

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County Workforce Innovation High School

CDS Code: 30-10306-0134841

School Year: 2021-22

LEA contact information:

Julie Parra

Area Superintendent

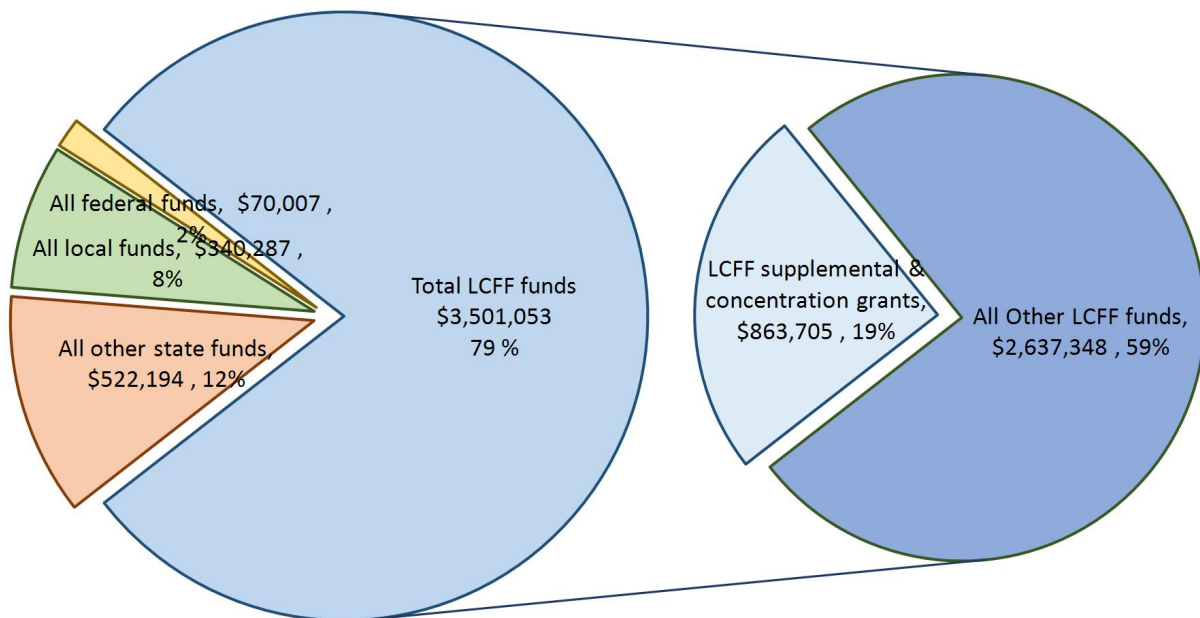
jparra@workforcechs.org

(714) 576-2714

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



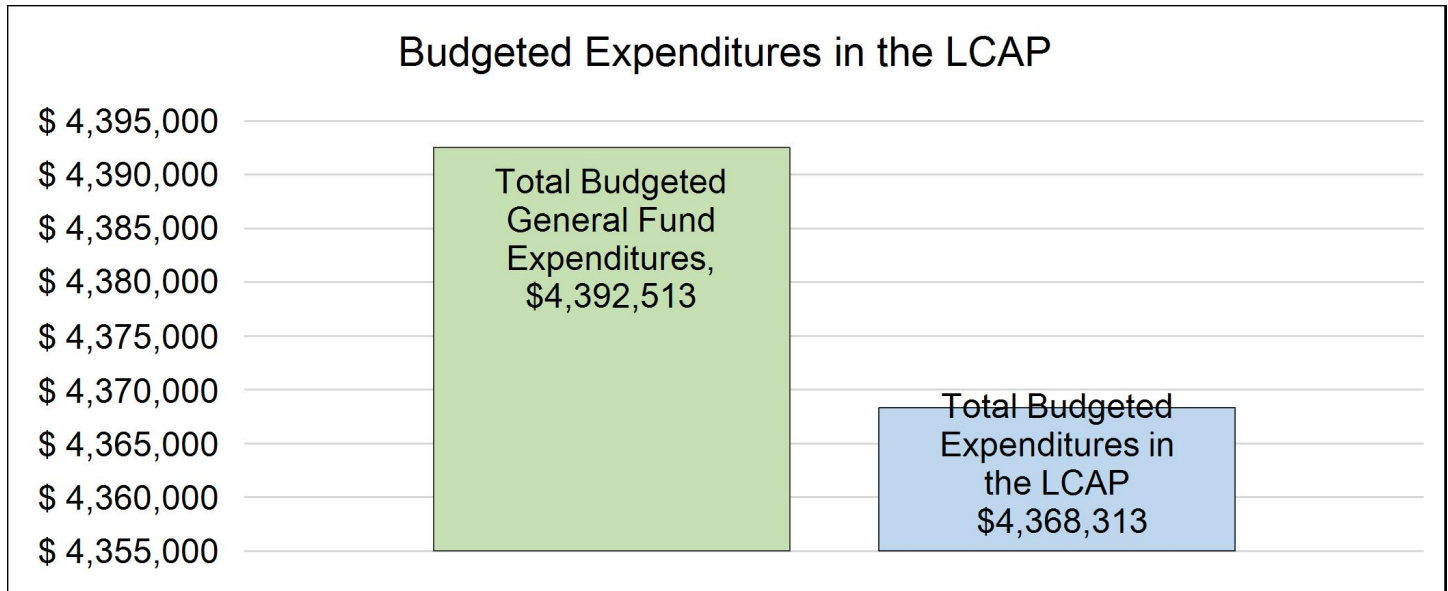
This chart shows the total general purpose revenue Orange County Workforce Innovation High School expects to receive in the coming year from all sources.

The total revenue projected for Orange County Workforce Innovation High School is \$4,433,541, of which \$3,501,053 is Local Control Funding Formula (LCFF), \$522,194 is other state funds, \$340,287 is local

funds, and \$70,007 is federal funds. Of the \$3,501,053 in LCFF Funds, \$863,705 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 Orange County Workforce Innovation High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Orange County Workforce Innovation High School plans to spend \$4,392,513 for the 2021-22 school year. Of that amount, \$4,368,313 is tied to actions/services in the LCAP and \$24,200 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

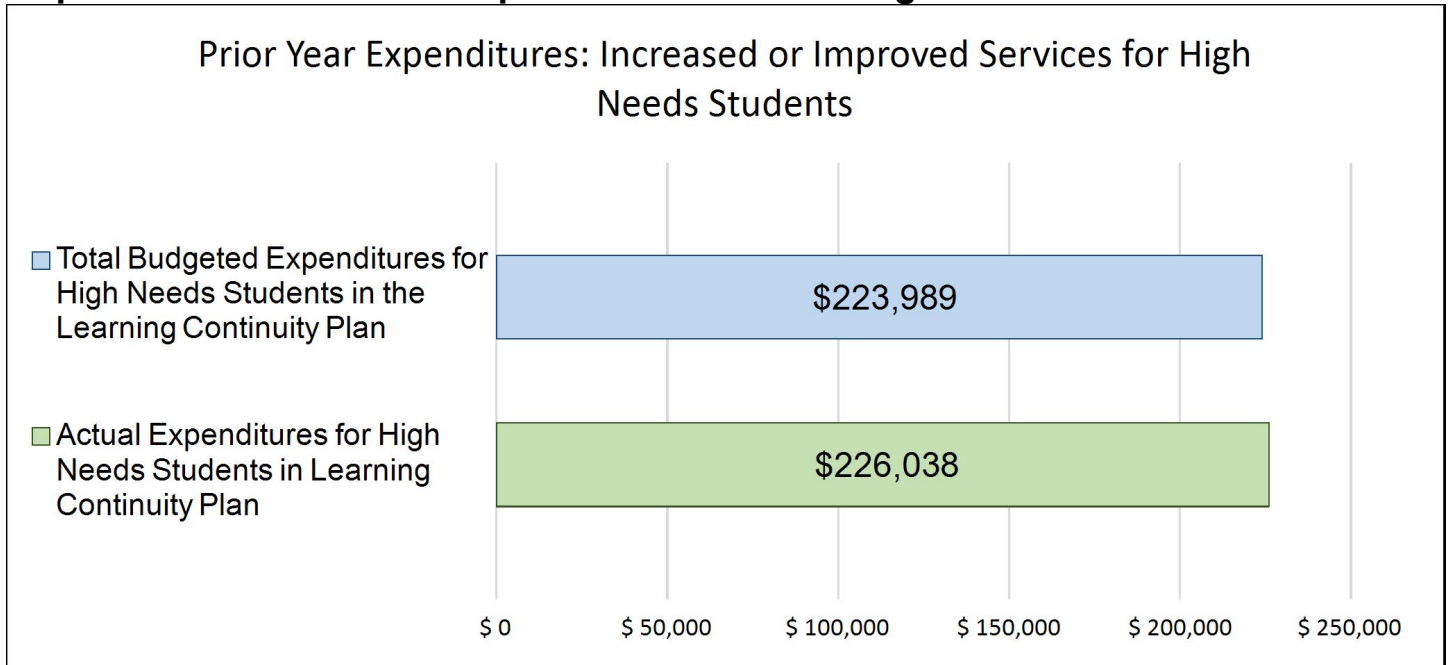
Our independent study program implements a personalized learning experience for all students, including English learners, low income, Foster Youth, and Special Education students that is carefully designed to address their unique academic and socio-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware and software, audit fees, legal expenses, and school facilities expenses.

