

Public Hearing: 6/24/21

Agenda Item #8.C

Approval: 6/28/21

Agenda Item #6.C

Local Control and Accountability Plan 2021-22

Including:

- * 2021-22 LCFF Budget Overview for Parents**
 - * Annual Update for the 2019-20 LCAP**
 - * Annual Update for the 2020-21 Learning
Continuity and Attendance Plan**

Orchard View Charter School (District 53- Fund 09)

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Orchard View Charter School
CDS Code:	49709614930319
LEA Contact Information:	Name: Catherine Stroud Position: Director Phone: 707-823-4709
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,208,171
LCFF Supplemental & Concentration Grants	\$80,798
All Other State Funds	\$173,625
All Local Funds	\$5,000
All federal funds	\$0
Total Projected Revenue	\$2,386,796

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,206,592
Total Budgeted Expenditures in the LCAP	\$1,691,903
Total Budgeted Expenditures for High Needs Students in the LCAP	\$80,798
Expenditures not in the LCAP	\$514,689

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$78,355
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$78,355

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard View Charter School

CDS Code: 49709614930319

School Year: 2021-22

LEA contact information:

Catherine Stroud

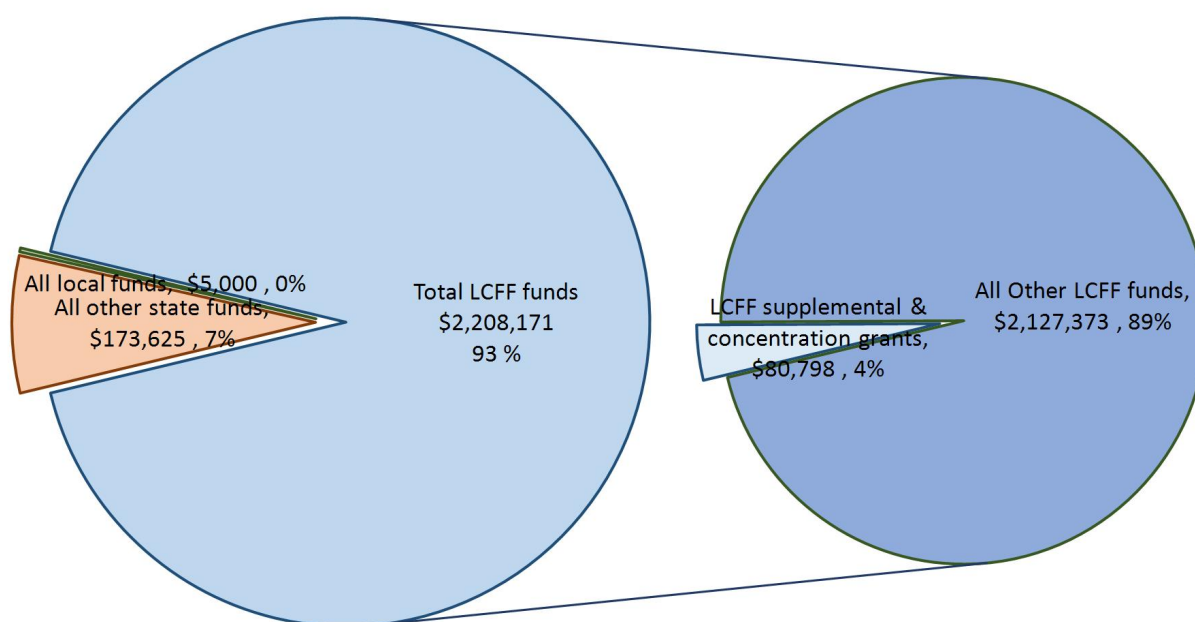
Director

707-823-4709

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

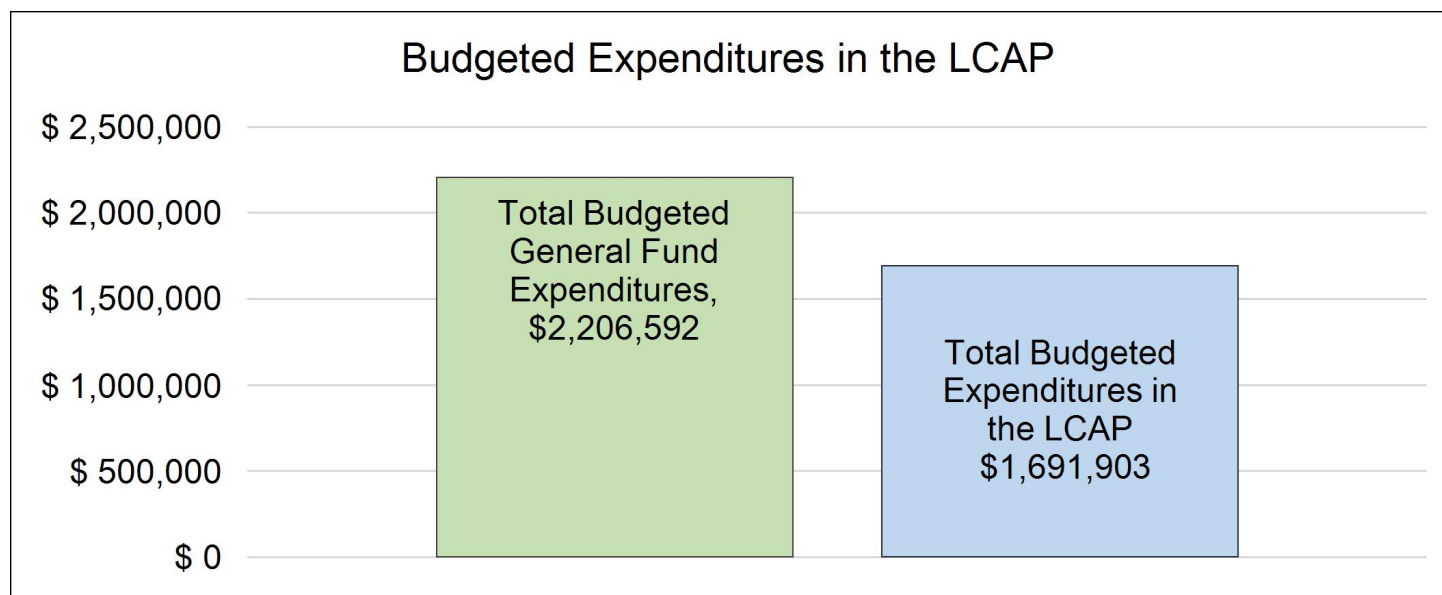


This chart shows the total general purpose revenue Orchard View Charter School expects to receive in the coming year from all sources.

The total revenue projected for Orchard View Charter School is \$2,386,796, of which \$2,208,171 is Local Control Funding Formula (LCFF), \$173,625 is other state funds, \$5,000 is local funds, and \$0 is federal funds. Of the \$2,208,171 in LCFF Funds, \$80,798 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Orchard View Charter School plans to spend \$2,206,592 for the 2021-22 school year. Of that amount, \$1,691,903 is tied to actions/services in the LCAP and \$514,689 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

