
Mid-Year LCAP Update

February 24, 2022
Ocean Charter School

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

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

Impact to the Budget Overview for Parents

When the SAMPLE School District adopted our LCAP and Budget on June 24, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$ 4,842,929.00	\$4,481,844.00
LCFF Supplemental/ Concentration Grants	\$221,902.00	\$ 200,782.00

Supplement for the Annual Update 2021–22 LCAP

The Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Supplement for the Annual Update 2021–22 LCAP

The Supplement has five prompts:

3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]

Supplement for the Annual Update 2021–22 LCAP

The Supplement has five prompts:

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

Prompt 1: Educational Partner Engagement for Budget Act funds:

- **Educator Effectiveness Block Grant:** *OCS engaged our educational partners for the Educator Effectiveness Block Grant in the following ways: a presentation of the grant was made and input was solicited from parents/caregivers during a Tea with the Directors on 11/30/21; a presentation of the grant was made and input was solicited from faculty during a faculty meeting on 12/1/21; a presentation of the grant was made for the OCS Board of Trustees' discussion on 12/2/21; and, a presentation of the grant was made to the OCS Board of Trustees for public comment on 12/2/21.*
- **Expanded Learning Opportunities Grant (G):** *OCS engaged our educational partners for the ELO(P) in the following ways: weekly Teas with the Directors to gather input from parents/caregivers; weekly faculty meetings with teachers; weekly administrative meetings with the administrative team; three (3) support staff meetings to gather input; and consultation with community partners including educational therapists, mental health agencies, and school counselors.*
- **ELC Testing Grant:** *OCS engaged our educational partners for the ELC testing grant by working with LACOE, LA County Public Health Department; our back-office provider, ExEd; our Business Coordinator; our faculty; our administrative team who conducts testing; our Board of Trustees; our parents/caregivers; and our students.*
- **Universal TK Planning and Implementation:** *OCS will engage our educational partners in the process of creating our Pre-K Planning and Implementation plan during March – May 2022. Educational partners include parents/caregivers, faculty and staff, Head Start, Waldorf Early Childhood Association of North America and related educators, the Alliance for Public Waldorf Education, and Gradalis.*
- **Expanded Learning Opportunities (P):** *OCS is in the planning phase of this grant and will be partnering with our parents/caregivers, our aftercare program and community partners in enrichment fields to develop this plan.*

Prompt 2: Use of additional Concentration Funding:

Briefly summarize how the LEA used, or intends to use, the additional concentration grant add on to increase the number of staff who provide direct services to students on school campuses with UPP greater than 55%.

If the LEA does not receive the additional funding, state as such.

OCS does not have greater than 55% UPP. OCS' certified UPP % is 22%.

Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

OCS engaged our educational partners – students, families, administrators, special education team members, teachers and our teachers' union (OCTA) - for the use of one-time federal funds in the following ways:

Students – Student input was gathered through both in class surveys as well as verbal discussions with teachers about their challenges during the pandemic.

Families – Family input was gathered through weekly surveys, weekly public meetings for parents/caregivers, and individual meetings with parents/caregivers of students experiencing struggles.

Administration and Special Education Providers: The administrative team gave input during weekly meeting and based on CARE team referrals. The special education team provided input in bi-monthly check-ins. Bi-monthly check-ins with informal school counselors also informed the planning.

Teachers: Faculty contributed in multiple areas including health and safety, academic needs, social-emotional and mental health needs.

Teachers' Union: The OCTA worked with administration on our plan to ensure both student and employee safety.

Covid Compliance Team: The OCS Covid Compliance Team met bi-monthly to review, analyze, and update health and safety protocols and measures.

Prompt 4: Implementation of the ESSER III Expenditure Plan:

Implementation Successes:

- 1. Despite multiple Covid surges, OCS' plans to maintain the health and safety of our students and employees have proven effective. The layered strategies of weekly Covid testing (and sometimes more frequent), mask wearing, hand washing/sanitizing, cleaning, and social distancing when possible have ensured low to zero transmission in the school setting.*
- 2. The additional supports of informal counseling, trauma-informed faculty and staff professional development, supplemental intervention program and instructional assistants have all been successfully implemented, albeit with some challenges noted below.*

Implementation Challenges:

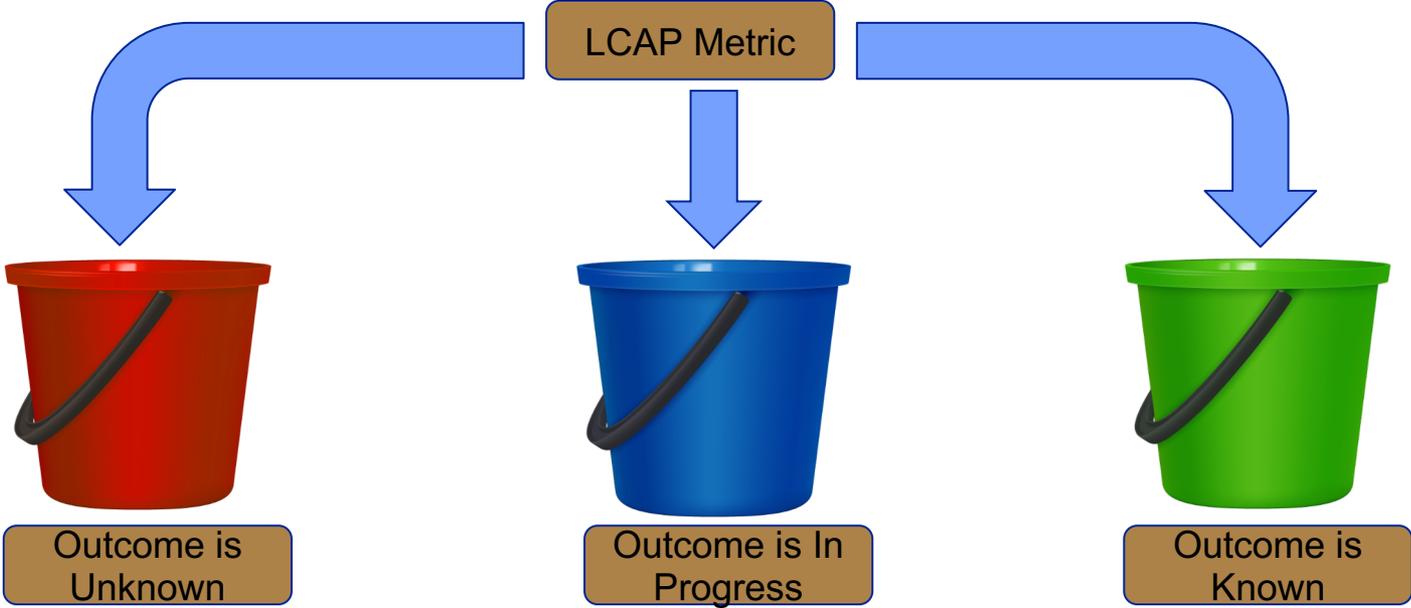
- 1. Staffing shortages due in part to staff being in isolation or quarantine due to Covid as well as unfilled positions have been a real challenge in the areas of Covid testing, instructional assistants, and supplemental intervention.*

Prompt 5: Using fiscal resources consistent with LCAP:

OCS is using fiscal resources received for the 2021-22 school year to implement the requirements of applicable plans in a manner that is aligned with the goals, actions and expenditures of OCS' 2021-22 LCAP in the following ways:

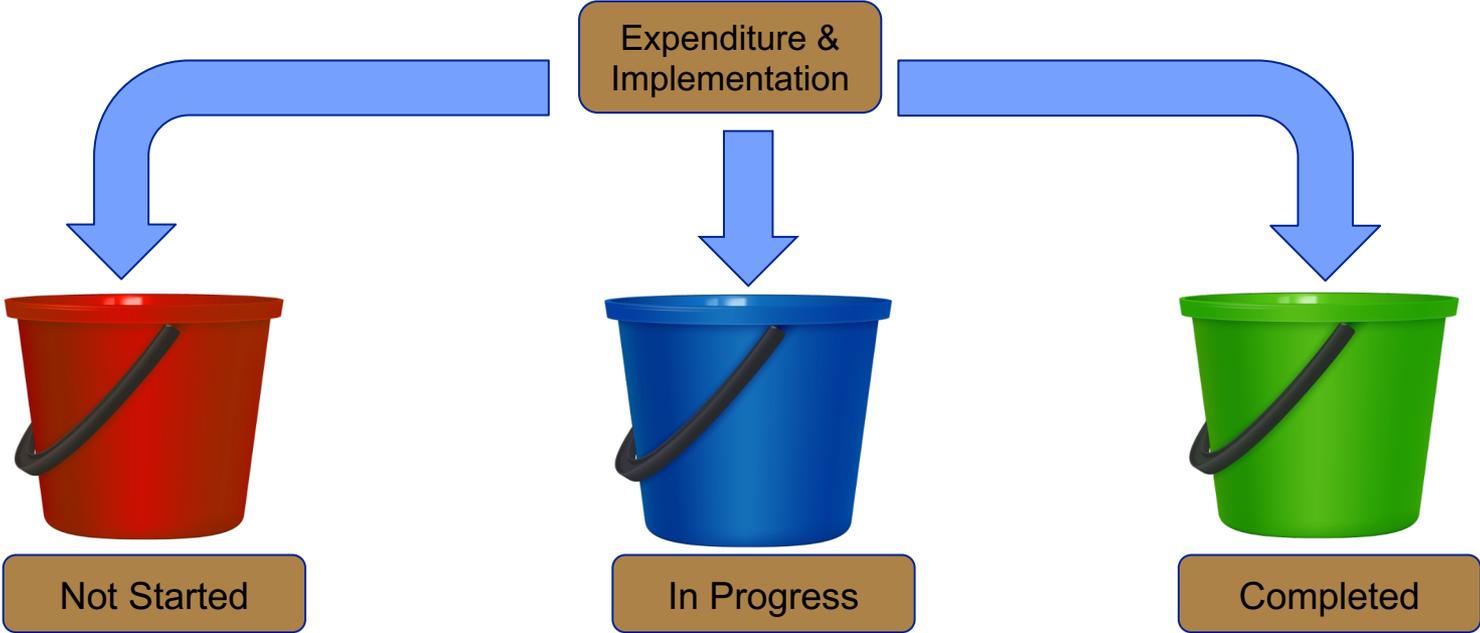
- The focus on Covid- 19 health and safety protocols is reflected in our Safe Return and Continuity of Services plan for control and prevention; exposure management; testing; and safe return to in-person learning. They are also reflected in our ESSER III expenditure plan in allocations for additional instructional assistants. And, they are built into the OCS LCAP in Goal 1 that focuses on maintaining a safe, clean and orderly environment for our students.*
- The focus on mental health is evident in the ESSER III expenditure plan with counseling and trauma-informed professional development, areas that directly support the LCAP goal 1 related to health and safety as well as goals 2 – 6 that are related to academic success, particularly for our Latino, special needs, low SES, ELL, and BIPOC sub-groups.*
- The focus on academic success is evident in the ESSER III expenditure plan with instructional assistants and supplemental intervention, expenditures that contribute directly to OCS' LCAP goals, actions and expenditures for Goals 2 – 6 with a focus on student academic success of OCS' Latino, special needs, low SES, ELL, and BIPOC subgroups.*

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goals

- Goal 1: Maintain a safe, clean and orderly environment for our students.
- Goal 2: Increase Latino scores on annual CAASPP in ELA and Math.
- Goal 3: Maintain the growth in scores of students with special needs in both ELA and Math.
- Goal 4: Increase scores of socioeconomically disadvantaged students in both ELA and Math.
- Goal 5: Maintain or improve our reclassification rate for EL students.
- Goal 6: Recruit and retain more diverse (BIPOC, low SES, ELL) students.
- Goal 7: Support our students and families as they navigate an increasingly digital world, especially as we emerge from over a year of distance learning, so they can make informed decisions about using technology.
- Goal 8: Maintain our school's unique Waldorf-informed practices and specialty program that support students' holistic growth in the head, the heart, and the hands.

LCAP Goal 1 – Metrics

Maintain a safe, clean and orderly environment for our students

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<i>% satisfaction on annual school climate survey for safety and cleanliness</i>	<i>75% satisfaction in Winter 2019</i>	<i>90% or above satisfaction in school safety and cleanliness</i>	<i>School climate survey scheduled for distribution in March 2022</i>	<i>pending</i>
<i>Daily implementation of our Student Safety and Patrol Program</i>	<i>Started in Fall 2021</i>	<i>Participation of at least 15 students each semester in the Student Safety Patrol Program</i>	<i>16 students have participated in the program as of February 2022</i>	<i>growing</i>
<i># of unwanted visitors on campus</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>steady</i>

LCAP Goal 1 – Actions Maintain a safe, clean and orderly environment for our students