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

In 2021-22, Orange County Workforce Innovation High School is projecting it will receive \$863,705 based on the enrollment of foster youth, English learner, and low-income students. Orange County Workforce Innovation High School must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Workforce Innovation High School plans to spend \$863,705 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 Orange County Workforce Innovation High 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 Orange County Workforce Innovation High 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, Orange County Workforce Innovation High School's Learning Continuity Plan budgeted \$223,989 for planned actions to increase or improve services for high needs students. Orange County Workforce Innovation High School actually spent \$226,038 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
Orange County Workforce Innovation High School	Julie Parra Area Superintendent	jparra@workforcehs.org (714) 576-2714

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

Increase student retention.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> * Retention rate (Priority 5 – local) * Attendance rate (Priority 5) * Dropout rate (Priority 5) * Suspension rate (Priority 6) * Expulsion rate (Priority 6) * Facilities Inspection Results (Priority 1) 	<p>2019-2020 Data Mostly LP 1-7</p> <p>Goal Met: Retention was 78.3%.</p> <p>Goal Met: Attendance was 91.09%</p> <p>Goal Met: Drop-out (Non-Completer) increased to 9.8%</p> <p>Goal Met: Suspension Rate was 0%</p> <p>Goal Met: Expulsion Rate was 0%</p> <p>Goal Met: Facilities were in Good Condition – new top rating</p>

Expected	Actual
<p>19-20 Retention rate will increase (Priority 5 - local)</p> <p>Attendance rate will be 85% or higher (Priority 5)</p> <p>Dropout rate will decrease (Priority 5)</p> <p>Suspension rate will be low (Priority 6)</p> <p>Expulsion rate will be low (Priority 6)</p> <p>School Facilities rating is exemplary (Priority 1)</p> <p>Baseline Retention: 74.6% Attendance: 84.91% Drop-out: 12.6% Suspension Rate: 0% Expulsion Rate: 0% Facilities: Good Condition</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in \$97,387.00 improved expected outcomes listed above for all students and in particular the unduplicated student population:</p>	<p>Classified, SRS, Tutors and others \$97,387.00</p> <p>Certificated salaries: counselors \$22,977.00</p> <p>Materials, Hardware, Software \$292.00</p> <p>Transportation \$2,525.00</p>	<p>Classified, SRS, Tutors and others \$60,603.00</p> <p>Certificated salaries: counselors \$17,128.00</p> <p>Materials, Hardware, Software \$6,991.00</p> <p>Transportation \$7,299.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Establish an integrated intervention/incentive system.</p> <p>Provide transportation assistance.</p>		
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p> <p>Small group teachers and labs for EL, ELA and mathematics</p>	<p>Professional Development \$29,298.00</p> <p>Materials \$4,536.00</p> <p>Certificated salaries and benefits \$152,383.00</p>	<p>Professional Development \$4,565.00</p> <p>Materials \$2,975.00</p> <p>Certificated salaries and benefits \$113,589.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p>	<p>Certificated Salaries and Benefits \$271,208.00</p> <p>Classified wages and Benefits \$20,760.00</p> <p>Professional Development \$3,452.00</p>	<p>Certificated Salaries and Benefits \$312,300.00</p> <p>Classified wages and Benefits \$25,248.00</p> <p>Professional Development \$11,085.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Curriculum Development \$11,124.00</p> <p>Materials, Hardware, Software \$71,855.00</p> <p>Snacks, Meals & Consumables \$0.00</p> <p>Facilities \$148,962.00</p>	<p>Curriculum Development \$3,955.00</p> <p>Materials, Hardware, Software \$72,349.00</p> <p>Snacks, Meals & Consumables \$0.00</p> <p>Facilities \$79,128.00</p>

Goal Analysis

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

In response to the COVID-19 pandemic and the resulting impacts on students' and families' access to housing, employment, health care, wellness resources, and other essential items, and in alignment with the results of our stakeholders needs assessment surveys, Orange County Workforce Innovation High allocated funds towards providing social, emotional, and material support to students and families. All certificated and classified staff members received professional development around the topics of wellness, trauma-informed practices, social emotional support, and community resources for referral. To meet the needs of students, collections of food and paper goods were distributed to families in need. Counselors provided referrals and guidance to students and families with hardships and collaborated with teaching staff and leadership to ensure trauma-informed approaches to instruction. In addition, OCWIHS continued to provide essential items to parenting students, such as diapers. These actions and interventions contributed to an improved retention of students who would have otherwise not had the support needed to reengage in academic endeavors. Our stakeholders needs assessment surveys also pinpointed students who required technological support to engage in a virtual distance learning model, and we were able to provide student chromebooks, internet hot spots, and chargers to students in need.

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

Implementation of several of the actions and services to achieve the goal of increasing student retention was challenging in the 2019-2020 school year due to the closure of schools in accordance with CDC and local health organization's guidelines. The inability for our educational program to provide in-person instruction and academic support was a challenge. However, the increase of our retention

rate from 74.6% to 78.3% exemplifies the successes of our program in pivoting to quickly develop and implement a robust and highly effective virtual model for distance learning.

Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> * Credit completion rate (Priority 4 - local) * HQT percentage (Priority 1) * English learner reclassification rate (Priority 4) * Graduation rate (Priority 5) 	<p>2019-2020 Data LP1-7</p> <p>Goal Not Met: Credit completion rate: 2.83</p> <p>Goal Met: HQT percentage: 100%</p> <p>Goal Not Met: English learner reclassification rate: 7.0%</p> <p>Goal Met: Graduation rate: 82.0%</p>
<p>19-20</p> <ul style="list-style-type: none"> Increase number of credits completed (Priority 4 - local) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) Graduation rate increases (Priority 5) 	

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Credit completion rate: 2.91 HQT percentage: 100% English learner reclassification rate: 18.6% Graduation rate: 89.6%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Read 180 teachers or literacy teachers. Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system, including snacks, meals and consumables as needed. Provide transportation assistance.	Certificated salaries and benefits \$195,652.00 Classified tutors & other support \$29,414.00 Snacks, Meals, Consumables \$652.00 Transportation \$4,936.00	Certificated salaries and benefits \$145,843.00 Classified tutors & other support \$18,304.00 Snacks, Meals, Consumables \$1,885.00 Transportation \$14,268.00
Provide intervention and support program for English Learners and Redesignated FEP: Small group ELD teachers and Regional Support. EL Lead tutor and clerical support.	Certificated salaries and benefits \$63,336.00 Classified wages and benefits \$15,465.00 Professional Development \$110,477.00	Certificated salaries and benefits \$47,212.00 Classified wages and benefits \$9,624.00 Professional Development \$17,215.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Materials, hardware and software for intervention and incentive program.</p>	<p>Materials, Hardware, Software \$12,781.00</p>	<p>Materials, Hardware, Software \$8,382.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.</p>	<p>Certificated Salaries and benefits \$620,227.00</p> <p>Classified wages and benefits \$42,654.00</p> <p>Curriculum Development 14,474.00</p> <p>Professional Development \$60,754.00</p> <p>Facilitites \$316,905.00</p> <p>Materials, Hardware, Software - including assessments \$73,441.00</p>	<p>Certificated Salaries and benefits \$714,201.00</p> <p>Classified wages and benefits \$51,875.00</p> <p>Curriculum Development \$5,146.00</p> <p>Professional Development \$195,111.00</p> <p>Facilitites \$168,338.00</p> <p>Materials, Hardware, Software - including assessments \$73,946.00</p>

Goal Analysis

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

Orange County Workforce Innovation High School provided any student in need with a chromebook, internet access, and other essential instructional materials to empower them to be successful during distance learning and to provide equity of access to all students and families. As a result of the sudden school closure in the Spring 2020 semester, student access to curriculum, instruction, highly qualified teaching staff, and other learning supports were effectively revolutionized. The transition to virtual learning modalities required not only the physical resources and devices, but also training and guided practice with online learning platforms such as Google Classroom and Google Meet. Implementation of Google Apps for Education and development of a “Digital Tools for Distance Learning” elective course curriculum provided students with the step-by-step guidance required to understand and implement their virtual instructional materials. Professional Development initiatives for all certificated and classified staff members ensured that any staff member who may have opportunity to speak to a student or family would be able to guide them through troubleshooting. All this was in an effort to ensure that students would continue their progress towards completing credits and engaging in learning during school closures.

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

Challenges that presented themselves in the course of the 2019-2020 school year included the abrupt closure of OCWIHS’s campus, the sudden shift from an in-person instructional model to a virtual learning model, and the unrelenting impact of COVID 19 related hardships on our student population. All of these challenges significantly impeded the school’s ability to support students through completion of credits. Despite these significant obstacles, the overall credit completion average only dropped from 2.91 (2018-2019) to 2.83 (2019-2020). Our team maintained 100% highly qualified teachers, so we were successfully able to provide continued high quality instruction to students once our distance learning model was fully fleshed out.