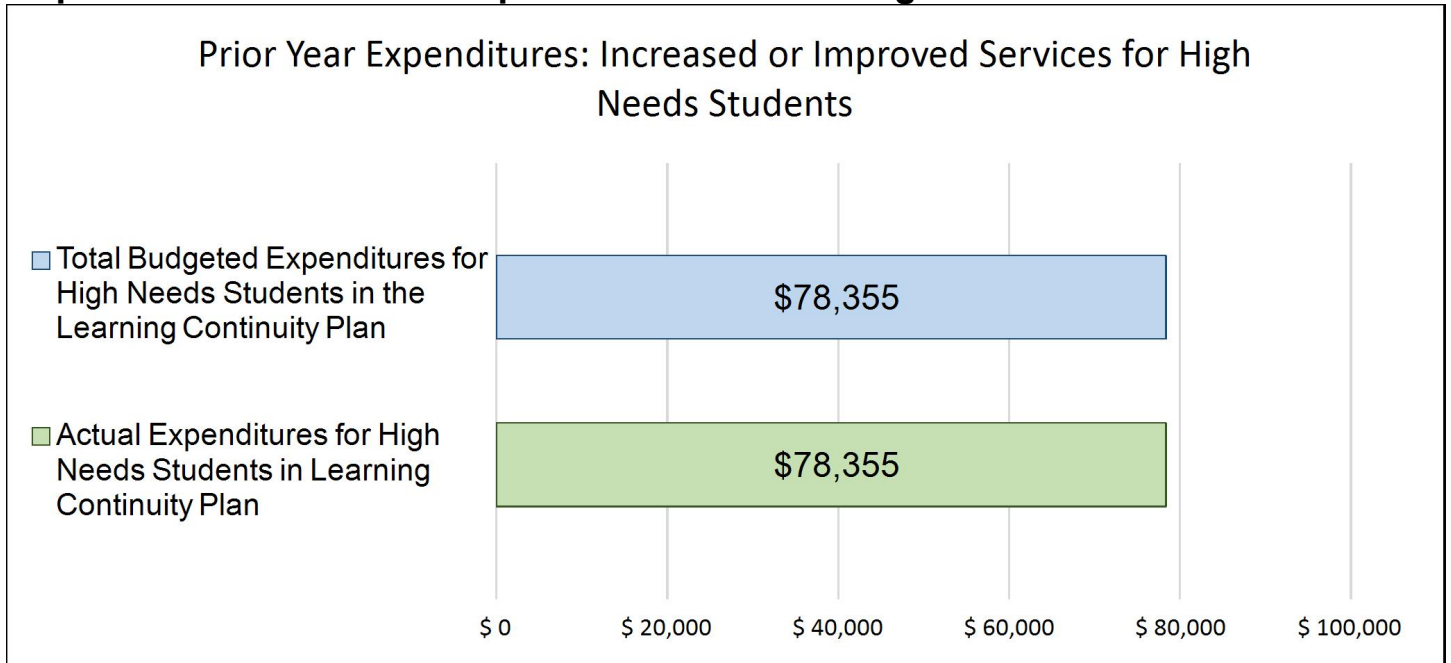
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2021-22, Orchard View Charter School is projecting it will receive \$80,798 based on the enrollment of foster youth, English learner, and low-income students. Orchard View Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Orchard View Charter School plans to spend \$80,798 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Orchard View Charter School's Learning Continuity Plan budgeted \$78,355 for planned actions to increase or improve services for high needs students. Orchard View Charter School actually spent \$78,355 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Orchard View Charter School	Catherine Stroud Director	cstroud@orchardviewschool.org 707-823-4709

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

Goal 1

To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21st century with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP 19-20 CAASPP scores in ELA and MATH for grades 3-8 & 11 will improve by 2% Baseline Grades 3-8 & 11 ELA 64% met or exceeded standard Grades 3-8 & 11 Math 47% met or exceeded standard	No CAASPP Assessment in this year.
Metric/Indicator CELDT/ELPAC 19-20 English Learners: -All English Learners will increase their ELPAC score.	No EL students

Expected	Actual
<p>Baseline 0% of CELDT testers (based on 1 student) increased by one CELDT level annually</p>	
<p>Metric/Indicator Highly Qualified Teachers</p> <p>19-20 Insure that 100% of teachers are appropriately assigned and highly qualified.</p> <p>Baseline 100% of teachers are highly qualified</p>	All teachers highly qualified
<p>Metric/Indicator Standards Aligned Instructional Materials</p> <p>19-20 100% of students will have access to standards aligned instructional materials.</p> <p>Baseline 100% of students have access to standard aligned instructional materials</p>	All instructional materials standards aligned
<p>Metric/Indicator Foreign Language and/or culture instruction Schedule of Courses.</p> <p>19-20</p>	Foreign Language and cultural courses included in schedule

Expected	Actual
<p>Provide foreign language and culture classes for all students in grades 4-12</p> <p>Baseline Students in grades 4-12 have access to scheduled instruction in Spanish language and culture</p>	
<p>Metric/Indicator Highly Qualified Teachers</p> <p>19-20 100% of students will have access to a full course of study.</p> <p>Baseline 100% of students will have access to a full course of study.</p>	<p>All students had access to a full course of study.</p>
<p>Metric/Indicator Academic Support in Math and ELA. Schedule of courses.</p> <p>19-20 Provide access to academic support in Math and ELA.</p> <p>Baseline The school will provide access to academic support in Math and ELA for all students.</p>	<p>Academic support courses provided.</p>
<p>Metric/Indicator CSU and UC course requirements</p>	<p>A-G Portal provided.d</p>

Expected	Actual
<p>A-G Portal</p> <p>19-20 Provide courses that meet the a-g requirements for CSU and UC.</p> <p>Baseline All high school students have access to course work that meets the requirements for CSU and UC.</p>	
<p>Metric/Indicator A-G classes A-G Portal</p> <p>19-20 Increase the number of UC approved a-g courses by a minimum of 1 per year.</p> <p>Baseline 37 approved A-G classes</p>	<p>Number of A-G classes increased.</p>
<p>Metric/Indicator Digital Literacy and Technology</p> <p>19-20 Progress on grade level Digital Literacy and Technology Skills will be evaluated.</p> <p>Baseline Baseline progress on grade level Digital Literacy and Technology Skills established.</p>	<p>Digital Literacy evaluated and improved.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. 1 Highly Qualified teachers in all classrooms	Salary and Benefits for Highly Qualified Teachers. 09-0000-1100-0000 09-1400-1100-0000 (EPA) 1000-1999: Certificated Personnel Salaries Base \$830,216 09-0000-3**1-0000 09-1400-3**1-0000 (EPA) 3000-3999: Employee Benefits Base \$289,063	Salary and Benefits for Highly Qualified Teachers. 09-0000-1100-0000 09-1400-1100-0000 (EPA) 1000-1999: Certificated Personnel Salaries Base \$954,394 09-0000-3**1-0000 09-1400-3**1-0000 (EPA) 3000-3999: Employee Benefits Base \$313,716
1. 2. Continue to provide Support Programs including: Dreambox Lab; Math Tutorial; Study Hall; one to one instruction; college counseling, Headsprouts online ELA program.	Staffing/ Instructional Materials/ Counseling/ Software Staffing: 09-0000-2400-ENRT (M.C. 50%) 2000-2999: Classified Personnel Salaries Base \$8,771 09-0000-3**2-ENRT (M.C. 50%) 3000-3999: Employee Benefits Base \$2,573 College Counseling now provided by consulting firm (3.1) 09-0000-5830-CNSL 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000 Software: See Actions 9 & 10: 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental 0	Staffing/ Instructional Materials/ Counseling/ Software Staffing: 09-0000-2400-ENRT (M.C. 50%) 2000-2999: Classified Personnel Salaries Base \$9,709 09-0000-3**2-ENRT (M.C. 50%) 3000-3999: Employee Benefits Base \$4,801 College Counseling now provided by consulting firm (3.1) 09-0000-5830-CNSL 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,375 Software: See Actions 9 & 10: 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental 0
1.3. Continue to provide intervention services for students with disabilities and other students not meeting standards.	Salary and benefits, services, instructional materials Consists of Special Education	Salary and benefits, services, instructional materials Consists of Special Education