Action Title	Budgeted Expenditure	Estimated Actuals (2nd Interim)	Implementation Note
<i>Daily professional cleaning</i>	<i>\$120,000.00</i>	<i>\$112,640</i>	<i>Full implementation</i>
<i>Supervision and training for our Safety Patrol Program</i>	<i>\$13,815.00</i>	<i>\$5,731</i>	<i>Full implementation</i>
<i>Overall campus safety, security and maintenance</i>	<i>\$199,762.00</i>	<i>\$27,419</i>	<i>Partial implementation – working through maintenance issues with contractors and warranty items as well as hiring afternoon PT Maintenance Coordinator</i>

LCAP Goal 2 – Metrics

Increase Latino scores on annual CAASPP in ELA and Math

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
% of teachers participating in professional development focused on Latino students	90%	100%	Scheduled for 2022	Ongoing
% of class teachers using consistent, grade level assessments in writing	75%	100%	75%	Ongoing work
% of teachers implementing CGI math practices during math lessons	25%	100%	50%	Ongoing work

LCAP Goal 2 – Metrics Increase Latino scores on annual CAASPP in ELA and Math

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Annual summer professional development specifically for teachers in grades 1 st – 3 rd in ELA	15%	100%	85% completed	complete
Dashboard indicator color of students scoring proficient or higher (green or blue) on CAASPP in ELA and Math	All: green in ELA and Math Latino: yellow in ELA and Math SED: yellow in ELA and orange in Math	All student subgroups achieving in the green or blue for both ELA and Math	Testing will occur in May 2022	pending

LCAP Goal 2 – Actions Increase Latino scores on annual CAASPP in ELA and Math

Action Title	Budgeted Expenditure	Estimated Actuals (2nd Interim)	Implementation Note
Mentoring of teachers on particular strategies to support Latino pupil achievement in both ELA and Math	\$190,854.	\$105,174	Some completed over summer and during the year, and more scheduled for Spring 2022
More consistent assessment and use of data in all classrooms and in the Intervention Program	\$408,238.	\$224,454.	Ongoing work in the classrooms; well implemented in the Intervention Program
Summer PD in ELA (Roadmap to Literacy)	\$2,000.	\$306	Accomplished

LCAP Goal 3 – Metrics Maintain the growth in scores of students with special needs in both ELA and Math

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
100% of students with special needs receive student materials specific to their needs	90%	100%	90%	ongoing
Annual professional development focused on meeting the needs of students with special needs for all teachers	75% of teachers received training on students with special needs	100%	100%	ongoing
Weekly meeting between administrative liaison and APEIS	Every other week meetings	Met	Weekly or more often meetings occur	ongoing
CA Dashboard indicator color	Green for ELA Yellow for Math	Green in both ELA and Math	TBD – testing occurs in May	pending

LCAP Goal 3 – Actions Maintain the growth in scores of students with special needs in both ELA and Math

Action Title	Budgeted Expenditure	Estimated Actuals (2nd Interim)	Implementation Note
Invest in student materials that support students with special needs	\$8,000.	\$8,471	complete
Professional Development (Grade level specific)	\$2,640	\$6,191	completed
Administrative liaison for special education program	\$36,370.	\$21,030	ongoing

LCAP Goal 4 Metrics- Increase scores of socioeconomically disadvantaged students in both ELA and Math

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Days/week of after school support for low income students	Every other week, 1 day provided after school for low income student support	3 days/week, low income students are provided after school support	Staffing shortages have limited our ability to provide this service to date	incomplete
Tracking of low income student growth in ELA and math on a bi-weekly basis	Monthly tracking of low income student performance in ELA and Math	Weekly tracking of low income student performance in ELA and Math	Monthly tracking occurring	ongoing
CA Dashboard color indicator	Yellow in ELA Orange in Math	Green in ELA and Math	Testing occurs in May 2022	pending

LCAP Goal 4 – Actions Increase scores of socioeconomically disadvantaged students in both ELA and Math

Action Title	Budgeted Expenditure	Estimated Actuals (2nd Interim)	Implementation Note
Homework and afterschool tutoring/homework support for low income students	\$240,100.	\$95,884	Staffing shortages have impacted how much targeted support has been given to date; ongoing hiring in effect
Additional academic support in ELA and Math for low income students	\$230,494.	\$189,830	Implementation underway through intervention program and classroom assistants

LCAP Goal 5 – Metrics Maintain or improve our reclassification rate for EL students

