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 text description for the above chart is as follows: The total revenue projected for OCS-South is $4,802,347.00, of which $1,552,106.00 is Local Control Funding Formula (LCFF), $2,797,116.00 is other state funds, $204,380.00 is local funds, and $248,745.00 is federal funds. Of the $1,552,106.00 in LCFF Funds, $213,993.43 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.

This chart provides a quick summary of how much OCS-South plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: OCS-South plans to spend $4,715,014.00 for the 2022 – 23 school year. Of that amount, $604,526.00 is tied to actions/services in the LCAP and $4,110,488.00 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 Learning, Continuity, Attendance Plan such as salaries, benefits and general operating expenses. For example, OCS-South spends funds on certificated salaries, classified salaries and on employee health and welfare insurance and benefits. Additionally, Odyssey spends funding on annual operating expenses such as facility rent, utilities, vendor repairs, general insurance, back office services, and instructional and non-institutional consultants.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year
In 2022 – 23, OCS-South is projecting it will receive $213,993.43 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 $213,993.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:
This chart compares what OCS-South budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, OCS-South's LCAP budgeted $144,510.00 for planned actions to increase or improve services for high needs students. OCS-South actually spent $144,510.00 for actions to increase or improve services for high needs students in 2021 – 22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<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</td>
<td><a href="mailto:laureno@ocsmail.org">laureno@ocsmail.org</a></td>
</tr>
</tbody>
</table>

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Engaging our educational partners 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 educational partners 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 educational feedback. Throughout the pandemic, we communicated on a weekly basis with our educational partners via email communications, satisfaction and feedback surveys, community meetings held via Zoom, direct outreach, and social media. These efforts ensured our educational partners were able to provide feedback on our learning model, helped identify strengths and areas of improvement, provided feedback on resources and expenditures, and evaluated the overall effectiveness of our communications.

The 2021-2022 school year began with managing the continued challenges of the COVID-19 pandemic with a focus on our safe return to in-person instruction. It required our schools to maintain our zoom town halls, weekly email communications, zoom teleconference Governing Board meetings, monthly zoom Odyssey Parent Participation Groups meetings, in-person and zoom staff meetings to ensure we engaged all educational partners in our decision making process. With specific regards to engaging our educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP), Odyssey Charter Schools held 3 Town Halls, 4 Special Governing Board Meetings, 4 Regular Governing Board Meetings, monthly meetings with our parent organization groups, and weekly staff meetings to increase and gather community support for the plans on our expenditures. We will use these expenditures 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 of Pasadena to establish an afterschool program for our community.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Odyssey is not eligible to receive the concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Odyssey Charter Schools engaged its educational partners on the use of one-time federal funds received to support recovery from the COVID-19 pandemic and the impacts of distance learning of pupils through multiple forms of communication strategies. These multiple format efforts supported our organization with improving our return to in-person learning, understanding how to best support teachers, designing relevant and effective professional development, creating learning schedules that work for our community and meet 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 in-person learning model that is equitable for all learners.

Since the onset of the pandemic in 2019, we have leveraged resources to include the perspectives and insights of our staff, students, parents and overall community through: surveys, classroom discussions, parent organization zoom meetings, town hall zoom meetings, and Governing Board presentations. Our ESSER III expenditure plan was presented via a town hall zoom meeting held on May 20, 2021 to gather stakeholder feedback. During this meeting, parents and families from both school sites provided feedback on the draft spending plans created by teachers and school staff. The meeting was recorded to provide families unable to attend access to the presentation and email any comments to incorporate parent input into the final version in our expenditure plan.

As we prepared for the reopening of school, we held a Town Hall meeting on August 4, 2022, for our educational partners to present our Safe Return to In Person instruction, followed by a Special board meeting to review our ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan. Additionally, we conducted another Town Hall on October 20, 2022, to gather input and feedback from our educational partners on our schools ESSER III Expenditure Plan. This Town Hall meeting allowed our leadership team to include the feedback from our educational partners when developing and designing the final ESSER III Expenditure Plan presented to our Governing Board for approval on October 26, 2022.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Odyssey Charter Schools Plan for “Safe Return to In-Person Instruction and Continuity of Services,” was approved by our Governing Board on August 5, 2021 to ensure in-person instruction can occur safely when key prevention strategies are implemented and communicated with our
school community. This plan has been the foundation of our implementation plan on key practices to reduce the spread of COVID-19 and provides strategies to ensure the continuity of services for our schools.