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>excess costs for services provide through the district special education program 09-0000-7619-SPED. 7619 is the correct object, not a selection from drop down so used closest given. 7000-7439: Other Outgo Base \$31,790</p> <p>09-0000-7619-SPED. 7619 is the correct object, not a selection from drop down so used closest given. 7000-7439: Other Outgo Supplemental \$68,210</p>	<p>excess costs for services provide through the district special education program 09-0000-7619-SPED. 7619 is the correct object, not a selection from drop down so used closest given. 7000-7439: Other Outgo Base \$118,050</p> <p>09-0000-7619-SPED. 7619 is the correct object, not a selection from drop down so used closest given. 7000-7439: Other Outgo Supplemental \$60,550</p>
1.4. Continue to provide grade level curriculum and course planning including a-g classes.	<p>15 hours curriculum planning for each teacher per school year. 09-0000-1130-CURR 1000-1999: Certificated Personnel Salaries Base \$3,500</p> <p>09-0000-3xx1-CURR 3000-3999: Employee Benefits Base \$670</p>	<p>15 hours curriculum planning for each teacher per school year. 09-0000-1130-CURR 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>09-0000-3xx1-CURR 3000-3999: Employee Benefits Base \$0</p>
1.5. Continue to provide a broad selection of enrichment courses including ELA, math, science, technology, creative arts, foreign language and culture.	<p>Professional Services, materials 09-0000-5830-ENRT 5000-5999: Services And Other Operating Expenditures Base \$175,000</p>	<p>Professional Services, materials 09-0000-5830-ENRT 5000-5999: Services And Other Operating Expenditures Base \$167,347</p>
1.6. Teachers will continue to develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	<p>Professional Development 09-0000/6264-5202-0000/ADMN 5000-5999: Services And Other Operating Expenditures Base \$7,000</p>	<p>Professional Development 09-0000/6264-5202-0000/ADMN 5000-5999: Services And Other Operating Expenditures Base \$4,800</p>
1.7. Continue to develop and implement instructional goals for technology and increase access to technology.	<p>Technology Tools 09-0000-4340/4345/4400-0000 4000-4999: Books And Supplies Base \$17,000</p>	<p>Technology Tools 09-0000-4340/4345/4400-0000 4000-4999: Books And Supplies Base \$21,217</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	09-0000-5840-0000 5000-5999: Services And Other Operating Expenditures Base \$3,000	09-0000-5840-0000 5000-5999: Services And Other Operating Expenditures Base \$5,219
1.8. Continue to provide standards aligned instructional materials.	Examine and purchase Science textbooks and materials. Purchase supplemental materials as needed. 09-0000-4110-TEXT 4000-4999: Books And Supplies Base \$5,000 09-1100-4110-TEXT, no budget at this time 4000-4999: Books And Supplies Lottery \$13,000	Examine and purchase Science textbooks and materials. Purchase supplemental materials as needed. 09-0000-4110-TEXT 4000-4999: Books And Supplies Base \$3,367 09-1100-4110-TEXT, no budget at this time 4000-4999: Books And Supplies Lottery \$23,000
1.9. Continue to provide Dreambox lab for students w/o home internet access or in need of additional support for students in grades 5-8	Continued supervision for Dreambox Lab, salary and benefits, and renewal of licenses 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 09-0000-1100-0000 (J.S. 10%) 1000-1999: Certificated Personnel Salaries Supplemental \$5,830 09-0000-3**1-0000 (J.S. 10%) 3000-3999: Employee Benefits Supplemental \$2,125	Continued supervision for Dreambox Lab, salary and benefits, and renewal of licenses 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$2,250 09-0000-1100-0000 (J.S. 10%) 1000-1999: Certificated Personnel Salaries Supplemental \$6,747 09-0000-3**1-0000 (J.S. 10%) 3000-3999: Employee Benefits Supplemental \$2,331
1.10. Continue to provide Headsprout ELA lab for students in grades 3- 5 w/o home internet access or in need of additional support.	Renewal of licenses and technology - no budget 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Renewal of licenses and technology - no budget 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$0
1.11 Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	No additional cost - included in baseline.	No additional cost - included in baseline.

Goal Analysis

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

All Actions/Services were implemented.

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

Orchard View school successfully implemented all actions to meet this goal. Due to the independent study approach, the cancellation of on campus, in person classes, in March was not significantly disruptive.

Goal 2

To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rates 19-20 Maintain current levels of suspension and expulsion. Baseline Blue Level (100%)	0% suspension rate.
Metric/Indicator Parent Survey 19-20 Maintain school wide goals and programs. Baseline 95% rate OVS 4 or above on a scale of 1-5 (5 being the highest) as a safe and welcoming environment. 90% of students in grades 6-11 report that there is no bullying at OVS. # Suspensions (Baseline 0% and Expulsions (Baseline 0%	Parent Survey positive and supportive.

Expected	Actual
Metric/Indicator Parent Survey School Enrollment 19-20 Maintain strong involvement of parents. Baseline 100% of parents are involved in the homeschooling of their students.	100% of parents involved
Metric/Indicator FIT Survey 19-20 Continue to maintain clean and safe buildings and grounds with a FIT result of good. Baseline Good	FIT Survey is Good.
Metric/Indicator Attendance 19-20 Maintain current attendance rates. Baseline 99.17% attendance	Attendance rates maintained.
Metric/Indicator	Graduation rate maintained.

Expected	Actual
<p>Graduation Rate</p> <p>19-20</p> <p>Maintain rate of student graduation rates of 8th and 12th grades.</p> <p>Baseline</p> <p>Blue Level (100%)</p> <p>Middle School Drop out rates: 0%</p> <p>High School drop out rates: 0%</p> <p>High School Graduation Rates: 100%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1. Continue to communicate clear expectations for school behavior and expectations for on-site class and meeting norms.	No discernable cost.	No discernable cost.
2.2. Continue to monitor student attendance.	Supervising teachers monitor work completed. 09-0000-5840-ASIS 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500	Supervising teachers monitor work completed. 09-0000-5840-ASIS 5800: Professional/Consulting Services And Operating Expenditures Base \$3,521
2.3. Continue parent and community involvement in Advisory Board meetings and WASC Committees. Develop more opportunities for parents to interact with each other and school staff.	Maintain rate of parent involvement. 09-0000-5911-0000 09-0000-5950-0000 5900: Communications Base \$3,000	Maintain rate of parent involvement. 09-0000-5911-0000 09-0000-5950-0000 5900: Communications Base \$2,359
2.4. Continue to provide custodial services	Salary, Benefits, Supplies 09-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$15,661	Salary, Benefits, Supplies 09-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$18,333

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	09-0000-3**2-OPER 3000-3999: Employee Benefits Base \$7,482 09-0000-4370-OPER 09-0000-4390-OPER 4000-4999: Books And Supplies Base \$2,000 09-0000-5800-OPER 5800: Professional/Consulting Services And Operating Expenditures Base \$500	09-0000-3**2-OPER 3000-3999: Employee Benefits Base \$7,932 09-0000-4370-OPER 09-0000-4390-OPER 4000-4999: Books And Supplies Base \$142 09-0000-5800-OPER 5800: Professional/Consulting Services And Operating Expenditures Base \$357
2.5. Continue to provide campus supervision	Staff salary and benefits 09-0000-2400-ADMN 2000-2999: Classified Personnel Salaries Base \$4,310 09-0000-3**2-ADMN 3000-3999: Employee Benefits Base \$1,315	Staff salary and benefits 09-0000-2400-ADMN 2000-2999: Classified Personnel Salaries Base \$5,099 09-0000-3**2-ADMN 3000-3999: Employee Benefits Base \$2,530
2.6. Continue to provide resources for students and parents about cyberbullying and becoming good digital citizens.	No discernable cost.	No discernable cost.

Goal Analysis

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

All actions in service of this goal were implemented.

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

Orchard View successfully completed each action/service to achieve this goal.

Goal 3

To encourage all students to become Independent Learners who strive to expand their own intellectual growth, explore school and career opportunities, set goals and manage time effectively.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Staff agenda notes College and Career Survey 19-20 All classes will include college and career awareness. Baseline 75% of classes include college and career awareness	All classes included college and career awareness.
Metric/Indicator School Calendar Counselor's log 19-20 100% of students in grades 8-12 will have access to a college and career counselor. Baseline 100% of students in grades 8-12 have access to a college and career counselor.	All students grades 8-12 had access to a college and career counselor.