Another implication of school closures in the Spring 2020 semester was the interruption of the ELPAC testing window. English Learners, who must demonstrate their proficiency by earning a passing score on their ELPAC exams in order to be reclassified, were not able to participate in the test at their regularly scheduled testing appointments. This challenge significantly impacted OCWIHS’s EL Reclassification rate in the 2019-2020 school year, as evidenced by the decline from 18.6% in 2018-2019, to only 7% in the 2019-2020.

Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> * Online course completion (Priority 7 – local) * Online course enrollment (Priority 7 – local) * Online course availability (Priority 7 – local) <p>19-20</p> <ul style="list-style-type: none"> Online course completion rate will increase (Priority 7 - local) Online course enrollment will increase (Priority 7 - local) Online course available (Priority 7 - local) <p>Baseline</p> <p>2018-19 Baseline LP1-7: Online course completion rate will increase: 66.17% Online course enrollment will increase: 49 Online course available: 100%</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Not Met: Online course completion rate will increase: 62.38%</p> <p>Goal Met: Online course enrollment will increase: 165</p> <p>Goal Met: Online course available: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for Online program</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Online program and materials, including computers and mobile devices</p> <p>Provide transportation assistance</p>	<p>Certificated and Benefits \$65,086.00</p> <p>Classified and Benefits \$13,490.00</p> <p>Materials - incentives \$546.00</p> <p>Materials, Hardware, Software \$719.00</p> <p>Transportation \$1,297.00</p>	<p>Certificated and Benefits \$48,516.00</p> <p>Classified and Benefits \$8,395.00</p> <p>Materials - incentives \$13,072.00</p> <p>Materials, Hardware, Software \$472.00</p> <p>Transportation \$3,749.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support.</p> <p>Materials, hardware and software for EL intervention program.</p>	<p>Classified and Benefits \$3,625.00</p> <p>Materials, Hardware, Software \$9,030.00</p>	<p>Classified and Benefits \$2,256.00</p> <p>Materials, Hardware, Software \$5,922.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p>	<p>Certificated and Benefits \$895.00</p> <p>Classified and Benefits \$126,074.00</p> <p>Curriculum Development \$74,992.00</p>	<p>Certificated and Benefits \$1,031.00</p> <p>Classified and Benefits \$153,328.00</p> <p>Curriculum Development \$26,663.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Professional Development \$130,623.00</p> <p>Facilities \$10,882.00</p> <p>Materials, Hardware, Software \$110,424.00</p>	<p>Professional Development \$419,494.00</p> <p>Facilities \$5,780.00</p> <p>Materials, Hardware, Software \$111,184.00</p>

Goal Analysis

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

OCWIHS requires students to complete at least one semester of an approved and rigorous Computer Literacy course to graduate. Resources have been allocated to provide students with the hardware and software needed for students to have prolonged and consistent practice with computers, which may not have been available to them at home, and which had not been school provided until the 2019-2020 school year. Certificated CTE teachers continued to support students in computer literacy coursework virtually, and virtual tutors were also a resource made available to students. Students received instruction and practice with several essential computer literacy skills through the new “Digital Tools for Distance Learning” curriculum that was developed in response to the transition to virtual learning. Professional Development was provided to all OCWIHS staff members to empower them to support students with technology troubleshooting and application of digital skills. Several staff members also received Google Certifications.

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

Successes in progressing towards the goal of improving students’ computer literacy can be found in the increased number of students enrolled in at least one online class. Indeed, the number of students enrolled in an online course more than tripled from 2018-2019, where only 49 students had been enrolled in an online class, to 2019-2020 where 165 students enrolled in an online class. 100% availability of online coursework supported the opportunity for students to enroll and participate in an online course of study. As a result of the COVID 19 challenges, credit completion rates decreased across the board, resulting in a decreased number of students who completed an entire course online from 66.17% to 62.38% in 2019-2020.

Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator * CTE and Basic CTE course enrollment (Priority 7 – local) * Individual Learning Plans (Priority 7 – local) * Implementing state academic standards. (Priority 2)</p> <p>19-20 Increase the number of students enrolling in Career Tech Ed or Basic CTE courses (Priority 7 - local) Individual Learning Plans have CTE (Priority 7 - local) Implementing state academic standards (Priority 2)</p> <p>Baseline 2018-19 Baseline LP1-7: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: 212 Individual Learning Plans have CTE: 90% Implementing state academic standards: 3.36</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: Pro skills 36 and CTE 69</p> <p>Goal Met: Individual Learning Plans have CTE: 90%</p> <p>Goal Met: Implementing state academic standards: 3.72</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for CTE program.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system.</p> <p>CTE program and materials.</p> <p>Provide transportation assistance.</p>	<p>Certificated and Benefits \$17,716.00</p> <p>Classified and Benefits \$24,346.00</p> <p>Materials - incentives \$991.00</p> <p>Materials, Hardware, Software \$1,305.00</p> <p>Transportation \$7,929.00</p>	<p>Certificated and Benefits \$13,206.00</p> <p>Classified and Benefits \$15,150.00</p> <p>Materials - incentives \$23,725.00</p> <p>Materials, Hardware, Software \$856.00</p> <p>Transportation \$22,920.00</p>
<p>Provide support for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support.</p> <p>Purchase materials, hardware and software for EL incentive and intervention program.</p>	<p>Classified and Benefits \$48,974.00</p> <p>Professional Development \$15,673.00</p>	<p>Classified and Benefits \$30,476.00</p> <p>Professional Development \$2,442.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p>	<p>Certificated and Benefits \$186,632.00</p> <p>Classified and Benefits \$115,128.00</p> <p>Curriculum Development \$29,601.00</p> <p>Professional Development \$28,955.00</p> <p>Facilities \$421,468.00</p>	<p>Certificated and Benefits \$214,910.00</p> <p>Classified and Benefits \$140,016.00</p> <p>Curriculum Development \$10,525.00</p> <p>Professional Development \$92,989.00</p> <p>Facilities \$223,881.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an effective program.</p> <p>Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.</p>	<p>Materials, Hardware, Software \$17,634.00</p>	<p>Materials, Hardware, Software \$17,885.00</p>

Goal Analysis

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

In 2019-2020, OCWIHS had allocated adequate resources to ensure that all students received an Individual Learning Plan, and engaged in courses aligned to the CA Common Core State Standards and instructed by a Highly Qualified Teacher. Considering that a small portion of our students have met all of their elective credit graduation requirements, the fact that 90% of students had a CTE course included on their Individual Learning Plan marks a significant academic planning outreach for Career and Technical education.

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

OCWIHS was successful in making progress towards achieving College and Career Readiness improvements in terms of academic planning to include CTE courses on Individual Learning Plans for 90% of students. Teachers and counselors collaborated to ensure that student's had access to these courses and exposure to the college and career preparatory skill builders incorporated into those courses. Counselors continued to meet with students throughout school closures to provide academic planning support and to encourage students to participate in A-G approved coursework.

Challenges that arose in the 2019-2020 school year included the school closures which presented a unique set of challenge to participation in CTE courses, which are implicitly hands-on, collaborative, and project based. Participation in CTE courses decreased in 2019-2020 as a result of school closures, but a large group of students (69 students) were able to complete coursework in a CTE

class in the 2019-2020 school year, with an additional 36 students completing Professional Skills coursework which includes a career readiness curriculum.

Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> * Stakeholder participation data (Priority 3) * Survey Results (Priority 6) * Evidence of Communication (Priority 3) <p>19-20</p> <ul style="list-style-type: none"> Stakeholder involvement will increase (Priority 3) Survey data will reveal high results (Priority 6) School communication will support engagement (Priority 3) 	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Stakeholder involvement will increase: There were over 374 Conferences/Orientations</p> <p>Goal Met: Survey data will reveal high results: 96% Feel Safe, 86% Feel Connected</p> <p>Goal Met: School communication will support engagement: ELAC/PAC participants</p>

Expected	Actual
<p>Baseline 2018-19 Baseline LP1-7: Stakeholder involvement will increase: 789 Participated in Conferences/Orientation Survey data will reveal high results: 98% Feel Safe, 91% Feel Connected School communication will support engagement: ELAC/PAC 30 participants</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.</p> <p>Development of a calendar of events and communicate events</p> <p>Open House and Award nights along with other activities will need materials.</p> <p>Collect survey data.</p> <p>Communications for program.</p>	<p>Classified wages and benefits \$10,757.00</p> <p>Materials \$11,623.00</p> <p>Contracted Services - Communications \$5,471.00</p>	<p>Classified wages and benefits \$13,082.00</p> <p>Materials \$11,703.00</p> <p>Contracted Services - Communications \$43,039.00</p>
<p>For English Language Learner students, RFEP, low income and foster youth:</p> <p>Communication outreach and translation services in primary language by staff.</p>	<p>Classified wages and benefits \$7,458.00</p> <p>Transportation \$2,504.00</p>	<p>Classified wages and benefits \$4,641.00</p> <p>Transportation \$7,238.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.		