**Successes of ESSER III Expenditure Plan**

Through frequent progress monitoring on the implementation of the ESSER III funds, we have been able to provide a safe return to in-person instruction in a way that reduces or prevents the spread of the COVID-19 virus. Our successes have been through our partnership with the Los County Office of Education supporting our school with the resources for personal protective equipment and supplies to ensure adherence to local county public health guidelines to ensure we had ample supply of masks and hand sanitizers. Additionally, they provided guidance and resources for us to purchase gloves, face shields, air filters, air purifiers, and thermometers to reduce the likelihood of illness transmission of COVID-19. Another area of success was our ability to increase and enhance our custodial services to include more frequent cleaning of our schools and improvements to classrooms.

Our successes in addressing the impact of lost instructional time are: 1) our instructional assistants and 2) student support services. Our instructional assistants have played a key role in supporting students' learning during their intervention block period and supporting teachers with monitoring i-Ready data assessments on a monthly basis. Another area of success is our ability to increase our student support services through the use of the i-Ready platform, our math intervention program, our special education department, MTSS, and restorative practices. All of the resources have contributed to identify, reverse, and prevent learning losses, especially for our student subgroups.

**Challenges of ESSER III Expenditure Plan**

The greatest challenge on the implementation of our ESSER III expenditure plan has been managing staffing shortages resulting in a strain on our school operations. The brunt of the staffing shortages have been in the area of support staff thereby making it a challenge to implement strategies for continuous and safe in-person learning, support the impact on lost instructional time for our students, student support for our most vulnerable students, and support for our students' social and emotional learning.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Odyssey Charter schools is using its fiscal resources received for the 2021–22 school year to implement programs to aid in the learning loss of students due to school closures. We have Teacher Assistants that provide push-in learning intervention services to students across all grade levels. We also have a math coach identifying learning gaps for all students and supporting teachers in identifying student needs. We are providing targeted English Learner supports under the direction of our classroom teachers. Additionally we have used funding to provide weekly testing to staff and students. We have purchased additional PPE gear such as masks, gloves, and face shields along with PCR and antigen tests.
Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.
Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** "A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

2021–22 LCAP Supplement TemplatePage 5 of 2
If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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>
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<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 2022-2023

General Information

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

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 2021-2022 year, OCS- South served 323 students in grades TK through 6th. Our diverse community was comprised of 27% students who were socioeconomically disadvantaged, 11% students with disabilities, 6% students designated as English Learners, 1.1% Foster students, 0.0% homeless youth, 7.5% students who identified as Black/African American, 9% students who identified as Asian or Filipino, 31% students who identified as Hispanic/Latino, 43% students who identified as White, and 10% 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 2021-2022 school year and reflect on our progress throughout the COVID-19 pandemic, we celebrate our many successes with these highlights:

* 2019 CA Dashboard indicators are Green for English Language Arts, Mathematics and Suspension Rates
* Quickly and effectively returned to in-person instruction
* Implemented our Safe and Health Protocols to reduce the spread of COVID-19 in our schools
* Focused professional development on implementation of i-Ready and restorative practices
* Increased support for our unduplicated students by the addition of a Director of Student Support Services to improve our MTSS
* Established Math Specialist to support interventions for our unduplicated students
* Increased access to and support for technology to all staff, students, and families support for our staff, students and families
* Additional staff and ensured all students received consistent interventions to address learning loss
* Hired additional counselors to support students mental health
* Established a robust on-site after school care program for our community with Boys and Girls Club of Pasadena
* Art Specialist designed art kits with video lessons, art lesson plans and materials for teachers

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 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.