Expected	Actual
<p>Metric/Indicator Textbook Assistant Communication records and signed contracts</p> <p>19-20 100% of all students in grades 0-12 will have access to textbook assistance for SRJC con-current enrollment classes.</p> <p>Baseline 100% of al students in grades 11 and 12 have access to textbook assistance for SRJC con-current enrollment classes.</p>	Textbook assistance was provided for all students in con-current enrollment.
<p>Metric/Indicator Laguna Restoration Project and Interact attendance records.</p> <p>19-20 Provide community involvement projects for students such as the composting program.</p> <p>Baseline Provided community involvement projects for students such as the Laguna Restoration Project and Interact.</p>	Students participated in community involvement projects.
<p>Metric/Indicator SRJC Concurrent Enrollment records Textbook Assistance Courses Odysseyware enrollment</p> <p>19-20 Provide students in grades 9-12 access to CTE courses at the SRJC</p> <p>Baseline Provided students in grades 11-12 access to CTE courses at the SRJC and Odysseyware</p>	Students had access to CTE courses.
<p>Metric/Indicator Parent Survey Advisory Board Recommendation</p>	All parent information provided via online links.

Expected	Actual
19-20 Provide parents and students access to information, links to digital support, assignments, student handbook, and contacts via an ADA complaint website. Baseline Existing Website established in Google sites	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1. College Counselor	Professional Services (1.2) 09-0000-5830-CNSL 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000	Professional Services (1.2) 09-0000-5830-CNSL 5800: Professional/Consulting Services And Operating Expenditures Base \$9,375
3.2. Continue to provide outreach for first generation college students and targeted college and career counseling.	No separate cost, included In base cost shown previously	No separate cost, included In base cost shown previously
3.3. Continue to provide text book assistance for students in grade 10-12 concurrently enrolled in college level classes at the Santa Rosa Junior College	SRJC Bookstore purchases: Budget to be based on available funding for this future year, unknown at this time, amount shown not included in budget and is estimate. 09-0000-4310-COLT 4000-4999: Books And Supplies Base \$10,000	SRJC Bookstore purchases: Budget to be based on available funding for this future year, unknown at this time, amount shown not included in budget and is estimate. 09-0000-4310-COLT 4000-4999: Books And Supplies Base \$5,125
3.4. Continue to provide community involvement projects for students such as the composting program.	Certificated employee salary and employer costs. 09-0000-1130-ASEO 1000-1999: Certificated Personnel Salaries Base \$875	Certificated employee salary and employer costs. 09-0000-1130-ASEO 1000-1999: Certificated Personnel Salaries Base \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	09-0000-3**1-ASEO 3000-3999: Employee Benefits Base \$167	09-0000-3**1-ASEO 3000-3999: Employee Benefits Base \$0
3.5 Provide students in grades 9-12 access to CTE courses at the SRJC	Renewal of licenses and technology-no separate cost 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Base \$0	Renewal of licenses and technology-no separate cost 09-0000-5840-LCAP 5000-5999: Services And Other Operating Expenditures Base \$0
Provide parents and students access to information, links to digital support, assignments, student handbook, and contacts via an ADA complaint website.	Edlio renewal fee 09-0000-5840-WEBS 5000-5999: Services And Other Operating Expenditures Base \$4,500	Edlio renewal fee 09-0000-5840-WEBS 5000-5999: Services And Other Operating Expenditures Base \$4,500

Goal Analysis

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

All actions/services for this goal were fully implemented

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

The move to shelter in place/distance learning interrupted SRJC classes but students were successful in the move to online learning. All other actions/services were successfully achieved.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Disinfecting Equipment (hydrostatic sprayer, ultraviolet light)	\$4,350	0	No
Purchase of PPE	\$5,000	\$3,302	Yes
Adjusted class schedules, student meeting schedules, lunch and recess supervision schedules			No
Added Handwashing stations, refitted toilet lids	\$900		Yes
HVAC and air purifier filters updated, additional air purifiers purchased for small rooms/restrooms	\$1,200	\$920	Yes
Purchased book case room dividers to create additional meeting space for student teacher meetings			No
Purchased picnic tables to expand outdoor learning areas.	\$12,540	\$12,537	Yes

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

Ultraviolet light and hydrostatic sprayer were purchased by the district's general fund using federal COVID19 funding. Handwashing stations on this shared campus, Orchard View shares with Apple Blossom Elementary, were purchased by the district's general fund using federal COVID19 funding and installed by current maintenance staff.

Analysis of In-Person Instructional Offerings

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

Analysis: OV is a non-seat based charter school. Students served are accustomed to learning from home with the support from the supervising teacher. Everyone missed the in person classes for socialization. Teachers continued to provide zoom enrichment for K-7 and zoom classes for grades 8-12.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders.

OVS will not be offering its optional enrichment and high school classes for the upcoming semester. The purpose of the school's optional onsite classes- to involve K-7 home school and 8-12th grade Independent study students with socialization and collaborative learning experiences cannot be achieved due to the challenges of Covid-19.

Student/Teacher meetings and check-ins will be held virtually or through alternate means of communication (phone, email, mail) as defined in the Master Agreement. Instruction will be provided on the Independent Study Model according to the OVS Charter. The school will evaluate the amount of direct instruction via distance education to be provided based on UC A-G requirements, stakeholder input, and financial considerations. OVS acknowledges that its traditional programs utilizing both independent study and on-site classes have been developed following best practices, A-G guidelines, WASC Accreditation process, performance data and teacher and stakeholder input. It is the school's intent and ongoing goal to return to the hybrid-style learning program it has successfully implemented to provide social, academic, and collaborative learning to the Independent Study model. OVS will seek to make incremental changes toward this goal through regular evaluation of the following plan.

The following safety protocols will be followed to assure that staff has access to all resources to provide independent study curriculum, instruction, and guidance to families.

Daily Operations: Staff Work Space and on campus

Arrival Time

School Hours

Staff Well checks

Sonoma County COVID Check App

Temperature check- Staff members with a fever of higher than 100 stay home. Staff members stay home if they have a family member who is sick, has Covid-19 symptoms or has been in close contact with someone who has Covid-19

Teachers' Offices

Reduce staff in rooms by 1/2 through scheduling. Allow for full day scheduling. Facilitate teachers spreading out by utilizing classrooms. Work from home and teleporting encouraged.

Staff Meetings

Held Via Zoom or phone as designated in Master Agreement

Student/Teacher Meetings

Preferred virtual. Rare special circumstances to be approved and held in classroom following guidelines of masks, social distancing, and no shared materials.

Masks/Shields

Teachers wear masks inside at school and outside if closer than 6 feet to another person. Information is provided to all school staff on proper use of facial coverings.

Social Distancing

Teachers respect social distancing of 6 feet inside and outside of OVS.

Food/Water

Teachers bring lunch and utensils and eat at desk or outside. No communal eating or gathering in staff kitchen. Staff are encouraged to bring water from home to minimize use, but can fill personal water bottles from water cooler. No food prep other than microwave in Staff Kitchen. Water cooler and microwave to be sanitized with wipe after use.

Copy Machines. Teachers clean hands prior to using copy machine and sanitize with a wipe after use. (Road Map page 13)

Shared Resources

Teachers have their own set of TE's to use at their desk or at home. Books are ordered and bagged by designated staff member to disperse to parents. Returned books will be isolated for 96 hours prior to re-shelving by designated staff member.

Communication

Develop a communications plan with other languages as needed.

Encourage stakeholder involvement through Advisory Board.

Participate in regular communication with the district and follow district guidelines and operations.

Health rules and protocols are reviewed by staff and communicated from the office via email and Website.

Bathrooms

Toilet seats with lids installed.

Wear masks in the bathrooms.

Teachers can use Master key to enter bathroom. One person at a time.

Clorox wipes available in bathrooms.

Hygiene

Hand washing encouraged during the day.

Class room if used by teacher for Zoom meetings.

Schedule 1 teacher at a time/schedule on master schedule. No more than 2 per day.

Hygiene: Wear Mask or Shield.

Utilize one desk or table. Wipe surfaces afterwards.

Supplies

Alcohol wipe, masks, disposable gloves, hand sanitizer

Water/Food

Personal water bottle. No shared food

Air

Air purifiers are on during school day. Open windows and doors for air flow. Ensure HVAC filters are cleaned on a regular cycle.

Campus Wide

Activities- only staff on campus. No off-campus activities.

Hygiene: Hand washing access. Sanitizer in all rooms.

