



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Run School District	Misti Livingston Superintendent/Principal	mlivingston@oakrunschool.org (530) 472-3241

Goals and Actions

Goal

Goal #	Description
1	Academic-Social/Emotional: Explicit instruction in social and emotional learning skills will improve 100% of students' Social/Emotional development and well-being; regardless of race, ethnicity, socio-economic status, or gender; which will influence the development and use of cognitive skills in order to aide in grade-level academic attainment, or higher; as measured by student academic production and local and state test scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Credentialed Teachers	66% credential teachers	100% Credentialed Teachers	33% Fully Credentialed Teachers - Two Intern Teachers and 1 Credentialed Teacher	33% Fully Credentialed Teachers - Two Intern Teachers and 1 Credentialed Teacher	100% credential teachers
Local Indicator Standards aligned materials	100% standards aligned materials	100% Standards aligned materials	100% Standards aligned materials	100% Standards aligned materials	100% standards aligned materials
CA School Dashboard Academic Indicator-Mathematics	2019 dashboard or a 2020 statewide assessment is not available due to COVID-19	2021: 23.33% at or above standard. 40% Nearly Met 36.67% Not Met	2022: 17.86% at or above standard. 35.71% Nearly Met 46.43% Not Met	2023: 15.38% at or above standard. 26.92% Nearly Met 57.69% Not Met	BLUE performance level 10 points above standard All students-80% of students at or above standard in mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Academic Indicator- English language arts	2019 dashboard or a 2020 statewide assessment is not available due to COVID-19	2021: 50% At or above standard 25% Nearly Met 25%Not Met	2022: 21.42% At or above standard 32.14% Nearly Met 46.43%Not Met	2023: 13.33% At or above standard 30% Nearly Met 56.67%Not Met	BLUE performance level 10 points above standard All students-80% of students at or above standard in English language arts
CA School Dashboard English Learner Progress Indicators Proficiency	0 students making progress towards English language proficiency because we had 0 English learner students.	0 students making progress towards English language proficiency because we had 0 English learner students.	0 students making progress towards English language proficiency because we had 0 English learner students.	0 students making progress towards English language proficiency because we had 0 English learner students.	100% making progress towards English language proficiency
CA School Dashboard English Learner Progress Indicators Reclassification	0 student reclassification because we had 0 English learner students	0 student reclassification because we had 0 English learner students	0 student reclassification because we had 0 English learner students	0 student reclassification because we had 0 English learner students	80% English learner students reclassified
State Assessments Smarter Balanced Assessments Mathematics	2019 dashboard or a 2020 statewide assessment is not available due to COVID-19	23.33% at or above standard. 40% Nearly Met 36.67% Not Met	17.86% at or above standard. 35.71% Nearly Met 46.43% Not Met	15.38% at or above standard. 26.92% Nearly Met 57.69% Not Met	Smarter Balanced Assessments Mathematics 80% of students at or above standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessments Smarter Balanced Assessments English language arts	2019 dashboard or a 2020 statewide assessment is not available due to COVID-19	50% At or above standard 25% Nearly Met 25%Not Met	21.42% At or above standard 32.14% Nearly Met 46.43%Not Met	13.33% At or above standard 30% Nearly Met 56.67%Not Met	Smarter Balanced Assessments English language arts 80% of students at or above standards
Local Indicator Other Student Outcomes Local Assessments	DIBELS 32% of students are at or above standard Kinder Fluency- 50% 1st Grade Fluency- 33% 2nd Grade Fluency- 50% 3rd Grade Fluency- 33%	DIBELS 56% of students are at or above standard Kinder Fluency- 100% 1st Grade Fluency- 40% 2nd Grade Fluency- 54% 3rd Grade Fluency- 33%	DIBELS 77.5% of students are at or above standard Kinder Fluency- 100% 1st Grade Fluency- 86% 2nd Grade Fluency- 86% 3rd Grade Fluency- 38%	DIBELS 77.5% of students are at or above standard Kinder Fluency- 100% 1st Grade Fluency- N/A 2nd Grade Fluency- 98% 3rd Grade Fluency- 88%	DIBELS 80% of students at or above standard Kinder Fluency- 80% 1st Grade Fluency- 80% 2nd Grade Fluency- 80% 3rd Grade Fluency- 80%
Local Indicator Other Student Outcomes Local Assessments	IXL - District Assessment 58% of students are at or above standard	46% of TK-2nd grade are at or above grade-level 18% of 3-5 are at or above grade-level 25% of 6-8 graders are at or above grade-level	78% of TK-2nd grade are at or above grade-level 25% of 3-5 are at or above grade-level 45% of 6-8 graders are at or above grade-level	78% of TK-2nd grade are at or above grade-level 25% of 3-5 are at or above grade-level 45% of 6-8 graders are at or above grade-level	IXL 80% of students at or above standard
Williams Quarterly Reports	100% students have access to instructional materials	100% students have access to instructional materials	100% students have access to instructional materials	100% students have access to instructional materials	100% students have access to instructional materials
Local Indicator	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Drop-Out Rate					
Parent Involvement	12% of students' Parents parents are actively involved in on-campus learning	14% of students' Parents parents are actively involved in on-campus learning	21% of students' Parents parents are actively involved in on-campus learning	21% of students' Parents parents are actively involved in on-campus learning	50% of active parent involvement
Local Indicator Students Reading at Grade-Level Local Assessments	60% of students are reading at or above grade-level.	64% of students are reading at or above grade-level.	According to our local assessments, 82% of students are reading at or above grade-level.	According to our local assessments, 79% of students are reading at or above grade-level.	80% of student population reading at or above grade-level
Facility Inspection Tool	Facility Inspection Tool Rating of Good	Facility Inspection Tool Rating of Good	Facility Inspection Tool Rating of Good	Facility Inspection Tool Rating of Good	Maintain a Facility Inspection Tool Rating of Good
Implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).
Overall Attendance Rate	The overall attendance rate for the 2020-21 school year was 88.3%	The overall attendance rate for the 2020-21 school year was 92.3%, given the fact that we	The overall attendance rate for the 2020-21 school year was 92.3%, given the fact that we	The overall attendance rate for the 2022-23 school year was 90.8%, given the fact that we	Overall attendance rate goal is 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		were able to utilize the Distance Learning program for students who were absent for one or more days.	were able to utilize the Distance Learning program for students who were absent for three or more days.	were able to utilize the Distance Learning program for students who were absent for three or more days.	
Chronic Absenteeism Rate	The chronic absenteeism rate from the 2019 Dashboard was 14.9%	The chronic absenteeism rate from the 2019 Dashboard was 7.9%	2022 Report: Medium = 5.1%-10%	2022 Report: Medium = 9.2%	The chronic absenteeism rate for the 2023-24 school year will be 9%
Suspension Rate	The suspension rate from the 2019 Dashboard was 0%	The suspension rate from the 2019 Dashboard was 0%	2022 Report: Medium = 0.5% or less <ul style="list-style-type: none"> Two students suspended 	2022 Report: Medium = 0.5% or less <ul style="list-style-type: none"> Two students suspended 	Maintain a suspension rate of 0% for the 2023-24 school year