| OCS - South has not been identified for CSI. |

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

| Engaging educational partners 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 educational partners bring a substantial body of experience, knowledge, skills and talents that enrich the school and the learning experience of each child. To ensure we engage all educational partners we employ multiple forms of communication strategies to support our organization with improving our return to in-person learning, understanding how to best support teachers, designing relevant and effective professional development, creating learning schedules that work for our community and meet 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 in-person learning model that is equitable for all learners. |

| Process for Engaging Educational Partners in the Development of the LCAP |
| Fortunately, we have established foundational forms of communications to ensure we made concerted efforts in our outreach and communication strategies for engaging educational partners. These efforts ensured all educational partners were able to provide feedback on the development of our LCAP, helped identify strengths and areas of improvement, provided feedback on resources and expenditures, and evaluated the overall effectiveness of our communications. The communication strategies below allowed us to create multiple pathways to increase engagement and feedback from our educational partners for input on our 2022-23 LCAP. |
| - Weekly email communication from administration on updates to all families and staff |
| - 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 Odyssey Parent Participation Group meetings to engage families
- Weekly Zoom Leadership team meetings, staff meetings and teacher-led office hours
- California Healthy Kids Survey
- Virtual “2nd Cup of Coffee” held with Principals and Executive Director

Teachers and School Staff
Our Principal held multiple staff meetings to gather faculty input and feedback in the development of our 2022-2023 school budget and our 2022-23 Local Control Accountability Plan. On May 23, 2022, we shared a draft of our 2022-23 LCAP to ensure a thorough understanding of the goals, actions, and expenditures to support student learning and ensure resources are identified to support our unduplicated students' learning. During these meetings, staff members held an open discussion about student needs, effective intervention strategies, and identified areas that require improvement and our additional resources. In addition, a staff survey was conducted at the conclusion of the Draft 2022-23 LCAP to ensure all voices had the opportunity to provide input and feedback prior to the public hearing on May 31, 2022.

Parents and Families:
The Executive Director collected specific input regarding the development of our LCAP during a Virtual Town Hall Meeting held on May 25, 2022. During this meeting, parents and families from both sites provided feedback on the 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. In addition to reviewing goals and actions for all learners, we also ensure we specifically reviewed the actions and goals for our english learners, socioeconomically disadvantaged students and students with disabilities for parents to preview prior to our May 31, 2022 public hearing to provide ample time to ask questions, share concerns and or provide feedback.

When designing and developing our 2022-2023 LCAP, we analyzed and reflected on our successes and challenges throughout the 2021-2022 school year to inform improvement on goals and actions for our 2022-23 LCAP. The multiple forms of communication strategies, surveys, town hall zoom meetings and zoom teleconference meetings conducted throughout the school year ensured our educational partners had opportunities to provide input and feedback in our LCAP.

The public hearing for the 2022-2023 Local Control Accountability Plan was held at the May 31, 2022 OCS Governing Board Meeting, including all supporting documentation followed by a June 14, 2022, 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 to 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 educational partners.
A consistent theme surrounding the feedback from our educational partners was a general appreciation for zoom meetings that included informative slide presentation with ample question and answer time, recording for partners unable to attend and follow up surveys to gather input on the development of our LCAP. The specific feedback on our LCAP actions and services, our partners emphasized and acknowledged the following:

- Appreciation for explaining the process, terminology and overall plan
- Support in understanding the budgeting process and decisions
- 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
- Support for teacher assistants in the classrooms 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
- Concerns regarding yard supervision during recess and lunch
- Desire for restorative practices training for our partnership with Boys and Girls Club
- Desire for more community building opportunities and support for families