Goal Analysis

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

OCWIHS collects input and feedback from stakeholders through various methods, including surveys, interviews, and informal reflection conversations. PAC/ELAC meetings are also held quarterly to ensure stakeholder participation and involvement in campus decision making. To ensure equitable access to school involvement, families are provided with translated materials and translation services as needed. Parents are invited to one-on-one parent conferences with their student’s teachers twice per year to review academic progress towards graduation, learning goals, and areas of focus. IEP meetings provide an opportunity for collaborative decision making over the academic and instructional planning for students with IEPs. OCWIHS’s full-time Community Liaison connects with community resources, non-profit organizations, local colleges and universities, etc. to meet the needs of students and families as assessed by surveys. There are several existing MOU partnerships between OCWIHS and local organizations which provide exceptional value to the educational program and the school experience for students and families. Curating relationships with community stakeholders and families is fundamental.

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

The 2019-2020 school year brought many challenges related to distance learning, and a deeply perceived disconnection between students and schools. Social distancing posed challenges to holding events in person, and virtual alternatives to live events were not as well attended. This is possibly due to the lack of training and familiarity of parents and families with online platforms for virtual events. Another challenge was undoubtedly the hardships felt by students who struggled through personal circumstance changes, such as the diagnosis of COVID 19 in themselves or a family member, the loss of employment of themselves or a family member, mental health and wellness concerns such as anxiety and depression, and the loss of a loved one or of housing. These severe circumstances led families to reprioritize their time and effort to focus on more foundational needs than education, and parents as well as students were less responsive to communications home from school.

Despite these challenges, participation on stakeholder surveys revealed that in 2019-2020, 96% of students felt safe at OCWIHS and 86% of students who participated in the survey felt connected to the campus.

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
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE), because our data shows that most of our students learn better with face-to-face engagement.	\$27,212.00	\$24,624.00	No
School Supplies and Materials to support student coursework.	\$10,000.00	\$10,149.00	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.

The planned and budgeted actions and expenditures for our in person instructional offerings were more than adequate and appropriate to meet the needs of our students due to the prolonged campus closures throughout the duration of the school year.

Analysis of In-Person Instructional Offerings

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

OCWIHS successfully purchased all of the necessary items and materials to re-open campus in a safe and socially distanced way. The availability of in-person instruction changed several times throughout the course of the 2020-2021 school year in accordance with guidance provided by the Orange County Health Department as phases shifted and the county moved between purple and red tiers. OCWIHS looks forward to increasing the amount of students who can be accommodated in-person by the end of the 2020-2021 school year with the approval of the Health Department. Struggling students prefer in-person instruction in our stakeholder survey responses. Student performance scores and metrics for credit production and attendance also indicate that most of our students learn more effectively in person. 30 of 60 responses to our stakeholder survey regarding school reopening indicate that families are interested in returning to an in-person model. A hybrid model is most desirable for families at this time because there is still a concern of COVID spread among families.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To ensure that our students have equal access we purchased computers and will continue to purchase and hot spots for to be able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This increased the capacity for students to access the curriculum online. We are purchasing 87 hot spots for students.	\$15,837.00	\$58,372.00	Yes
Students needed additional academic support, so the tutoring program was increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	\$2,000.00	\$1,717.00	Yes
Student outreach was improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	\$2,000.00	\$2,000.00	Yes
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$10,000.00	\$9,796.00	Yes
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	\$8,000.00	\$21,630.00	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.

There were substantive differences between the planned and budgeted expenditures for the provision of student chrome books during distance learning. Our initial budgeting strategy presumed that a majority of students enrolled would have access to personal computers, chrome books, or other internet capable devices at home which they could utilize to access virtual instruction. Throughout the course of the year it was determined that a 1:1 student to chrome book ratio was the responsible decision to support learners in

accessing instruction during distance learning. The prolonged school closures also contributed to the increased spending within the Distance Learning Program.

There were also substantive differences in our budgeted estimation of expenditures related to Professional Development for staff members. Due to the unprecedented social and emotional impact that this pandemic has had on our students, we offered staff professional development to address social emotional wellness in our students with a trauma informed approach to reengagement in addition to the planned trainings to build capacity with online teaching strategies and virtual learning platforms.

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.

In the 2020-2021 school year, OCWIHS ensured that all students in need were provided with access to devices and connectivity by providing chromebooks, chargers, and internet hot spots by appointment at campus. We provided chromebooks at a 1:1 ratio of enrolled students, ordering over 250 chromebooks to distribute. We also distributed over a dozen hot spots targeting students without access to reliable home internet service. Virtual SGI courses, virtual tutoring services, phone appointments, google classroom lessons and assignments, and a system for packet pick up and drop off were implemented to ensure the continuity of instruction throughout the distance learning duration. Student Retention Specialists, Teachers, Counselors, and Administrators engaged in TREC, trauma-informed, and social emotional wellness Professional Development trainings to support students so that they could remain engaged and re-engage in academic coursework to maintain Pupil Participation and Progress. A full-scale Professional Development series was offered in the Fall of 2020 to provide all OCWIHS staff members with training and practice with a variety of Distance Learning and Virtual Learning platforms and strategies, inclusive of Google Classroom basics, best practices for creating engaging online lessons, implementation of Kami, Google Suite of Apps for Education, Social and Emotional Wellness practices, as well as the new student course curriculum “Digital Tools for Distance Learning.” To Support Pupils with Unique Needs, OCWIHS paraprofessionals provided one on one support to students as they completed coursework virtually and accommodations to curriculum and instruction were provided as directed by IEPs and as needed given the switch to the new learning program. Accommodations included the use of text-to-speech technology, virtual small group instruction classes, and access to a virtual paraprofessional. Staff Roles and Responsibilities were clearly outlined and communicated from leadership to all OCWIHS staff members using a number of modalities, including emails, staff meetings, and video recordings. Leadership also organized weekly staff meetings with all OCWIHS staff members throughout distance learning in order to maintain a consistent and clear communication channel with staff members and allow all questions to be addressed for all to hear. These staff meetings also increased staff connection and provided much needed space for staff to encourage and support each other through the ever-changing landscape of the COVID 19 crisis and it’s implication on working and learning conditions. A major challenge to implementation of the distance learning program was the large number of students who, despite every means imaginable and best efforts, OCWIHS could not seem to re-engage in school work that was not in-person. Our

community was heavily impacted by COVID 19, and several of our students experienced job loss, housing loss, loss of a loved one, or suffered from COVID 19 themselves.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics.	\$45,000	\$48,431.00	Yes
Diagnostic Testing for students through NWEA.	\$3,375	\$2,400.00	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.

The planned and budgeted actions for addressing pupil learning loss were adequate and appropriate in supporting OCWIHS students to overcome the challenges of distance learning. Our virtual tutoring program provided one on one support to students working on a variety of subjects. Virtual administration of the NWEA standardized assessments in Math and English were offered so that we could track growth and learning loss to deploy appropriate scaffolds and interventions.

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.

Virtual implementation of the NWEA assessment system was successful in testing over 70% of OCWIHS students in the 2020-2021 school year to determine RIT scores in Math and Reading. Data scores were utilized to drive decision making for academic planning and course selection to ensure that students were placed in classes with appropriate support. The virtual tutoring program was effective in supporting our students during distance learning. Virtual SGI classes were offered for Math and ELD. These classes helped to re-engage students, especially English Learners in a virtual collaborative setting.

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.

We hired a social worker dedicated to supporting the social emotional needs of a caseload of students with identified social emotional and wellness needs. Our Community Liaison began facilitating a “Girls Inc.” group. Every Wednesday afternoon, Commitment to Community workshops are held to engage the stakeholders in participating actively.

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.

ELAC and PAC meetings continued in the 2020-2021 school year using virtual conferencing platforms rather than in person events. Surveys prompted students, staff members, and families to provide feedback and participate in decision making. The students who we were unsuccessful in re-engaging were offered a 3-tiered intervention system. We hosted events throughout the year included Resource Fairs, Thanksgiving Food Drives, and provided resources and materials continuously to students and families in need. Upcoming this year, we will begin Schools on Wheels to bring instructional services to displaced students. Women Helping Women is another organization we’ve partnered with to support re-engagement and wellness in our school community.

Analysis of School Nutrition

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

OCWIHS discontinued our food program at OCI due to the challenges of remaining open to students with Health Department guidelines. We continued to provide students who expressed a need for food security with food and resources throughout the school closures through a pick-up protocol at campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Retention Support personnel to help with reengagement.	\$36,000.00	\$39,759.00	Yes
Mental Health and Social and Emotional Well-Being	Additional Professional Development such as First Aid Mental Health and Trauma Informed Practices in a COVID setting.	\$5,000.00	\$1,765.00	Yes
School Nutrition	Nutrition when school reopens or as needed.	\$19,565.00	\$4,476.00	Yes
Mental Health and Social and Emotional Well-Being	HOPE Program and supplies for students who are parenting.	\$40,000	\$919.00	Yes

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.