Goal Analysis

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.

*Oak Run /School Staff and Administration understand that assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and funding. However, the California School Dashboard is and was not being utilized for assessment reports that guide our on-site or homeschool teachers' and students' teaching and learning strategies as the State Assessments do not reflect our students' strengths and struggles in the least. As a result of our internet connectivity in this very rural area for the 2021-2022 and 2022-2023 school-years, and many power outages that were out of our control, many students (more than 50%) were not able to complete the State Assessments that are reported and used in the California Schools' Dashboard, as students are only allotted a certain number of times that they can be signed in to take each assessment piece. Additionally, there were many struggles with getting new students into the CalPads online computer program in order for the TOMS or CAASPP online computer program to pick them up, so some students could not test at all. Therefore, the State Dashboard does not even minimally portray our students academic abilities. So, for those two school-years, we utilized local assessments instead. However, the 2023/2024 school-year was different. Our District was able to assess all students academic knowledge via the SBAC online exam and are currently awaiting those results.

*All other action items were implemented in this three year LCAP and plan to continue to be implemented in upcoming three year plan, because they had such a positive impact with our internal systems management and growth.

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

\$5,500.00 for professional development was not able to be utilized as Teachers and staff were not able to leave campus due to a lack of substitute coverage.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

*The "Sports" action item did not made progress toward the goal in the 2021/2022 school-year as there were not any coaches available to coach a sports team nor have there been enough students from Oak Run School to create a sports team. However, in the 2022/2023 and 2023/2024 school years, our District was able to have a Ski/Snowboard sport and Cross Country sport. This was greatly beneficial for growing teamwork and belonging within our school community while productively increasing our overall SEL growth in students.