A description of the aspects of the LCAP that were influenced by specific input from educational partners.
The feedback provided by our educational partners 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 responsibility, reimage and increase teacher assistants to support our unduplicated student's learning, partner with an after school program and ensure we are including enrichment opportunities in our 2022-23 school year.
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 for 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 2021-2022, 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 Reporting</td>
<td>In 2021-2022, all teachers, including newly hired teachers, participated in of 10 hours of PD on Social Emotional Wellbeing &amp; Restorative Practices; 20 hours of Student</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 Social Responsibility</td>
</tr>
<tr>
<td>Standards aligned instructional materials will be reviewed and reported in the Self-Reflection Tool for Local Performance Indicators</td>
<td>In 2021-2022, 100% of purchased curricular materials were aligned to CCSS and NGSS standards</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 2021-2022, 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 2021-2022, 100% of all teachers were provided the necessary equipment to effectively manage and support in-person and learning. 100% of students had access to Chromebooks</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>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Inspection Checklists; Los Angeles County Office of Education Site Inspection Reports</td>
<td>In 2021-2022, Monthly Facility Inspections were used to ensure a clean and safe campus facility. No substantial repairs were required. Annual Inspection had no requirements.</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>
</tbody>
</table>
Effective management of Human and Fiscal resources will be measured by the number of employee vacancies in the School Administration.

In 2021-2022, 100% of school administration positions were filled throughout the school year.

100% of School Administration positions will be filled within six months of vacancy with qualified and experienced personnel.

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
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<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>$13,320.00</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>$4,714.00</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 for 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.**

In 2021-2022, a greater emphasis was placed on supporting students’ social-emotional wellbeing and academic excellence. After having been off-campus throughout the 18 months of school closures due to the COVID-19 Pandemic, students and teachers were in need of greater opportunities for social-emotional and mental health support.

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

In 2021-2022, no significant material differences between Budgeted and Estimated Actual expenditures exist.

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

The actions that took place during the 2021-2022 year, were all in direct alignment to support the overall goals of this 2021-2024 LCAP.

**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.**

In reflecting upon the prior year, we understood that 2021-2022 would be an unusual year given the prolonged time away from school due to the COVID-19 Pandemic. As a result of the competing needs of our diverse population of students, administrators and teachers were quick to reframe and adapt planned activities and supports to ensure we were addressing the mental health, social-emotional, and learning gaps of our students in a manner that was efficient and effective. This included on-demand PD on social emotional learning/wellbeing, targeted intervention supports in reading or math for students, and increased services from our mental health and counseling paraprofessionals.

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

Goal # | Description
--- | ---
2. 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.

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

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<th>Year 3 Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher participation on the use of i-Ready will be evaluated by professional development rosters</td>
<td>In 2021-2022, teachers participated in 12 hours of professional development activities on the effective use of i-Ready Reading &amp; Math</td>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td>Access to teacher assistants will be measured by the number of unfilled vacancies of teacher assistant positions</td>
<td>In 2021-2022, teacher assistants were hired, trained and placed into classrooms to support students’ learning during the designated intervention time block in</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>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Student participation in i-Ready Reading Diagnostic Assessments will be determined by Diagnostic Completion Reports</th>
<th>In 2021-2022, 100% of students in grades K-6th completed two i-Ready Reading Diagnostic Assessments</th>
<th>100% of students in grades K-8, will take the i-Ready Reading Diagnostic assessment at least two times per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participation in i-Ready Math diagnostic assessments will be determined by Diagnostic Completion Reports</td>
<td>In 2021-2022, 100% of students in grades K-6th completed two i-Ready Math Diagnostic Assessments</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 in CAASPP annual assessments will be determined as reported by the CA Dashboard and CAASPP Summative Reports</td>
<td>In 2021-2022, 98.7% of students in 3rd – 6th grade participated in the CAASPP assessments for ELA/L and Mathematics</td>
<td>95% of all students in grades 3rd through 8th will participate in the annual administration of the CAASPP for ELA/L and Mathematics</td>
</tr>
<tr>
<td>Student performance in CAASPP annual assessments in ELA/L will be determined as reported by the CA Dashboard and CAASPP Summative Reports</td>
<td>Due to the COVID-19 Pandemic, CAASPP Summative Assessments were suspended for 2019-2020 and 2020-2021. CAASPP Summative Assessments were administered for 2021-2022 but performance results were unavailable at time of publication of this LCAP</td>
<td>65% of all students in grades 3-8 will meet or exceed Standard on the CAASPP ELA/L Assessment</td>
</tr>
<tr>
<td>Student performance in CAASPP annual assessments in Math</td>
<td>Due to the COVID-19 Pandemic, CAASPP Summative Assessments</td>
<td>60% of all students in grades 3-8 will meet or exceed Standard on the CAASPP Mathematics Assessment</td>
</tr>
</tbody>
</table>
will be determined as reported by the CA Dashboard and CAASPP Summative Reports were suspended for 2019-2020 and 2020-2021. CAASPP Summative Assessments were administered for 2021-2022 but performance results were unavailable at time of publication of this LCAP