There was a substantive difference between the planned and budgeted items for the HOPE Program and the actual expenditures and activity of the program this year. Our school site remained closed to students all year round, and our parenting students were not able to bring their children to campus, which will continue even as school reopens with social distancing. The \$40,000 that we had allotted for HOPE program supplies, events, and supports were not spent due to the inability to host events or have young children on our campus.

There were also substantive differences between the planned and budgeted items for the School Nutrition program and the actual expenses. This again is due to the closure of our school site for the duration of the academic year. Since students were not permitted to return to campus, nutrition spending was not needed.

We hired additional personnel to support reengagement and social emotional well-being when we opened the Social Worker position. We provided all staff members at OCI with professional development for Mental Health and Trauma Informed Practices. We rolled out new curriculum for supporting student processing of the pandemic, including a “Penning the Pandemic” journaling course as well as a SOURCE wellness resource class. Supports planned for providing School Nutrition were appropriate to providing meals when school reopens or as needed. A majority of the unspent funds from these additional actions components of our Learning Continuity Plan were

spent providing student technology devices to accommodate a 1:1 student to chrome book ratio for the duration of distance learning as well as the expenses of our virtual tutoring program.

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.

As a result of the challenges of the COVID 19 pandemic, OCWIHS students have assessed learning losses that must be addressed in future school years to compensate for these obstacles. Our first goal for the 2021-2024 LCAP is to address these learning losses and increase Academic Performance in our students to ensure that they are properly prepared for higher learning opportunities after graduation. With our focus on improving the intervention programs and preparation of students for their post secondary endeavors, we've also set a goal for increased college and career readiness in our students. This year's school closures lead to an increased vigilance on increasing student retention and re-engagement efforts, and we will carry that focus into the following school years to prevent drop out rates and disengagement from school in our students of this generation. We've also seen the benefits of incorporating surveys and stakeholder involvement into academic decision making and school operations decision making, and will continue that as a goal in the new LCAP as well.

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

We will continue our assessments with NWEA, illuminate, and Lexile and Quantile assessments as appropriate to monitor learning loss and current levels. These scores on assessments as well as observations made by credentialed teachers will inform instructional decisions regarding class placement and interventions.

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.

In total, OCWIHS planned for an adequate and appropriate program of support for students in the 2020-2021 school year. Students had access to increased services to accommodate the increased obstacles to learning posed by the pandemic and school closures. The hiring of a social worker, the professional development events and initiatives for staff members, and the provision of student devices and resources accounted for the majority of our increased services to students and families.

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.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have demonstrated that three main areas must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required OCWIHS to respond quickly to reengage students via a distance-learning platform. One critical focus for the program was to improve the performance of the disengaged students. OCWIHS identified early on, which students were not completing their schoolwork, interventions were immediately put into place to increase support to these students. From Learning Period 10 last year to the end of the first semester this year, the school realized about a 26% increase in students completing schoolwork. In general terms, that means over 80 students were re-engaged from last year to the current. This is due to the collaborative teamwork between the teachers, tutors, and school counselors. Retention of students between the 2019-2020 school year fell to 77.5%, but retention from the 2020-2021 school year increased to 81.1%, which indicates that after a year of practice, OCWIHS has developed strategies to support a greater percentage of students impacted by the pandemic. We must continue to improve services to return to pre-COVID retention rates in the mid 90% range.

LCAP Goal #1 is to increase academic progress and LCAP Goal #2 is to increase students' skills for college and career-readiness. The development of both goals were informed by data from the LCP. Learning continued, via a distance learning model, implemented with strategic supports such as tutors, student retention services, and trauma-informed trained teachers. Student grades for English Language Arts were monitored and averaged 85.73%. English Language Development grades averaged 80% for our English Language Learners. The average grades for math courses this first semester for all students was 83.69%, with English Language Learners performing at 81.75%, low-income students performed at 89.13%, and special education students were able to perform at 81.33%. The students were successful in improving their NWEA reading and math RIT scores from last year to this year. Overall, the students realized a growth of 4 RIT points in math. This is significant because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 5.5 RIT points. The English Language Learners realized growth in math by 4.5 RIT points and in reading scores by 6 RIT points. OCWIHS believes this is due to the dedication of the teachers and tutors towards meeting the essential academic needs of the students. All staff has high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances, although it is important to note that the virtual testing platform was not as effective at ensuring test attendance as the in-person testing model had been prior to school closures. The score increases indicated on this year's NWEA data only represent the participation of 174 students, compared to last year's 239 students. The first area of concern is closing the credit completion gap between a normal Learning Period in 2019, which was 2.55, before the pandemic and campus closures, and the current credit completion rate, which is 1.22. This is a gap of 1.33 credits for the all-student group, which describes a 52.2% decline. For English Language Learners, the decrease is 51.9%. The decline is 41.9% for low-income, 73.3% for foster youth, and 51.7% for special education students. These are critical metrics for OCWIHS to improve on throughout the school year, because ensuring that students graduate on time is central to the mission. The next area of concern is to provide

targeted assistance to English Language Learners. The reclassification rate was only 5%, far below the state average of 14%. OCWIHS will need to have actions that address the specific requirements for redesignation like grades in ELD or ELA coursework, NWEA scores, and performance on the ELPAC. With the success OCWIHS has seen with a tutoring program, OCWIHS knows tutoring support can help make a difference in the academic lives of English Language Learners, as well as ELD casework management and oversight services. An additional area of concern is to help students complete their core subject courses in ELA, ELD, and math more quickly. Because OCWIHS is a DASS independent study program, the students take courses in alignment with their academic plan. Students have flexibility in when they start their coursework and when they complete their course. Students were monitored on their progress this year, specifically in ELA, ELD, and math. Of those students who started their math class in the fall semester, 44.14% had finished by LP 7. This percentage will likely double to 88.28%, by the end of the year. For students enrolled in ELD courses, only 11.11% were completed. The significance to OCWIHS is that the data may be pointing to another gap where ELL students are completing courses at a slower pace than other groups. OCWIHS is likely to add this to the actions within the LCAP. For English Language Arts courses, 33.12% of students completed their course by the end of the fall semester, and this percentage will likely double to 66.24% by the end of the academic year.

LCAP Goal #3 is to increase student retention and was informed by data from the LCP. The expectation as a DASS independent study school is to have an attendance rate of 85% or higher each Learning Period. Attendance data for all students in 2019-2020 was 67.51%. The current attendance rate is 52.56%. This is a gap of 14.95%, which OCWIHS can close by additional tiered actions. LCAP Goal #3 now has new actions to support attendance and retention. Another area of concern is student attendance.

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	3,899,775.00	3,877,111.00
	3,899,775.00	3,877,111.00

* 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	3,899,775.00	3,877,111.00
	3,899,775.00	3,877,111.00

* 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	3,899,775.00	3,877,111.00
		3,899,775.00	3,877,111.00

* 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	836,759.00	717,215.00
Goal 2	1,561,168.00	1,471,350.00
Goal 3	547,683.00	799,862.00
Goal 4	916,352.00	808,981.00
Goal 5	37,813.00	79,703.00

* 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	\$37,212.00	\$34,773.00
Distance Learning Program	\$37,837.00	\$93,515.00
Pupil Learning Loss	\$48,375.00	\$50,831.00
Additional Actions and Plan Requirements	\$100,565.00	\$46,919.00
All Expenditures in Learning Continuity and Attendance Plan	\$223,989.00	\$226,038.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$27,212.00	\$24,624.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$27,212.00	\$24,624.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,000.00	\$10,149.00
Distance Learning Program	\$37,837.00	\$93,515.00
Pupil Learning Loss	\$48,375.00	\$50,831.00
Additional Actions and Plan Requirements	\$100,565.00	\$46,919.00
All Expenditures in Learning Continuity and Attendance Plan	\$196,777.00	\$201,414.00

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
Orange County Workforce Innovation High School	Julie Parra Area Superintendent	jparra@workforcehs.org (714) 576-2714

Plan Summary [2021-22]

General Information

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

Orange County Workforce Innovation High School is a Dashboard Alternative Status School, with an independent study program. We are a charter school that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our current enrollment is 319 students and we serve 27.3% English Learners, 62.4% low-income students, 0.9% foster youth, and 20.7% students with IEPs. Our goal is to successfully prepare students for work or college-readiness through our integrated personalized program of job readiness coursework and Workforce Innovation partnerships. Through partnerships with WIOA, students who face unique economic challenges, including out-of-school attendance and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system, will have improved tools to identify and access training options and other employment services best suited to their needs. Business partners will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of the program will be shaped by the following question: is it helping ready-to-work-Americans move into ready-to-be-filled jobs?

The school provides a diverse, student-centered learning environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this personalized learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners. We are a year-round credit recovery program and we have 13 Learning Periods (LP) as our method of structuring the academic year.