Signage to include : Masks Required age 2 and above. Social Distancing/Office Protocols/Campus Closed with Phone numbers to office, designated drop off and pick up areas

If someone is sick on campus

The person will be isolated and sent home.

The area the sick person used will be closed 24 hours prior to cleaning and then disinfected. Staff members and anyone who has had close contact with the staff member on campus will be notified.

The school director will notify local health officials, staff, and families in accordance with state and local laws and regulations.

School Closures/Quarantines: School will follow closures and quarantines as determined by County Public Health Officials in the event of an outbreak.

Designated Contact: The school director will be the designated contact for responding to Covid-19 concerns.

Signage: Masks Required 3 and above. Social Distancing/Office Protocols/Campus Closed with Phone numbers to office.

Online classes, distance learning, teacher led independent study, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning.

Assessments in ELA/Reading and Math will be supported by the supervising and class teachers. The primary grades will participate in

early reading level assessments using Renaissance Learning. Students in higher grades will be assessed through textbook resources, online quizzes, teacher evaluation, and performance task rubrics.

Students at risk of learning loss or who demonstrate learning loss will receive additional support from their supervising teachers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased Chromebooks for students for 100% of students in grades 8-12	\$27,000	\$26,606	Yes
Purchase hotspots for families and teachers in need.	\$2,640	\$4,090	Yes
Purchased Rosetta Stone licenses and training to provide high school students access to a-g approved language classes and foreign language enrichment to students in grades k-8	\$9,450	\$9,458	Yes
Purchased Online Learning classes and educational support for Acellus, Dreambox, Typing Pal, project Based Learning, and other online learning sites. to provide students with online coursework and support.	\$20,000	\$12,780	Yes
Purchased nature based curriculum for grades 1-4 to promote outdoor learning			No
Developed and scheduled distance learning classes for all grades		\$4,436	No
Provide students with virtual academic counseling, college and career classes, and presentations with a college and career counselor	\$4,000	\$20,550	Yes
Support students who dual enroll in distance classes at the Santa Rosa Junior college	\$10,000	\$5,147	Yes
Purchase student materials for students to use at home during distance learning.	\$5,000	\$17,810	Yes
Provide pay to teachers to engage in professional learning opportunities outside their workday to improve skills necessary for distance learning	\$6,000	\$3,914	Yes

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

Most budgeted expenditures were as planned. Less courses available at SRJC reduced textbook expenditures; virtual counseling costs increased to support students, 1:1 technology devices provided to all families increased costs.

Analysis of the Distance Learning Program

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

There was clear continuity of instruction as teachers and students are used to a non-seat based program.

Continuity of Instruction

Should there be another Shelter in Place or other health reason that students cannot come on campus for teacher/student meeting or onsite instruction. OVS will continue its model of Independent Study, providing families and students options of how to access educational resources and instruction by offering choice in learning environments through distance learning, online classes, and independent study created by a supervising teacher for individual students. Students will continue to uphold the agreements set forth in the Independent Study Master Agreement. Teacher/student meetings will take place virtually or via the phone as set forth in the Master Agreement. Teachers are using Zoom for delivery of in-person instruction, interaction with peers, and phone calls, email, and texts to followup with students and families. Students and families have access to class assignments and communication with the school and class teachers via the OVS website and Google Classroom.

Students will also continue to receive lessons from specialist and support teachers. We will have classes available through our virtual learning company, Acellus. Teachers will assign students to these classes as appropriate. We will also offer a variety of supports for students who may struggle with areas of the curriculum. The district provided professional development in the learning management systems and support for professional development through courses provided by the Sonoma County Office of Education. Frequent feedback and progress reports will be provided to students and families through the Supervising Teacher. Supplemental support and curriculum to mitigate learning loss and accelerate as needed includes: Renaissance Learning, and Acellus Learning Academy.

Access to Devices and Connectivity

OVS will work towards providing all students with a Chromebook and hotspot if needed. All students have district email and access to class assignments via Edlio and Google Classroom and through individual virtual meetings with their Supervising Teachers.

Pupil Participation and Progress

- As a non-seat based independent study school, OVS will continue to document assigned work, method of evaluation, and work completed for all students as defined in our charter following guidance put forth by the California Department of Education: "Charter schools that operated as non-classroom-based in FY 2019–20 need to comply with all of the following requirements in FY 2020–21: – Continue to meet all the independent study statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article (EC Section 43505)

in lieu of the distance learning requirements. – Offer 175 days of instruction and continue to maintain daily engagement records. There are no minimum instructional day requirements for a charter school that operated as non-classroom-based in FY 2019-20."

Distance Learning Professional Development

Teachers were offered a variety of paid professional development time during the summer and continuing through the school year if they choose to use the hours provided. In agreement with the teacher union, the professional development days were scheduled and teachers will be given additional time to continue with Professional Learning Communities (PLC's) and WASC related activities. Paid PD via teacher choice included: Sonoma County Office of Education - Best Practices in Online Teaching; Disrupt Conference; Google Classroom Certification Training; Zoom training, and other teacher self selected training opportunities. Teachers have access to training in Google Classrooms, Rosetta Stone and Acellus through live meetings and webinars. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Food service personnel are working different hours and providing food bags one day a week with a full week of lunches. Acellus also provides targeted support as assigned and monitored by the teacher.

Staff Roles and Responsibilities

Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Food service personnel are working different hours and providing food bags one day a week with a full week of lunches. Onsite class teachers roles are shifted to instruction via virtual platforms. Supervising teachers meetings with students switched to virtual meetings including providing social emotional services through online interface to support engagement with the learning process.

Supports for Pupils with Unique Needs

OVS students continue to receive direct (virtual) instruction in a one to one setting with their Supervising Teachers. Supervising teachers differentiate instruction and confer with class teachers to meet the individual needs of their students. Supervising and class teachers take into account the interruption in learning for some students and adjust their scope and contents accordingly. Efforts to accelerate learning will be taken throughout the year and will be supported by evaluation of students, assessment, and teacher collaboration. Students can also be assigned to Dreambox Math for more support. Acellus also provides targeted support as assigned and monitored by the teacher.

Access to technology and Hotspots was provided to all students as needed. Students with special needs are having their services provided virtually and in small groups by the Education Specialists and assistants. IEP Assessments will be conducted in person with appropriate PPE in a designated room. During distance learning, the service minutes may be adjusted to reflect the minimum instructional minutes. Related services will also be provided virtually. The EL Coordinator works with teachers. She also translates.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development and support for teachers to support best practices in Zoom and other virtual meeting spaces.	\$1,000	\$1,000	Yes
Increased time for teacher collaboration.			No
Assessments to monitor student progress and potential learning loss	\$1,740	\$1,740	Yes
Differentiated curriculum to support students with learning loss			No
Expanding website integration with Google Classroom for better communication			No
Adding additional ELA and Math curriculum choices with parent support to meet the needs of different learning styles			No
Adding online resources for educational support and tutoring	\$0		Yes

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

No substantive differences.

Analysis of Pupil Learning Loss

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

STAR Renaissance assessments in ELA and Math showed no learning loss across grades 3-8 and 11.

Supervising teachers evaluate each student individually through student meetings, parent meetings and direct knowledge of where the student was in the curriculum at the end of the school year. Supervising teachers confer if the student moved to a new supervising teacher. Class teachers confer with supervising teachers. Students will be assessed with a variety of assessments and adopted curriculum at the start of the school year to develop a plan to meet the needs of each individual student. Supervising Teachers will

create differentiated learning plans for those students who may need additional accommodations to their instruction. Supervising Teachers will work with individual or small groups of students to regain the student's loss of learning and support the English Learners.

Pupil Learning Loss Strategies

For all students including English Learners; Low-income pupils; Foster youth; Pupils with exceptional needs; and Pupils who are experiencing homelessness the primary means of addressing learning loss and accelerating learning for pupils will be through the Supervising Teacher who will oversee curriculum, instruction, and the individual learning plan. The academic counselor will meet with all students in grades 8-12 to review graduation and college and career goals and help students plan accordingly and prioritize coursework to meet their goals. The school has adopted new online learning including Acellus and Rosetta Stone and will continue with assessment through Renaissance Learning, and instructional support through Dreambox, Typing Pal, and Teaching textbooks. Tutoring sessions will be provided by small group tutorials, providing virtual space for peer to peer support, and through access to the Sonoma County Library tutoring services.