Student performance on the California Science Test (CAST) will be determined by reports from the CA Dashboard
CAST performance data is unavailable at time of publication of this LCAP.

50% of all students in grades 5th and 8th will meet or exceed the standard on the CAST

Access to and participation in the ELD program, will be reviewed and monitored through the Student Information System
In 2021-2022, 100% of English learners actively participated in the designated ELD instructional time.

100% of English Learner students will participate in our standards aligned ELD program to proficiency growth

English learner student progress found on the CA Dashboard
Final ELPAC performance data is unavailable at time of publication of this LCAP.

Annually, 100% of English learners will advance at least one performance level in any of the domains evaluated by the ELPAC

Reclassification of English learners will be determined by the CA Dashboard, and EL student records
In 2020-2021, 35% of the overall number of non-English Only students were reclassified

Annually, at least 15% of the overall number of English learners enrolled will be reclassified

### Actions

<table>
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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 knowledge acquisition.</td>
<td>$9,059.00</td>
<td>No</td>
</tr>
</tbody>
</table>
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.

2. **i-Ready Software**
   - School Administration in conjunction with our technology support staff will ensure the i-Ready Assessment & 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.
   - Cost: $16,240.00
   - Approved: No

3. **Teacher Assistants**
   - 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.
   - Cost: $125,000.00
   - Approved: Yes

4. **Multi-Tiered Systems of Support**
   - 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.
   - Cost: $29,400.00
   - Approved: No

5. **Special Education Department**
   - 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,
   - Cost: $110,665.00
   - Approved: Yes
and participation in the SELPA's Professional Learning Offerings

6 Technology Resources
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.

$27,861.00
No

7 English Learners Supports and Curriculum
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.

$3,000.00
No

8 Math Intervention Program
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.

$36,264.00
Yes

Goal Analysis for 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.

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 for a Safe Return to In-Person Instruction and Continuity of Services. There were no substantive differences in our planned actions and actual implementation of the actions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

We implemented all actions and services to achieve our goal for students to demonstrate proficiency or academic growth or academic growth in all core content areas, including all student groups with fidelity. 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. In addition, the i-Ready benchmark assessments provided data both to internal and external educational partners 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.

In order to provide students with increased academic and social emotional connections, all students and unduplicated students benefited from teacher assistant support throughout the instructional day. Under the supervision and training by the Director of Student Support Services, teacher assistants provided “what I need” intervention block embedded in the daily schedule for small group and/or individualized academic or social emotional support to ensure students make adequate progress toward learning growth targets. This intervention block was effective on targeting the learning needs of our unduplicated students, however, due to covid and the staffing
shortage crisis we had high turnover in our teacher assistant staff and many on-going openings throughout the 2021-22 school year. Additionally, we experienced staffing challenges in our student support specialist position intended to create and foster connections with students across classrooms and groups and therefore did not make anticipated support or progress for our students.

Our math specialist 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.

Our MTSS improved the services for our unduplicated students through data analysis,"WIN" time, planning, delivering teacher professional development and program evaluation to improve student performance and narrow the achievement gap. We have seen success in increasing our unduplicated students' learning and social emotional needs, however, with the staffing crisis and high level of students' needs upon our return to in-person instruction coupled with the staffing shortages crisis, we are making adjustments to this goal in the 2022-2023 school year.

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.