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
# of hours/week of targeted EL instruction	10 hours/week	Increase or maintain based on number of EL students	Averaging 10 hours/week	Implementation ongoing
Maintenance of online ELD program	Program maintained	Program maintained	Program ongoing	Program in use
Staff participation in training on ELD strategies	No specific training provided	Training on effective ELD strategies for all teachers	Partial implementation	ongoing
Percentage of English learners who progress in English proficiency as measured by the ELPAC	Growth of one level in ELPAC per year for each ELL	ELLs make at least one level of progress annually as measured by the ELPAC	Results available in June	pending
English Learner reclassification rate	43% reclassification rate	35% or higher reclassification rate	Results available in June	pending

LCAP Goal 5 – Actions Maintain or improve our reclassification rate for EL students

Action Title	Budgeted Expenditure	Estimated Actuals (2nd Interim)	Implementation Note
Targeted ELD instruction	\$10,985.	\$12,583	Ongoing implementation
ELD curriculum	\$1,000.	\$396	Renewed program subscription
Professional development for class teachers on ELD strategies	\$7,230.	\$3,651	ongoing
Implementation of ELD strategies in the classroom	\$91,927.	\$50,168	ongoing

LCAP Goal 6 – Metrics Recruit and retain more diverse (BIPOC, low SES, ELL) students

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
% of books read in class that feature a protagonist of a non-dominant group	40%	75%	50%	Ongoing implementation
Rate of satisfaction among parents of color in terms of communication and support on annual survey	65%	95%	Survey sent in March	pending

LCAP Goal 6 – Actions Recruit and retain more diverse (BIPOC, low SES, ELL) students

Action Title	Budgeted Expenditure	Estimated Actuals (2nd Interim)	Implementation Note
Diversify the student materials used in the classrooms to better reflect our diverse student population	\$8,800.	\$8,471	Implementation ongoing
Outreach to recruit more diverse families	\$40,728.	\$22,020	Implementation ongoing
Improved communication and support of parents/caregivers of EL, Latino, Black and low SES students	\$224,919.	\$125,041	Implementation ongoing

LCAP Goal 7 – Metrics Support our students and families as they navigate an increasingly digital world, especially as we emerge from over a year of distance learning, so they can make informed decisions about using technology

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Use of Cyber Civics in grades 5 th – 8 th classrooms	Met for grades 6 th – 8 th , not 5 th	100% met in all classrooms 5 th – 8 th	Met in 5 th – 8 th grade classrooms	ongoing
At least one parent education event for digital citizenship and literacy	Met	Met annually	Scheduled for Spring 2022	pending
Functionality of devices and internet on campus	Was 95% when in person in 2019	100% functionality on campus	80% functionality on test run on 2/16/22	ongoing

LCAP Goal 7 – Actions Support our students and families as they navigate an increasingly digital world, especially as we emerge from over a year of distance learning, so they can make informed decisions about using technology

Action Title	Budgeted Expenditure	Estimated Actuals (2nd Interim)	Implementation Note
Digital citizenship and literacy program (Cyber Civics), PD and Parent Education	\$37,440.	\$26,511	ongoing
Technology management	\$31,200.	\$20,043	ongoing

LCAP Goal 8 – Metrics Maintain our school’s unique Waldorf-informed practices and specialty program that support students’ holistic growth in the head, the heart, and the hands

Metric	2020-21 Baseline	Desired Outcome 2023-24	2021-22 Mid-Year Update	Status
Waldorf training for all class teachers	50%	100%	100% participating	Ongoing implementation
Offering specialty programs in Japanese, Games, Handwork to all students in gr. 1 - 8	100% when in person	100% of students in grades 1 – 8 access these programs	100%	ongoing
Attendance rates	94%	94% or higher	88.2%	
Chronic absenteeism rates	African American – red WLs – orange Hispanic – yellow SED – yellow 2 or More Races – yellow Sped – green White - green	Green or higher for all subgroups	Not released yet	pending
Suspension rates	Yellow	Green or blue	Not released yet	pending
Expulsion rate	0%	0%	Not released yet	pending

LCAP Goal 8 – Actions Maintain our school’s unique Waldorf-informed practices and specialty program that support students’ holistic growth in the head, the heart, and the hands

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Providing students with multi-sensory, multi-modal, integrated, holistic, hands-on learning experiences	\$565,858.	\$168,654	Full implementation ongoing

Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, have presented many challenges the first half of the school year.

Despite these challenges, Ocean Charter School is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge and are grateful for the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our striving to learn, grow, and support one another as a community.

Questions?