Reflections: Successes

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

We used a three year data set, from 2018-2021, starting with the Dashboard student group results and local data, in order to determine areas of success. We experienced success on our Dashboard indicators, prior to the pandemic, and in analyzing student group data, then and now, we realize that there are a few areas to highlight. In 2019, we had a graduation rate was green that was 89.6% and in 2020, the graduation rate was 83.0%, which is above the minimum. The rate of students completing College and Career Readiness Indicators was 2.1%, and we strive for higher. Our English Language Arts indicator was coded yellow and the Math indicator was coded orange, which is well within acceptable parameters for a Dashboard Alternative Status School, with an independent study program. Our suspension rate was blue and remains low. Our retention rate and success rate continue to be high at 90.1%, which is important, because we are credit recovery program and ensuring that students remain in school is our primary mission.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have demonstrated that three main areas must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required OCWIHS to respond quickly to reengage students via a distance-learning platform. One critical focus for the program was to improve the performance of the disengaged students. OCWIHS identified early on, which students were not completing their schoolwork, interventions were immediately put into place to increase support to these students. From Learning Period 10 last year to the end of the first semester this year, the school realized about a 26% increase in students completing schoolwork. In general terms, that means over 80 students were re-engaged from last year to the current. This is due to the collaborative teamwork between the teachers, tutors, and school counselors. Retention of students between the 2019-2020 school year fell to 77.5%, but retention from the 2020-2021 school year increased to 81.1%, which indicates that after a year of practice, OCWIHS has developed strategies to support a greater percentage of students impacted by the pandemic. We must continue to improve services to return to pre-COVID retention rates in the mid 90% range.

Learning continued, via a distance learning model, implemented with strategic supports such as tutors, student retention services, and trauma-informed trained teachers. Student grades for English Language Arts were monitored and averaged 85.73%. English Language Development grades averaged 80% for our English Language Learners. The average grades for math courses this first semester for all students was 83.69%, with English Language Learners performing at 81.75%, low-income students performed at 89.13%, and special education students were able to perform at 81.33%.

The students were successful in improving their NWEA reading and math RIT scores from last year to this year. Overall, the students realized a growth of 4 RIT points in math. This is significant because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 5.5 RIT points. The English Language Learners realized growth in math by 4.5 RIT points and in reading scores by 6 RIT points. OCWIHS believes this is due to the dedication of the teachers and tutors towards meeting the essential academic needs of the students. All staff has high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances, although it is important to note that the virtual testing platform was not as effective at ensuring test

attendance as the in-person testing model had been prior to school closures. The score increases indicated on this years NWEA data only represent the participation of 174 students, compared to last year's 239 students.

Our school survey data shows that 92% of our students felt safe during the pandemic. Our school survey data also shows that 83% of our students felt connected during the pandemic. Without face to face interaction, it is very important to us to ensure that we are doing everything possible to provide students with time and attention to support them during this difficult time. Teachers reported that 92% have a team member that they can count on, which demonstrates that they are connected to a meaningful buddy from work, during this crisis. We have worked to ensure that there is a team spirit that connects everyone. This speaks to the collaborative culture of our team.

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.

Dashboard results from 2019 and local metrics provided us a three year data set, which we used to inform our student group analysis. In prior years, our distance from standard for ELA and Math averaged around 50 and 160 points respectively for our student groups. We continue to see that our English learners, low-income and foster youth students are scoring below the "All Group" in English Language Arts and mathematics. Even though the all group was in the yellow, the English learners and Students with Disabilities groups were in the orange. They were each over 100 points below standard. Hispanic and socioeconomically disadvantaged students were about 50 points below the standard in ELA. This was a significant gap and we made actions in the LCAP to address it and help close the distance in performance. We saw the same achievement gap during the pandemic, in key areas, such as ELA, mathematics, and credit completion, using the data we tracked for the Learning Continuity Plan. We used this analysis to develop LCAP goals and actions, based on areas of identified need.

The first area of concern is closing the credit completion gap between a normal Learning Period in 2019, which was 2.55, before the pandemic and campus closures, and the current credit completion rate, which is 1.22. This is a gap of 1.33 credits for the all-student group, which describes a 52.2% decline. For English Language Learners, the decrease is 51.9%. The decline is 41.9% for low-income, 73.3% for foster youth, and 51.7% for special education students. These are critical metrics for OCWIHS to improve on throughout the school year, because ensuring that students graduate on time is central to the mission.

The next area of concern is to provide targeted assistance to English Language Learners. The reclassification rate was only 5%, far below the state average of 14%. OCWIHS will need to have actions that address the specific requirements for reclassification, including grades in ELD or ELA coursework, NWEA scores, and performance on the ELPAC. With the success OCWIHS has seen with a tutoring program, OCWIHS knows tutoring support can help make a difference in the academic lives of English Language Learners, as well as ELD casework management and oversight services.

An additional area of concern is to help students complete their core subject courses in ELA, ELD, and math more quickly. Because OCWIHS is a DASS independent study program, the students take courses in alignment with their academic plan. Students have flexibility in

when they start their coursework and when they complete their course. Students were monitored on their progress this year, specifically in ELA, ELD, and math. Of those students who started their math class in the fall semester, 44.14% had finished by LP 7. This percentage will likely double to 88.28%, by the end of the year. For students enrolled in ELD courses, only 11.11% were completed. The significance to OCWIHS is that the data may be pointing to another gap where ELL students are completing courses at a slower pace than other groups. OCWIHS is likely to add this to the actions within the LCAP. For English Language Arts courses, 33.12% of students completed their course by the end of the fall semester, and this percentage will likely double to 66.24% by the end of the academic year.

Another area of concern is student attendance. The expectation as a DASS independent study school is to have an attendance rate of 85% or higher each Learning Period. Attendance data for all students in 2019-2020 was 67.51%. The current attendance rate is 52.56%. This is a gap of 14.95%, which OCWIHS can close by additional tiered actions and supports.

Teachers reported that 54% are concerned about their physical well-being and 54% are concerned about their social-emotional well being during the pandemic. We need to improve on the professional culture at Orange County Workforce Innovation High School to ensure that teachers and staff feel as supported as students. Results from the parent survey show that 50% feel that it was easy to contact their student's teacher. We strive to engage families in multiple and meaningful ways and we hope that increasing the two way communication will keep families connect to their school. This is very important to us, because student sense of safety impacts their learning and socio-emotional well-being. This metric shows that even during the COVID 19 school closures, OCWIHS was able to provide support and resources to students and families.

LCAP Highlights

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

The Local Control Accountability Plan (LCAP) provides funds for helping high needs students with socio-emotional support, academic interventions, counseling and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low income, English Language learners and foster youth:

Goal #1: Increase Academic Progress

Goal #2: Students Will Gain Skills for College and Career Readiness

Goal #3: Increase Student Retention

Goal #4: Increase Stakeholder Engagement

Our first goal is a focus goal directed at helping our unduplicated student improve their performance, especially our English Learners. Our second goal is a broad goal supporting student interest in a career tech or a higher education. The third goal is a maintenance of progress

goal that meets the mission of our school program to retain students and help them graduate. The last LCAP goal is aimed at improving stakeholder engagement, especially for our unduplicated students and their families.

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.

The school is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The school is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The school is not identified for Comprehensive Support and Improvement.

Stakeholder Engagement

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

Orange County Workforce Innovation High School implemented a variety of techniques to engage stakeholders and invite feedback and participation in the LCAP decision making process. Stakeholder subgroups for our school community include students, families, faculty, staff, administration, community partner organizations, and student service personnel. Although the 2020-2021 school year was impacted by health and safety protocols for preventing the spread of COVID-19, and traditional in-person events were not possible to facilitate as usual, OCWIHS made every effort to engage stakeholders at a safe distance in accordance with guidance from Federal, State, and local government health organizations.

Surveys:

Throughout the school year, OCWIHS designed and distributed several surveys to collect honest feedback from a wide range of stakeholders. Survey methodology was intentional and designed to reach the widest possible scope of school stakeholders. Phone interviews, virtual event open forums, and digital surveys were incorporated into the school's strategy to accommodate for multiple communication preferences and input modalities.