In reflecting on the actions and how the 2021-2022 year transpired, actions will change for the 2022-2023 in the area of Student Support Service Staff. This will be shifting from a Director position across two campuses, to now include one site-based Student Support Coordinator. Additionally, the Math Intervention program is shifting to a math specialist coaching position to ensure teachers has the support strategies in math to better meet the diverging needs of unduplicated student counts. Another way we will achieve this is by increasing our school counseling teams and increasing our MTSS services to include a Board Certified Behavior Analysts to our team.

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

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>
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</tr>
</thead>
<tbody>
<tr>
<td>Annual average daily attendance (ADA) will be determined by attendance reports provided to charter school authorizer</td>
<td>OCS-South reported 298.04 ADA or 92.95% for P-2.</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>Chronic absenteeism will be determined by CA Dashboard</td>
<td>Chronic Absenteeism is 21%</td>
<td></td>
<td></td>
<td></td>
<td>School will maintain an annual Chronic Absence Rate of less than 3%</td>
</tr>
<tr>
<td>Student suspensions will be determined by CA Dashboard</td>
<td>In 2020-2021, student suspensions were .01%</td>
<td></td>
<td></td>
<td></td>
<td>School will maintain an annual suspension rate of less than 1%</td>
</tr>
</tbody>
</table>
Community events held will be determined by published calendars of events.

In conjunction with the OCS-South Parent Participation Group (OSPPG) Odyssey exceed its goal and held a total of 5 campus Community Event: Run 4 Fun, End of Year Picnic, Meet & Greet, Restaurant Nights, Zoom Parent Meetings/Town Hall Meetings.

Parent representatives on the Governing Board will be determined by the publicly available meeting materials containing board member rosters.

Two Parent Representatives from OCS-South served on the Odyssey Charter Schools Governing Board.

School climate indicators will be gauged by the completion rate as reported on summative reports of the CA School Climate, Health & Learning Surveys for Students, Parents, and Staff.

Due to the COVID-19 Pandemic, CA School Surveys were not completed in 2019-2020 nor 2020-2021. In spring 2022, we successfully completed the CA Healthy Kids and Schools Survey.

At least 95% of students, 90% of staff, and 75% of parents/guardians will complete the CA School Climate, Health & Learning Surveys.

In conjunction with the OCS-South Parent Participation Group (OSPPG) Odyssey will host at least five campus community events throughout the year.

Two Parent Representatives will serve on the OCS Governing Board for the entirety of a two year term as elected.

Actions

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<tr>
<td>1</td>
<td>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.</td>
<td>$800.00</td>
<td>No</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Restorative Practices</th>
<th>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.</th>
<th>$6,800.00</th>
<th>No</th>
</tr>
</thead>
<tbody>
<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>$16,800.00</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>$29,000.00</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>
<tr>
<td>7</td>
<td>Social Emotional Curriculum</td>
<td>To support our restorative practices, our student support team will implement a Character Strong, a socioemotional wellbeing curriculum to address student trauma and social emotional learning schoolwide.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>8</td>
<td>Social Responsibility</td>
<td>In order further development in the area of Social Responsibility, Principals and the Student Support Team will continue advancing our commitment to the Teaching Tolerance Social Justice Standards</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>
Goal Analysis for 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.

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 for a Safe Return to In-Person Instruction and Continuity of Services. There were no substantive differences in our planned actions and actual implementation of the actions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

All actions to support making progress in our goal to ensure we 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 effectiveness of these actions for the 2021-22 school year were impacted by the staffing shortages due to the COVID-19 pandemic. For example, all staff received restorative practice training in August, however, due to the high level of staff turnover and ongoing vacancies we were unable to respond in a timely manner to all situations. Additionally, increasing student engagement services was a struggle with staffing shortages, however, we were able to provide weekly physical education classes to all students. Another area of challenge was supporting attendance and chronic absenteeism of our unduplicated students and highest need students. This was primarily due to managing the covid-19 health and safety protocols throughout the school year.

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.

