
<td>$29,400.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Special Education Department</td>
<td>Low Income, English learner (EL), Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$110,665.00</td>
<td>$110,665.00</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Technology Resources</td>
<td>All</td>
<td>$21,200.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$21,200.00</td>
<td></td>
</tr>
</tbody>
</table>

**Totals:**

- **LCFF Funds**: $478,767.00
- **Other State Funds**: $19,600.00
- **Local Funds**: $138,165.00
- **Federal Funds**: $636,532.00
- **Total Funds**: $521,632.00
- **Total Personnel**: $0.00
- **Total Non-personnel**: $0.00
<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>Teacher Assistants</td>
<td>Limited</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td>All Schools</td>
<td>$125,000.00</td>
<td>$125,000.00</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Special Education Department</td>
<td>Limited</td>
<td>Low Income, English learner (EL), Foster Youth</td>
<td>All Schools</td>
<td>$110,665.00</td>
<td>$110,665.00</td>
</tr>
</tbody>
</table>

**Contributing Expenditure Table**

<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>$161,264.00</td>
<td>$271,929.00</td>
</tr>
<tr>
<td>LEA-wide Total:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited Total:</td>
<td>$161,264.00</td>
<td>$271,929.00</td>
</tr>
<tr>
<td>Schoolwide Total:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Math Intervention Program

<table>
<thead>
<tr>
<th>Limited</th>
<th>Low Income, English learner (EL), Foster Youth</th>
<th>All Schools</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$36,264.00</td>
</tr>
</tbody>
</table>

### Federal Funds Detail Report

<table>
<thead>
<tr>
<th>Totals:</th>
<th>Title I</th>
<th>Title II</th>
<th>Title III</th>
<th>Title IV</th>
<th>CSI</th>
<th>Other Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$138,165.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Title I</th>
<th>Title II</th>
<th>Title III</th>
<th>Title IV</th>
<th>CSI</th>
<th>Other Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>Special Education Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$110,665.00</td>
<td>$110,665.00</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>Student Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$25,000.00</td>
<td>$25,000.00</td>
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<tr>
<td>3</td>
<td>7</td>
<td>Social Emotional Curriculum</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,500.00</td>
<td>$5,000.00</td>
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</table>
Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA’s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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**Stakeholder Engagement**

**Purpose**

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

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

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

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

**Requirements and Instructions**

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
Inclusion of action(s) as contributing to increased or improved services for unduplicated services
Determination of effectiveness of the specific actions to achieve the goal
Determination of material differences in expenditures
Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
Determination of challenges or successes in the implementation of actions

Goals and Actions

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

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

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

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

- **Focus Goal**: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal**: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal**: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some
metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.
Timeline for completing the “Measuring and Reporting Results” part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2022-23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2020–21.</td>
<td>Enter information in this box when completing the LCAP for 2020–21.</td>
<td>Enter information in this box when completing the LCAP for 2021–22. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2020–21.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

**Purpose**

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

**Requirements and Instructions**

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

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

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

**Required Descriptions**:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:
After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

**Expenditure Tables**

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
• **Action Title**: Provide a title of the action.

• **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

• **Increased / Improved**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

• If “Yes” is entered into the Contributing column, then complete the following columns:
  
  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

• **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

• **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  
  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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