We implemented digital surveys using two platforms: (1) Panorama and (2) Google Forms. These surveys were distributed via hyper link and made accessible to stakeholders via email, text message, and in virtual meeting chat boxes. The link URL was also distributed to stakeholders in virtual meetings, flyers, and on the school's website and google classrooms housed by individual teachers and staff members. OCI also utilized one-on-one phone interviews in order to ensure representation of stakeholders with limited access or familiarity with online survey tools. The feedback from these phone conversations was recorded by the school representative interviewer using the google form survey so that answers to questions and insightful feedback could be codified along with the digital survey data. Here is a list and brief description of each of the surveys used by OCWIHS to elicit accurate and honest feedback from all stakeholder groups:

Events:

This year, traditional in-person events were replaced with regularly scheduled virtual meetings via Google Meet. These Google Meet events included ELAC meetings, PAC meetings, LCAP update meetings, and Open Forums to invite all stakeholders to learn about updated progress towards meeting LCAP goals, discuss actions that the school implemented and planned for achieving each goal, and to express ideas or concerns regarding decisions affecting the school. Here is a list of event dates and descriptions of some of the events hosted this year to invite stakeholders to provide feedback and engage in school decision making:

- * 8/19/2020 - combined ELAC & PAC meetings (families, community members, faculty, and staff)
- * 12/9/2020 - combined ELAC & PAC meetings (families, community members, faculty, and staff)
- * 2/24/2021 - combined ELAC & PAC meetings (families, community members, faculty, and staff)
- * 4/20/2021 - LCAP Year in Review & ELO Debrief meeting (adult students, parents, and community members)
- * 5/5/2021 - combined ELAC & PAC meetings (families, community members, faculty, and staff)

* 6/8/2021 - Orange County Workforce High School's school board approved the Local Control and Accountability Plan in a public hearing

Special Education SELPA Support:

At this time, we have a good partnership with our SELPA administration and the following collaborative activities have had a positive impact:

* SIGDIS collaboration is ongoing this year due to OCWIHS's disproportionality for Hispanic students with IEPs.

- The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes
- The El Dorado Charter SELPA provide program and technical support by the Program Specialist and/or other SELPA team members
- Dropout (and Graduation) data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA.
- Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested.

A summary of the feedback provided by specific stakeholder groups.

Reflection over the feedback provided by specific stakeholder groups across all methods of collection throughout the school year proved very enlightening. Orange County Workforce Innovation High School learned that parents and families were still highly interested in access to a robust and well-articulated virtual learning program in the 2021-2022 school year. OCWIHS parents and families also indicated that they wanted to be able to access the school more easily to ask questions and receive support in accessing and utilizing virtual solutions to distance learning. 100% of OCWIHS Parents polled expressed interest in additional instruction for their students with writing, English, Math, and literacy. 60% of all OCWIHS parents surveyed indicated that their students would benefit from social-emotional support on campus. 80% of parents polled indicated that their students would benefit from one-on-one instructional support. Unfortunately, 40% of parents expressed that they were not at all confident that their students made sufficient academic progress in this past school year. Also, 25% of parents indicated that their students will need "quite a lot" of additional instructional support in the new school year to catch up. Only 30% of parents expressed that their students experienced a satisfactory amount of peer interaction, school connection, and social emotional support during the school closures. Community partners and other local stakeholders, including businesses and non profit organizations, provided feedback that our students have not been adequately prepared for post secondary success in higher education and the workforce as a result of the COVID 19 school closures. Despite best efforts on the part of OCWIHS to reach out to stakeholders, responses to invitations to participate in decision making and provide input were unfortunately few. OCWIHS is committed to reaching a broad population of stakeholders to elicit feedback from members of all subgroups inclusively, so another kind of feedback has been a lack of feedback, which indicates that we could be more successful in our attempts to engage stakeholders in the future.

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

In response to the feedback provided, the 2021-2024 LCAP was developed to address concerns regarding learning loss, needs for social emotional support, and a need for college and career readiness. The LCAP goals for the new LCAP include (1) Increased Academic Progress, (2) College & Career Readiness, (3) Student Retention, inclusive of social-emotional supports, and (4) Increase Stakeholder participation.

Goals and Actions

Goal

Goal #	Description
1	<p>Increase Academic Progress:</p> <p>This is a focus goal for increasing academic progress for all students, especially our English Language learners, low-income and foster youth, who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, EL reclassification, credit completion and graduation rates.</p>

An explanation of why the LEA has developed this goal.

As a result of our analysis on key state and local data, we determined the need for a focus goal on academic performance for our unduplicated students. This new goal specifically addresses low key metrics such as the English Learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the “All Student Group,” and the unduplicated students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed, using that assessment. We understand the gaps that need to be closed for our students, and this focus goal was carefully designed to support their academic needs with targeted interventions and tutoring.

We sought the consultation of our stakeholders, and involved them the LCAP process, which we believe promotes positive engagement, buy-in and trust. We know that additional tutoring, interventions and counseling support will help address the learning loss over the next few years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are highly qualified– Priority 1	100%				Teachers are highly qualified– 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned – Priority 1	100%				Teachers are appropriately assigned – 100%
Reading – Lexile Growth – local metric	1125				Reading score increases each year
Mathematics RIT Growth – local metric	221				Mathematics score increases each year
Average Credit Completion – local metric	1.22				Average Credit Completion increases to 4.0
English Learner Reclassify - Priority 4	2.0%				English Learner reclassification rate increases each year
EL Annual Progress on ELPAC – Priority 4	Postponed				EL Annual Progress on ELPAC increases each year
DASS 1 Year Graduation Cohort Rate - Priority 5	TBD End of Year				DASS 1 Year Graduation Cohort Rate – increases each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learners support staff, interventions, and materials.	Our English Language learners will be served by an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed.	\$98,250.00	Yes
2	All academic interventions and program materials.	State and local assessments in ELA and Math indicate that some of our lowest performing students are the unduplicated student groups. To address this need Interventions will be provided for our unduplicated students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs including Intensive English and Algebra classes will accelerate their academic abilities. These actions have been effective at increasing students' mathematics and reading assessments.	\$196,500.00	Yes
3	Tutoring and supports for students.	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Tutoring support for our unduplicated students who are credit deficient will help increase the rate at which they finish their courses. Local tutors and virtual tutors are actively engaged in reaching out to our unduplicated students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for our unduplicated student groups.	\$127,540.00	Yes
4	Counseling students towards graduation and materials.	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Counseling unduplicated students toward high expectations is essential for promoting their efforts towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We will continue providing counselors, who help address obstacles that unduplicated students might have. This action has been	\$62,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effective for many students in helping them successfully graduate, and will increase graduation rates for our unduplicated student groups.		
5	Student activities that increase learning efforts.	The unduplicated students served by the school have additional obstacles that often interfere with attendance and lower their academic motivation as indicated by attendance rates and work completion rates. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited to celebrations, field trips and enrichment experiences. We have witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will have a positive impact on attendance rates and work completion rates as well as graduation rates.	\$11,000.00	Yes
6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements.	\$1,974,909.00	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.

Goals and Actions

Goal

Goal #	Description
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students

An explanation of why the LEA has developed this goal.

This goal was developed with the special needs and interests of our unique student population in mind. Most of our students choose our independent study program to change their story and increase their viability after graduation. We support their interests in pursuing a career through our CTE course work and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the a-g requirements. Year after year, we expect these metrics to show improvement for all of our student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards–aligned materials – Priority 1	100%				Standards –aligned materials 100% access
Implement state academic standards and EL access – Priority 2	3.74 out of 5.0				Implement state academic standards and EL access increase
Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: TBD TBD TBD				Statewide Assessments: * English Language Arts - score Orange or better * Mathematics – score Orange

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					* Science – score higher each year
Participants in career-ready courses – Priority 8 local metric	Career and Technical Education – 5 Professional Skills - 8				Number of students in career-ready courses – increase enrollment each year
Percentage of CTE course and pathway completers – Priority 4	100% & TBD End of Year				Percentage CTE course and pathway completers – increase .5 each year
Access to broad range of courses – Priority 7	100%				Access to broad range of courses – All students have access to courses
Complete A-G courses (CSU) – Priority 4	TBD End of Year				Complete A-G courses – CSU – increase 1% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career and college-readiness for unduplicated students.	Some of our lowest college and career readiness rates are among the unduplicated student groups. To address this need, our unduplicated students need to be prepared to pursue a career, or attend a college. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. Support personnel, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed many of our students be successful in	\$135,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		these programs. These actions will have a positive impact on our college and career readiness rates for our unduplicated student population.		
2	Professional development addressing unduplicated students	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, professional development for our teachers and staff is essential to the progress our unduplicated students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs. There has been a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.	\$1,000.00	Yes
3	Technology for upgrading student programs.	Ensuring that our unduplicated students receive and benefit from effective technology platforms and programs is an ongoing effort in helping them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. We have seen this action be effective with our students during the last year.	\$20,000.00	Yes
4	Support for standards-based curriculum in all areas.	All unduplicated students will have enhanced access to standards aligned curriculum. Regional personnel will help develop a high quality, customized curriculum, provide coaching to support implementation with the unique needs of our student groups, and monitor the implementation. We monitor using the CDE rubric each year.	\$1,000.00	Yes
5	Educational materials for an effective program.	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted	\$1,191,406.00	No

Action #	Title	Description	Total Funds	Contributing
		texts and update supplemental materials regularly, so that they meet our students' academic needs.		
6	Safe and secure facilities.	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	\$338,293.00	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.

Goals and Actions

Goal

Goal #	Description
3	<p>Increase Student Retention:</p> <p>This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either retransfer or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.</p>

An explanation of why the LEA has developed this goal.