In reflecting on the actions and how the 2021-2022 year transpired, actions will change for the 2022-2023 in the area of Student Engagement and Family Engagement. This will be shifting from a Family Engagement Coordinator who supported families in creating and cultivating a sense of community toward now supporting specific events and activities on campus. The Principal and Student Support Coordinator will support families throughout the year in the absence of an Engagement Coordinator. Additionally, we will shift away from Character Strong as our Social Emotional Curriculum since we did not find it to be as effective as initially thought to be during the evaluation and adoption process.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$144,510.00</td>
<td></td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.57%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>5.57%</td>
</tr>
</tbody>
</table>

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 2021-22 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.
A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Our LCAP includes increased staff personnel, identifies additional services, and new resources in the 2022-23 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
- Student Support Coordinator serves as a resource in the planning, development, organization, management, direction, and implementation of all aspects of Student Services programs. Works closely with the Principal to teacher assistants to improve services and learning for our students with unique needs.
- Math Specialist 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 math specialist 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 math specialist is to ensure that the students are able to master grade level standards and support learning recovery.
- Special Education Director ensures compliance, services and professional development are implemented with fidelity to support individualized education plans and learning recovery.
- Special Education Coordinator works closely with the Special Education Director to ensures 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 unduplicated students learning progress.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2022-2023 Total Planned 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>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,200.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Professional Development</td>
<td>All</td>
<td>$6,800.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$6,800.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>CCSS standards aligned curriculum materials</td>
<td>All</td>
<td>$13,320.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$13,320.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>Technology and Educational Resources</td>
<td>All</td>
<td>$4,714.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$4,714.00</td>
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<td></td>
</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>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$3,500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>Facilities “good repair” standard</td>
<td>All</td>
<td>$47,703.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$47,703.00</td>
<td></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>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$37,800.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Professional Development Training</td>
<td>All</td>
<td>$9,059.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$9,059.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>i-Ready Software</td>
<td>All</td>
<td>$16,240.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$16,240.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Teacher Assistants</td>
<td>English learner (EL), Low Income, Foster Youth</td>
<td>$125,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$125,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Multi-Tiered Systems of Support</td>
<td>All</td>
<td>$29,400.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$29,400.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Special Education Department</td>
<td>Foster Youth, English learner (EL), Low Income</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$110,665.00</td>
<td></td>
<td>$110,665.00</td>
</tr>
</tbody>
</table>

### Totals:
- **LCFF Funds**: $488,861.00
- **Other State Funds**: $0.00
- **Local Funds**: $0.00
- **Federal Funds**: $115,665.00
- **Total Funds**: $604,526.00
- **Total Personnel**: $435,529.00
- **Total Non-personnel**: $168,997.00
<table>
<thead>
<tr>
<th>Page</th>
<th>Column</th>
<th>Category</th>
<th>Subcategory</th>
<th>All</th>
<th>Low Income</th>
<th>English learner (EL)</th>
<th>Foster Youth</th>
<th>Homeless</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>Technology Resources</td>
<td>All</td>
<td>$27,861.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$27,861.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>English Learners Supports and Curriculum</td>
<td>English learner (EL)</td>
<td>$3,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$3,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Math Intervention Program</td>
<td>Foster Youth, English learner (EL), Low Income</td>
<td>$36,264.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$36,264.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>School Climate</td>
<td>All</td>
<td>$800.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$800.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Restorative Practices</td>
<td>All</td>
<td>$6,800.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$6,800.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Family Engagement Specialist</td>
<td>All</td>
<td>$16,800.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$16,800.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>Student Support Services</td>
<td>Low Income, All, English learner (EL), Foster Youth, Homeless</td>
<td>$29,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$29,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Community Partnership</td>
<td>Low Income, Homeless, Foster Youth, English learner (EL)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Student Engagement</td>
<td>All</td>
<td>$73,600.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$73,600.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>Social Emotional Curriculum</td>
<td>All</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>Social Responsibility</td>
<td>All</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>
## 2022-2023 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>Teacher Assistants</td>
<td>Yes</td>
<td>Limited</td>
<td>English learner (EL), Low Income, Foster Youth</td>
<td>All Schools</td>
<td>$125,000.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Special Education Department</td>
<td>Yes</td>
<td>Limited</td>
<td>Foster Youth, English learner (EL), Low Income</td>
<td>All Schools</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Math Intervention Program</td>
<td>Yes</td>
<td>Limited</td>
<td>Foster Youth, English learner (EL), Low Income</td>
<td>All Schools</td>
<td>$36,264.00</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Totals by Type**