Effectiveness of Implemented Pupil Learning Loss Strategies

Students will be assessed on a regular basis as well as daily connection and check ins on their progress. Communication between all staff supporting these students will be frequent and regular. Data will be collected and analyzed in an ongoing basis and will be used to plan instruction.

Analysis of Mental Health and Social and Emotional Well-Being

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

Supervising teachers have a strong relationship with students. For high school students small group zoom classes were held and students were supported to maintain friendships in this and other social media formats.

Orchard View School will continue to support social emotional well being through one-to-one student teacher, student meetings and meetings with parents. Students will have access to school support through published resources, the district counselor, and focused curriculum. For students in grades 8-12, two virtual classrooms have been established called Community and Community 8 to provide a space for students to make connections, collaborate, and socialize under teacher guidance. The OVS staff will continue to monitor and prioritize ways to foster community engagement including seeking ongoing parent and student feedback.

OVS will work with the district and the district counselor to provide suicide prevention classes for designated age groups. The OVS director will monitor student well being through regular and ongoing contact with Supervising Teachers and communicate directly with parents and schedule student study team meetings as needed. The OVS website will include links to community resources and resources provided by the California Department of Education for students and families. When teachers identify students and families who need more support they are referred to The School Counselor who works with students and families and provides additional resources as referrals.

Analysis of Pupil and Family Engagement and Outreach

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

Attendance was maintained. Supervising teachers are in communication with families and/or students every two weeks for an hour and more often as needed or requested.

The District/School provides outreach to all pupils and their parents and guardians, including in Spanish, when pupils are not meeting compulsory education requirements or if the school determines the pupil is not engaging in instruction and is in danger of learning loss. The school will follow established protocol for students not meeting the work completed requirements in independent study including parent outreach, parent and student meetings, and increased efforts to assist the student in meeting school expectations including in languages other than English. High school students will be given opportunities to recover credits through focused curriculum.

Analysis of School Nutrition

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

The district provides nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning. The District provides lunch for students when distance learning starts on August 19th and will continue to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed. Lunch will be provided for pick up every Tuesday in front of the Multi Use Room. Food Services Staff will get the names of student/s from the adult in the car. They will go inside and return with a bag of 5 lunches for each student. The bag will be placed in the trunk or back of the car. The Food Services Employee will enter the student information into the database. Parents of reduced pay or full pay will have access to make a deposit online to pay for meal. Once the School moves towards in person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will be 6 feet distanced.

Once the School moves towards in person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will be 6 feet distanced. Students will be taken by class cohort to the multi use room to pick up their lunch while standing 6 feet apart. All lunches will be prepackaged and handed to the student. There will be no self service. In both distance learning and in person lunch service, all staff will wear PPE, social distancing markers will be in place, hand sanitizer is placed for students to use prior to being given lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

No additional actions

Overall Analysis

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

OV is already an independent study school and there were no significant new lessons.

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

There was no evidence of pupil learning loss as students and families are familiar with learning from home.

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

No substantive differences.

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

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

There was no significant learning loss as evidenced by spring 2021 assessment. The students and families are experienced with learning from home. The actions/services were evaluated to determine if updates are required and there will be more digital support provided.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,539,058.00	1,766,146.00
Base	1,436,893.00	1,661,893.00
Lottery	13,000.00	23,000.00
Supplemental	89,165.00	81,253.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,539,058.00	1,766,146.00
1000-1999: Certificated Personnel Salaries	840,421.00	961,141.00
2000-2999: Classified Personnel Salaries	28,742.00	33,141.00
3000-3999: Employee Benefits	303,395.00	331,310.00
4000-4999: Books And Supplies	47,000.00	52,851.00
5000-5999: Services And Other Operating Expenditures	192,500.00	184,116.00
5800: Professional/Consulting Services And Operating Expenditures	24,000.00	22,628.00
5900: Communications	3,000.00	2,359.00
7000-7439: Other Outgo	100,000.00	178,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,539,058.00	1,766,146.00
1000-1999: Certificated Personnel Salaries	Base	834,591.00	954,394.00
1000-1999: Certificated Personnel Salaries	Supplemental	5,830.00	6,747.00
2000-2999: Classified Personnel Salaries	Base	28,742.00	33,141.00
3000-3999: Employee Benefits	Base	301,270.00	328,979.00
3000-3999: Employee Benefits	Supplemental	2,125.00	2,331.00
4000-4999: Books And Supplies	Base	34,000.00	29,851.00
4000-4999: Books And Supplies	Lottery	13,000.00	23,000.00
5000-5999: Services And Other Operating Expenditures	Base	189,500.00	181,866.00
5000-5999: Services And Other Operating Expenditures	Supplemental	3,000.00	2,250.00
5800: Professional/Consulting Services And Operating Expenditures	Base	14,000.00	13,253.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	10,000.00	9,375.00
5900: Communications	Base	3,000.00	2,359.00
7000-7439: Other Outgo	Base	31,790.00	118,050.00
7000-7439: Other Outgo	Supplemental	68,210.00	60,550.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,475,748.00	1,706,873.00
Goal 2	37,768.00	40,273.00
Goal 3	25,542.00	19,000.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$23,990.00	\$16,759.00
Distance Learning Program	\$84,090.00	\$104,791.00
Pupil Learning Loss	\$2,740.00	\$2,740.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$110,820.00	\$124,290.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,350.00	
Distance Learning Program		\$4,436.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$4,350.00	\$4,436.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$19,640.00	\$16,759.00
Distance Learning Program	\$84,090.00	\$100,355.00
Pupil Learning Loss	\$2,740.00	\$2,740.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$106,470.00	\$119,854.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orchard View Charter School	Catherine Stroud Director	cstroud@orchardviewschool.org 707-823-4709

Plan Summary [2021-22]

General Information

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

Orchard View School is a K-12 independent study charter school located 55 miles north of San Francisco, adjacent to the city of Sebastopol, California. The community is semi-rural, in the heart of the wine country, with generally high educational and socio-economic levels. Fifty-six percent of Orchard View School parents have a college degree or higher; this percentage is based on data given at the time of student enrollment. Orchard View serves 235 students in grades k-12 in these groups: 18% Hispanic or Latino; 71.8% White; 4.4% Two or More Races; .4% African American; 2.6% Asian; .9% Filipino; .9% American Indian; .9% Pacific Islander; 17% of students are socioeconomically disadvantaged, 1% are English Learners, and 8% students with disabilities. Orchard View uses a flexible learning approach to provide students with choices about where, when, and how learning occurs. Resource teachers design individualized lesson plans that offer flexibility in the implementation of the student's educational goals and objectives. Individual students meet regularly with a credentialed supervising teacher who works with the parents and students to develop and monitor the academic program. While core curriculum, under the supervision of the supervising teacher, is completed at home, Orchard View offers a wide variety of on-campus K-8 enrichment classes such as art, writing, science lab, garden club, history topics, drama, and Spanish. High school on-campus classes, include biology, chemistry, integrated math 1- 3, precalculus, art, environmental science, photoshop, English, creative writing, coding, make workshop; and foreign languages. All students have access to Chromebooks, iPads, and a computer lab.

Reflections: Successes

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

Local data indicate that 58.6% of students in grades 3-5 are proficient in Reading, based upon the STAR Renaissance research-based assessment. The dashboard indicates that the all students category, students are 15.7 points above the standard. English Language Arts

was a strength in both spring 2019 and spring 2021 assessments. We maintain a high attendance rate and very low chronic absenteeism. Apple Blossom School has a very low suspension rate: the focus on ToolBox, Peaceful Playground, and trauma informed practices is significant. We successfully navigated distance learning with development of a web portal for teachers and parents to access and submit assignments, we distributed hotspots to families in need, and reopened school in a hybrid model safely and effectively.

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.