We measure our core program through the high rate of retention, graduation and retransferring back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma-informed practices and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the reengagement and success of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success Rate – local metric (graduation, retention, & retransfer)	85.0%				Success Rate – maintain 80% or higher
School Facilities rating – Priority 1	Good Condition				School Facilities rating – in “Good Condition.”
Retention rate – local metric	74.3%				Retention rate – 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate – Priority 5	52.56%				Attendance rate – 85% or higher
Non-completer rate(dropout) – local metric	3.9%				Non-completer rate (dropout) – less than 10%
Suspension rate – Priority 6	0%				Suspension rate – low rate - green
Expulsion rate – Priority 6	0%				Expulsion rate – low rate - blue

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Retention Support personnel and incentive programs	The unduplicated student population has some of the lowest attendance rates. Ensuring that our unduplicated students are attending and remaining in school is foundational to our program. Our students are typically behind in credits and have been out of school for about a semester or more. We have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, because our data shows that we have been successful with the majority of our students each year. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$18,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Social-emotional support services and materials.	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, trauma-informed practices have helped address many of the socio-emotional needs of our unduplicated students. Programs such as TREC, the HOPE program, counseling, support personal, social workers, professional development, special program such as yoga, have a positive impact on our students. We will continue to provide and build on these actions and services. We have witnessed that our At-Promise students benefit from these foundational supports. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.	\$160,000.00	Yes
3	Transportation for unduplicated students.	Our unduplicated students are frequently without access to transportation to school or other related programs. This obstacle is mitigated by providing a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$2,000.00	Yes
4	Access to nutrition for unduplicated students.	Food services are not normally a part of an independent study program, but meeting basic human needs helps students focus on academic achievement. Students in the unduplicated student groups have been greatly impacted by the pandemic and the associated economic recession that limits their access to quality nutrition. Nutrition is an essential function for school and we provide our unduplicated students access to food. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. This action has been effective in helping our students stay academically focused. These actions will increase attendance rates and retention rates for our unduplicated student population.	\$5,875.00	Yes

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
4	Increase Stakeholder Engagement: This is a maintenance goal for increasing stakeholder engagement. We believe in parent participation along with their student's academic progress, and we believe in parents should be encouraged to participate in meaningful ways to promote positive school outcomes.

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our stakeholders, we made this goal a maintenance of progress goal. There was a down turn in the school data for this goal, stemming from the pandemic, however, we expect it to resume full strength in a few years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent conferences, events, celebrations – local metric	307				Parent conferences, events, celebrations increase
Parent Advisory/ ELAC participation all year – local metric	47				Parent Advisory/ ELPAC – have participation
Efforts to seek parent input via school survey – Priority 3	50% Feel It's Easy to Contact Teacher				Efforts to seek parent input – increase on survey
Students feel safe – Priority 6	92% Feel Safe				Students feel safe – over 91% feel safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students feel connected – Priority 6	25% Feel Connected				Students feel connected – over 88% feel connected
Teachers feel safe– Priority 6	54% Concerned				Teachers feel safe– over 92% feel safe
Teachers feel connected– Priority 6	92% Have Teammate				Teachers feel connected– over 92% feel connected

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community/Parent Liaison and meaningful school activities.	The parents of unduplicated students are some of the least involved stakeholders. Parent and stakeholder engagement is an essential component to effective schooling for our unduplicated students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. These actions will increase involvement of the parents of unduplicated students in our surveys, parent meetings and parent organizations.	\$17,500.00	Yes
2	Translation services and contracted services for outreach.	Many of our unduplicated students speak a language other than English at home. Our unduplicated students require effective communication and outreach about the educational programs and	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities at the site. Translations in student’s primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. These actions will increase course completion rates and graduation rates for our unduplicated student population.		
3	Materials, transportation and personnel to support stakeholder events	The unduplicated student population has some of the lowest attendance rates. School activities and events are important to our unduplicated students and their families, so that they feel connected to the school’s purpose and have increased engagement. Expenses for these include, but are not limited to communications, outreach, materials, and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$5,000.00	Yes

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
32.75%	\$863,705.00

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.

Using the FCMAT LCFF calculator, OCWIHS has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for attendance issues and academic supports for completing credits, which will lead towards successful graduation and life-long learning for our students. The details of the required justification for how the LEA is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions and Services section of this plan. The contributing action titles are:

Goal 1 Action 1: English Learners support staff, interventions, and materials.

Goal 1 Action 2: All academic interventions and program materials.

Goal 1 Action 3: Tutoring and supports for students.

Goal 1 Action 4: Counseling students towards graduation and materials.

Goal 1 Action 5: Student activities that increase learning efforts.

Goal 2 Action 1: Career and college-readiness for unduplicated students.

Goal 2 Action 2: Professional development addressing unduplicated students.

Goal 2 Action 3: Technology for upgrading student programs.

Goal 3 Action 1: Student Retention Support personnel and incentive programs.

Goal 3 Action 2: Social-emotional, trauma support services and materials.

Goal 3 Action 3: Transportation for unduplicated students.

Goal 3 Action 4: Access to nutrition for unduplicated students.

Goal 4 Action 1: Community/Parent Liaison and meaningful school activities.

Goal 4 Action 2: Translation services and contracted services for outreach.

Goal 4 Action 3: Stakeholder events, personnel, and materials for engagement.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated students. We also considered the design of actions, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population, in order to help our program meet the unique needs of our unduplicated student groups. In the goals section of this plan, each action marked, “yes,” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close the equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5CCR 15496 into the description of each specific action language, because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan, so they can better understand the rationale behind each unique schoolwide goal. Many of these actions and services are being performed on a schoolwide basis, in order to increase overall efficiency and effectiveness.

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

Orange County Workforce Innovation High School has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school’s proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by planning to expend all supplemental and concentration funds allocated, on services for the unduplicated student

population, as outline in the actions and services described in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,368,313.00				\$4,368,313.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,684,649.00	\$1,683,664.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	English Learners support staff, interventions, and materials.	\$98,250.00				\$98,250.00
1	2	English Learners Foster Youth Low Income	All academic interventions and program materials.	\$196,500.00				\$196,500.00
1	3	English Learners Foster Youth Low Income	Tutoring and supports for students.	\$127,540.00				\$127,540.00
1	4	English Learners Foster Youth Low Income	Counseling students towards graduation and materials.	\$62,800.00				\$62,800.00
1	5	English Learners Foster Youth Low Income	Student activities that increase learning efforts.	\$11,000.00				\$11,000.00
1	6	All	Teachers and staff are qualified and appropriately assigned	\$1,974,909.00				\$1,974,909.00
2	1	English Learners Foster Youth Low Income	Career and college-readiness for unduplicated students.	\$135,650.00				\$135,650.00
2	2	English Learners Foster Youth Low Income	Professional development addressing unduplicated students	\$1,000.00				\$1,000.00
2	3	English Learners Foster Youth Low Income	Technology for upgrading student programs.	\$20,000.00				\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Support for standards-based curriculum in all areas.	\$1,000.00				\$1,000.00
2	5	All	Educational materials for an effective program.	\$1,191,406.00				\$1,191,406.00
2	6	All	Safe and secure facilities.	\$338,293.00				\$338,293.00
3	1	English Learners Foster Youth Low Income	Student Retention Support personnel and incentive programs	\$18,590.00				\$18,590.00
3	2	English Learners Foster Youth Low Income	Social-emotional support services and materials.	\$160,000.00				\$160,000.00
3	3	English Learners Foster Youth Low Income	Transportation for unduplicated students.	\$2,000.00				\$2,000.00
3	4	English Learners Foster Youth Low Income	Access to nutrition for unduplicated students.	\$5,875.00				\$5,875.00
4	1	English Learners Foster Youth Low Income	Community/Parent Liaison and meaningful school activities.	\$17,500.00				\$17,500.00
4	2	English Learners Foster Youth Low Income	Translation services and contracted services for outreach.	\$1,000.00				\$1,000.00
4	3	English Learners Foster Youth Low Income	Materials, transportation and personnel to support stakeholder events	\$5,000.00				\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$863,705.00	\$863,705.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$98,250.00	\$98,250.00
Schoolwide Total:	\$765,455.00	\$765,455.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Learners support staff, interventions, and materials.	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$98,250.00	\$98,250.00
1	2	All academic interventions and program materials.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$196,500.00	\$196,500.00
1	3	Tutoring and supports for students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$127,540.00	\$127,540.00
1	4	Counseling students towards graduation and materials.	Schoolwide	English Learners Foster Youth Low Income		\$62,800.00	\$62,800.00
1	5	Student activities that increase learning efforts.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	\$11,000.00
2	1	Career and college-readiness for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$135,650.00	\$135,650.00
2	2	Professional development addressing	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		unduplicated students					
2	3	Technology for upgrading student programs.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	4	Support for standards-based curriculum in all areas.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
3	1	Student Retention Support personnel and incentive programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$18,590.00	\$18,590.00
3	2	Social-emotional support services and materials.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	\$160,000.00
3	3	Transportation for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	4	Access to nutrition for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,875.00	\$5,875.00
4	1	Community/Parent Liaison and meaningful school activities.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,500.00	\$17,500.00
4	2	Translation services and contracted services for outreach.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
4	3	Materials, transportation and personnel to support stakeholder events	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

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.