<table>
<thead>
<tr>
<th>LEA-wide Total:</th>
<th>Limited Total:</th>
<th>Schoolwide Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>$161,264.00</td>
<td>$161,264.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover Percentage from prior year</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,594,440.00</td>
<td>$144,510.00</td>
<td>5.57%</td>
<td>0.00% - No Carryover</td>
<td>5.57%</td>
<td>$161,264.00</td>
<td>0.00%</td>
<td>6.22%</td>
<td>Total:</td>
<td>$161,264.00</td>
</tr>
</tbody>
</table>
# 2021-2022 Annual Update Table

<table>
<thead>
<tr>
<th>Totals:</th>
<th>Last Year's Total Planned Expenditures (Total Funds)</th>
<th>Total Estimated Actual Expenditures (Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals:</td>
<td>$636,532.00</td>
<td>$604,526.25</td>
</tr>
<tr>
<td>Last Year's Goal#</td>
<td>Last Year’s Action#</td>
<td>Prior Action/Service Title</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Credentialed Teacher/Staff Assignments</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Professional Development</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>CCSS standards aligned curriculum materials</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>Technology and Educational Resources</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>Access to and enroll in broad course of the educational program</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>Facilities “good repair” standard</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>Human and Fiscal Resources</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Professional Development Training</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>i-Ready Software</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Teacher Assistants</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Multi-Tiered Systems of Support</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Special Education Department</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Technology Resources</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>English Learners Supports and Curriculum</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Math Intervention Program</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>School Climate</td>
</tr>
<tr>
<td>3</td>
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<td>Restorative Practices</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
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</tr>
<tr>
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<td>Student Support Services</td>
</tr>
<tr>
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<td>Community Partnership</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Student Engagement</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>Social Emotional Curriculum</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>Social Responsibility</td>
</tr>
</tbody>
</table>
## 2021-2022 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal#</th>
<th>Last Year’s Action#</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
<th>Estimated Actual Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)</th>
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### 2021-2022 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover – Percentage (Percentage from prior year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services(%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover – Percentage (12 divided by 9)</th>
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<tr>
<td>$144,510.00</td>
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<tr>
<td></td>
<td></td>
<td>enroll in broad course of the educational program</td>
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<tr>
<td>1</td>
<td>6</td>
<td>Facilities “good repair” standard</td>
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<tr>
<td>2</td>
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<td>Math Intervention Program</td>
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<td>$0.00</td>
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<td>3</td>
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<td>Restorative Practices</td>
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<tr>
<td>3</td>
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<td>Family Engagement Specialist</td>
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<td>Student Support Services</td>
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<tr>
<td></td>
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<td>Social Emotional Curriculum</td>
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<tr>
<td></td>
<td>8</td>
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</tbody>
</table>
Introduction and Instructions

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

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

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

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

- **Accountability and Compliance**: The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.
Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.
These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/lc/.
Requirements and Instructions

Below is an excerpt from the 2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.
Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at [https://www.cde.ca.gov/fg/aa/lc/](https://www.cde.ca.gov/fg/aa/lc/).

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.
Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.
The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

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

Timeline for completing the "Measuring and Reporting Results" part of the Goal.

<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 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</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 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

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

**Required Descriptions:**

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

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

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

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

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

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:
After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent 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 percent 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 percent:** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

**Action Tables**

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

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:
- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

**Data Entry Table**

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage**: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

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

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

- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Span(s).” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
• **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

• **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

• **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  
  o **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

• **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

• **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

• **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

• **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

• **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  
  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

**Contributing Actions Table**

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year**: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

**Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**

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

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

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

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column

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

**LCFF Carryover Table**

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
   - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
   - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
   - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
   
   The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)
   - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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