Due to the small number of students in each subgroup data is not available. Overall performance for all students is GREEN in ELA and Yellow in Math. 2019 CAASPP data shows that 47% of all OVS students in grades 3-8 & 11 met or exceeded standards. The highest percent was in grade 7 (69%) and the lowest percent was in grade 6 (6%.) While this number seems to be an anomaly (the cohort had 44% met or exceeded the previous year) OVS will continue on track and provide direct intervention with these students. In addition, the 2019 WASC action plan addresses steps to offer school based assessment, provide guided math curriculum for students in grades K-5 and continue with Dreambox math lab and other forms of math intervention. A curriculum committee was formed to research and pilot new math curriculum. Another need continues to fall under college and career measures. OVS will continue to focus on increasing the number of students designated as prepared. OVS will continue to have an academic counselor for the upcoming school year and provide our successful textbook assistance program for students concurrently enrolled at the community college. More workshops and concentrated outreach will be provided for students in grades 8-12. The OVS website will provide students with current information regarding links to colleges and careers. OVS is an Independent Study School and 31% of our students participate in dual enrollment at the SRJC but these classes are not reflected in the data. ___ of our 2021 graduates planned to attend community college or four-year universities.

LCAP Highlights

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

Key features of the Orchard View School LCAP include providing academic counseling, increasing college and career information, covering the costs of PSAT testing, continuing to provide textbook assistance for students concurrently enrolled in community college classes, and providing information and access to CTE classes, created a new website to better communicate school events, student handbook, academics, links to curriculum support, Common Sense Media, and to provide contact and assignment information for parents and students. We will continue to offer Dreambox labs and other academic intervention, and offer Spanish instruction for grades 4-12.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Orchard View School provided many opportunities for parents, teachers, and community members to be involved in gathering data and information.

During the 2020-21 school year, parents were surveyed to gather data in the eight priority areas to help in planning a return to school, the ELO expenditure plan to support learning recovery and, to develop the 2021-22 LCAP. Director, Cathy Stroud met with the parent advisory board to review plans and determine actions for 2020-21 and in planning the 2021-2022 school year.

OVS director, Cathy Stroud met with the OVS staff, whose members are part of the Twin Hills Teachers Association, and discussed goals and actions at staff meetings. In addition, the director met with classified staff to review LCAP goals and actions. The WASC action plan was reviewed and updated.

The director and the OVS Supervising and classroom teachers reviewed data: STAR Reading assessment, report cards; CAASPP results, and CELDT/ELPAC results. Student work is closely reviewed and monitored as part of the independent study process during one to one student/teacher meetings and students are assessed both individually and in classes. The data is used to provide information on performance of significant subgroups.

Bimonthly report to the Board of Trustees by the school director I includes actions taken to support and improve student learning, parent involvement, social emotional learning activities, and extracurricular opportunities.

Superintendent met with classified management to review LCAP goals and actions.

Board Meeting for Public Hearing of LCAP and Budget: June 24, 2021 Board Meeting for Approval of LCAP and Budget: June, 29, 2021

A summary of the feedback provided by specific stakeholder groups.

Discussions with parents at Advisory Board Meetings (director and committee members) and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Orchard View School. The existing independent study model with an emphasis on flexible learning and hybrid style classes allowed the school to successfully continue to supervise independent learning and transition on-campus classes to distance learning. There were many comments about the positive and supporting school culture. Parents in the survey and the Advisory Council identified the following

areas to consider for learning recovery and/or enrichment and improvement of programs: Increase asynchronous online classes; one to one Chromebook access and technology support; support social studies professional development and instruction, social-emotional support with school counselor time, increase math support through curriculum and instruction, support enrichment activities (including creative arts) and field trips; increase academic counselor time to increase foreign language instruction Even in this difficult year, of parents completing the survey answered 4 or above (scale of 5) 77% state OVS provides a solid foundation in ELA ; 76% in math; 75% in science; 65% in social studies; 65% in creative arts; 45% in technology.

Review of Data - Current programs and services are positively influencing student achievement. STAR assessment data administered in grades 3-8 & 11 in May, 2021 indicate that math and reading are on par with normal years. Math scores indicate that the addition of asynchronous learning was beneficial and parents and teachers support continuing that option in 2021-2022. There is a need for improved technology training and resources. Surveys show that parents would like drama and increased enrichment opportunities on-campus.

SELPA consultation provided support for planning for students with disabilities.

Bimonthly staff meets to de-brief professional development experiences, discuss curriculum materials, share curricular and instructional information, discuss up-coming professional development, disseminate information from professional development experiences, and to share strategies to support underachieving students, all part of the LCAP goals and actions. The OVS Supervising Teachers contribute to development of 2021-22 LCAP actions. Time for teachers to apply professional learning and to create units continues to be a need. We offer some substitute time for grade level meeting time to plan.

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

The LCAP was influenced by stakeholder input in these ways: Funding for part -time nature and movement teacher; increase math intervention support and hire .6-1.0 math instructor; provide online classes and tutoring from Edgenuity; increase academic counselor hours. Provide enrichment activities with speakers and local agencies; provide 1:1 chromebooks for all students in grades 6-12. Continue to fund dual college textbook assistance program for grades 10-12.

Goals and Actions

Goal

Goal #	Description
1	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21st century with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals.

An explanation of why the LEA has developed this goal.

This goal was developed based upon data, using the Dashboard released in Fall 2019 and May 2021 local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC students. The 2019 LCFF Evaluation Rubrics/Dashboard place all students in the green range for ELA. Socioeconomically disadvantaged students achieved in the green range. While the group declined by 5.8 points, they are 15.7 points above the standard. Socioeconomically disadvantaged and Hispanic students placed in the orange range declining by 9.6 and 11.6 points respectively. English Learners are too few to report color, yet they scored 2 points above the standard and increased by 9.7 points. In Math all students moved from the green range to yellow, declining 8.5 points. Socioeconomically disadvantaged students had a large increase in 2018 and reduced this increase by 4 points. They are in the orange range. Hispanic students also moved from yellow to orange and declined by 13 points. Teachers will benefit from continued professional development in student engagement strategies, mathematics curriculum planning, and using data to inform lesson planning. This will support all students.

We are implementing common core aligned ELA, Math, and NGSS curriculum materials that all have adoptions in recent years. We implement the adopted materials assessments and benchmarks to evaluate student learning and teacher planning in grade level teams. All teachers are highly qualified and actions include increased reading and math support, and continued 1:1 technology for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Grades 3-8 & 11 ELA 64% met or exceeded standard Grades 3-8 & 11 Math 47% met or exceeded standard				Increase by 5% number of students Met or Exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CELDT/ELPAC	0% of CELDT testers (based on 1 student) increased by one CELDT level annually				Increase by 5% number of students increasing one level on the ELPAC.
Highly Qualified Teachers	100% of teachers are highly qualified				Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials Parent Survey	100% of students have access to standard aligned instructional materials				Maintain 100% of materials are standards aligned.
Foreign Language and/or culture instruction Schedule of classes, online licenses.	100% of students in grades 6-7 have access to foreign languages online (Rosetta Stone, Edgenuity) and students in grade 8-12 have access to college prep foreign languages classes online with on-campus support and practice labs.				Maintain 100% access to foreign language instruction access for students in grades 6-12.
Access to full course of study Class schedules and course lists	100% of students will have access to a full course of study.				Maintain 100% access to a full course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Support in Math and ELA. Online licenses, schedule of classes/tutorials	The school will provide access to academic support in Math and ELA for all students.				Maintain 100% access to academic support in math and ELA.
CSU and UC course requirements A-G Portal	All high school students have access to course work that meets the requirements for CSU and UC.				Maintain 00% access to course work that meets the requirements for CSU and UC.
Digital Literacy and Technology Annual evaluations, Parent Survey	All students will have access to technology devices and instruction.				Maintain 100% access to technology devices and instruction.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Teachers	1. 1 Highly Qualified teachers in all classrooms	\$1,184,655.00	No
2	Academic Support	1. 2. Continue to provide Academic Support Programs including: Dreambox Lab; Math Tutorial; Study Hall; one to one instruction; college counseling (see 1.9 and 3.1), subject matter one to one support through Edgenuity.	\$7,763.00	No

Action #	Title	Description	Total Funds	Contributing
3	Special Education Teacher(s)	1.3. Continue to provide intervention services for students with disabilities and other students not meeting standards. The total cost is estimated at over \$150,000, this form will not allow both regular LCFF and Supplemental grant funds on the same action item, the amount shown is supplemental funding only.	\$51,278.00	Yes
4	Curriculum Planning	1.4. Continue to provide grade level curriculum and course planning including a-g classes.	\$4,230.00	No
5	Enrichment Courses	1.5. Continue to provide a broad selection of enrichment courses including ELA, math, science, technology, creative arts, foreign language and culture.	\$280,601.00	No
6	Curriculum Development	1.6. Teachers will continue to develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$4,800.00	No
7	Technology	1.7. Continue to provide access to technology and increase instruction in technology and digital citizenship.	\$22,000.00	No
8	Curriculum/Instructional Materials	1.8. Continue to provide standards aligned instructional materials.	\$47,760.00	No
9	Online Math	1.9. Provide Edgenuity and Dreambox online courses with tutoring services for math.	\$29,520.00	Yes
10	Homework Support	1.10. Provide homework support through Sonoma County One Card, Edgenuity. Cost not in adopted budget.		No

Action #	Title	Description	Total Funds	Contributing
11	Instructional Program	1.11 Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed. Cost included in regular program.		No
12	Maintain a-g course offerings approved by CSU and UC			No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	Blue Level (100%)				Maintain Blue Level suspension rating.
Parent Survey Student Survey Anti-bullying survey.	95% rate OVS 4 or above on a scale of 1-5 (5 being the highest) as a safe and welcoming environment. 90% of students in grades 6-11 report that there is no bullying at OVS. # Suspensions (Baseline 0% and Expulsions (Baseline 0%				Maintain high rating for a safe and welcoming school. Maintain suspensions and expulsions below 1%
Parent Survey School Enrollment	100% of parents are involved in the homeschooling of their students.				Maintain 100% parental involvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Survey	Good				Maintain FIT rating of Good
Attendance	99.17% attendance				Maintain attendance rate of above 95%
Graduation Rate	Blue Level (100%) Middle School Drop out rates: 0% High School drop out rates: 0% High School Graduation Rates: 100%				Maintain Blue Level graduation rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Behavior Guidelines	2.1. Continue to communicate clear expectations for school behavior and expectations for on-site class and meeting norms.		No
2	Student Attendance	2.2. Continue to monitor student attendance.	\$3,100.00	No
3	Stakeholder Involvement	2.3. Continue parent and community involvement in Advisory Board meetings and WASC Committees. Develop more opportunities for parents to interact with each other and school staff.	\$2,200.00	No
4	Custodial Services	2.4. Continue to provide custodial services	\$28,238.00	No
5	Campus Supervision	2.5. Continue to provide campus supervision	\$6,258.00	No

Action #	Title	Description	Total Funds	Contributing
6	Citizenship	2.6. Continue to provide resources for students and parents about cyberbullying and becoming good digital citizens.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	To encourage all students to become Independent Learners who strive to expand their own intellectual growth, explore school and career opportunities, set goals and manage time effectively.

An explanation of why the LEA has developed this goal.

Orchard View School provides students with flexibility in instruction and learning environments. Students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Awareness Staff agenda notes College and Career Survey	75% of classes include college and career awareness				Maintain 75% of classes include college and career awareness.
Academic Counseling School Calendar Counselor's blog	100% of students in grades 8-12 have access to a college and career counselor.				Maintain 100% of students in grades 8-12 have access to a college and career counselor
Textbook Assistance SRJC Course enrollment records, signed contracts	100% of al students in grades 10 and 12 have access to textbook assistance for SRJC con-current enrollment classes.				Maintain 100% of students in grades 10-12 have access to textbook assistance for SRJC con-current enrollment classes.
Community Involvement	100% of students will have access to community				Maintain 100% access to community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class schedules, special event committee reports. Professional Development surveys.	involvement projects for students such as the Conversations in Common, Green Team, Book Club, on-campus enrichment, field trips.				
CTE Courses SRJC Concurrent Enrollment records, Edgenuity enrollment, Class schedules	100% of students in grades 9-12 access to CTE courses at the SRJC, on campus, and through Edgenuity				Maintain 100% access to CTE courses for students in grades 10-12
Student Communication Parent Survey Student Survey	100% of students have access to student/teacher communication portals through the existing website and Google Classrooms.				Maintain 100% access for teacher/student communication.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Counseling	3.1. College Counselor	\$10,000.00	No
2	College and Career Outreach	3.2. Continue to provide outreach for first generation college students and targeted college and career counseling.		No
3	Textbook Assistance SRJC Dual Enrollment	3.3. Continue to provide text book assistance for students in grade 10-12 concurrently enrolled in college level classes at the Santa Rosa Junior College	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Community Involvement	3.4. Continue to provide community involvement projects for students such as the composting program and Green Team.		No
5	CTE Courses	3.5 Provide students in grades 9-12 access to CTE courses at the SRJC		No
6	ADA Compliant Website	Provide parents and students access to information, links to digital support, assignments, student handbook, and contacts via an ADA complaint website.	\$4,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.80%	\$80,798

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

Required Descriptions

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

The LEA/Orchard View School has less than 40% Unduplicated Students. No funds designated to increased or improved services are contributing school-wide.

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

These funds will be spent on the students attending this elementary school. The academic school counselor will continue to serve unduplicated students by providing academic and college and career outreach. A Math teacher will serve unduplicated students by providing small group support and tutoring as directed by the Supervising Teacher teacher. Our experience is that when students meet one-to-one with Supervising Teachers their individual needs and goals allow them to receive targeted support in their independent study and on-campus instruction. Continuing to provide target support for EL students and work with the district EL coordinator to monitor progress. Continue to provide local assessment (STAR Renaissance) and implement Dreambox and Edgenuity to support student learning. Local Assessment measures (2020 & 2021) and 2019 CAASP data shows significant gains in reading and math by students below proficient.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,532,176.00	\$159,727.00			\$1,691,903.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,541,465.00	\$150,438.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Teachers	\$1,184,655.00				\$1,184,655.00
1	2	All	Academic Support	\$7,763.00				\$7,763.00
1	3	English Learners Low Income	Special Education Teacher(s)	\$51,278.00				\$51,278.00
1	4	All	Curriculum Planning	\$4,230.00				\$4,230.00
1	5	All	Enrichment Courses	\$195,434.00	\$85,167.00			\$280,601.00
1	6	All	Curriculum Development	\$3,000.00	\$1,800.00			\$4,800.00
1	7	All	Technology	\$7,000.00	\$15,000.00			\$22,000.00
1	8	All	Curriculum/Instructional Materials		\$47,760.00			\$47,760.00
1	9	English Learners Low Income	Online Math	\$29,520.00				\$29,520.00
1	10	All	Homework Support					
1	11	All	Instructional Program					
1	12	All	Maintain a-g course offerings approved by CSU and UC					
2	1	All	Behavior Guidelines					
2	2	All	Student Attendance	\$3,100.00				\$3,100.00
2	3	All	Stakeholder Involvement	\$2,200.00				\$2,200.00
2	4	All	Custodial Services	\$28,238.00				\$28,238.00
2	5	All	Campus Supervision	\$6,258.00				\$6,258.00
2	6	All	Citizenship					
3	1	All	College and Career Counseling		\$10,000.00			\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	College and Career Outreach					
3	3	All	Textbook Assistance SRJC Dual Enrollment	\$5,000.00				\$5,000.00
3	4	All	Community Involvement					
3	5	All	CTE Courses					
3	6	All	ADA Compliant Website	\$4,500.00				\$4,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$80,798.00	\$80,798.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$80,798.00	\$80,798.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Special Education Teacher(s)	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$51,278.00	\$51,278.00
1	9	Online Math	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$29,520.00	\$29,520.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.