**The "English Learner" action item ensured that Teachers understand how to support English language learners in the classroom and allows for universal access to grade-level curriculum, which automatically improves social/emotional status. This was beneficial for the 2023/2024 school-year as this was the only school-year of the three year LCAP plan that our District had EL students.

**The "Foster and Homeless Youth" action item has improved our overall learning environment as we now have better systems in place, since 2022, to monitor attendance, provide after-school care, provide student mentors, create student success plans with specific goals, and provide academic and social/emotional interventions. Community resources such as the school store that provides hygiene items and a few fun things for students and their families, the clothing closet, on-site food bank, access to on-site clothes washer and dryer and referrals to community services have improved our school and community's overall health. 2/3 of our Teachers have been responsive to the training of creating a calm and quiet classroom management style and provide quiet reminders of appropriate behavior. 2/3 of our Teachers put effort into creating a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust.

**The "School Psychologist" action item has greatly helped Oak Run School make progress toward this goal as our school Psych. not only assists students in gaining self-regulation tactics, but also assisted teachers in creating a comfortable, supportive, positive, and sound/safe learning environment in the classrooms.

**The "Family Style Education Public School Program" action item in the realm of "providing on site training for new and existing teachers to increased knowledge of 'trauma brain' and how to address while practicing/implementing research-based teaching strategies, and creating a strong elementary (Grades Tk-8) Family Style Education Program through on-site training with Social/Emotional development curriculum."

**The "Superintendent/Principal/Special Education Teacher" lead the whole-school SEL Morning Meeting every Monday and Friday, instilling positive moral values, good ethics, grit attainment, etc. so students and staff can start and end their week on a positive note and be thinking and practicing how to be more positive and productive citizens of Oak Run School and community. Many students and staff in this very small

school setting also tended to look to the Superintendent/Principal/Special Education Teacher for guidance in seemingly all areas of their lives.

**The "Independent Study Program" helped make progress toward this goal by allowing Teachers and the Academic Support Provider to teach students in a more comfortable environment when they do not feel comfortable in the on-site learning environment, for many different reasons. It also allowed for one-on-one face-to-face weekly meetings with Teachers, Students, and their Families to support them with academic and social/emotional needs.

**On-site "Professional Development" allowed opportunities to brainstorm strategies and activities for student engagement and to increase knowledge of "trauma brain" and how to address with research-based teaching strategies. When student engagement increases and the effects of "Trauma Brain" decreases, our positive social/emotional and academic abilities skyrocketed.

***On-site Counseling Service Provider" supported students who were, or may have been, struggling with social/emotional issues in their home or school lives. With more tools in their toolbelt (hypothetically speaking) for dealing with life's stressors, students are more available for learning when in the learning environment.

**The "Interventions" action item allowed Teachers, Administration, and Paraprofessionals to provide small group intervention during scheduled intervention time. Providing tangible rewards for student efforts and positive behavior based on intrinsic values along with motivation/praise/support/encouragement. This lent itself to utilizing teaching moments to teach natural consequences. Proactive Interventions allowed for structured and predictable routines which helped decrease academic areas of need and allowed for social/emotional support in a small and judgmental free setting before individual issues became larger obstacles to students' education.

***Paraprofessionals" helped make progress toward this goal by allowing additional supports for students who may have exaggerated academic and social/emotional needs.

***"Visual and Performing Arts" increased parent involvement and student engagement. Research shows a strong correlation between these things and increased academic and social/emotional development. Participating in the Arts is also an incentive for English Learners, Low income students, and Foster Youth (students who sometimes tend to have low motivation) to attend school and participate in academic activities.

**The "Leading Learning Network" action item allowed for professional development for leadership, access to tools and resources for the whole school, small student and staff groups, and individuals for support. It provided on demand collaboration and distributed leadership as an effective means to improve teaching and learning on and off school campus, which was very useful in helping students develop academically, socially, and emotionally.

***"Sue Barton" taught children, and adults, with Dyslexia to read and spell up to the 9th grade-level, which is considered adult reading level. A 9th grade reader can pass the GED and more easily go through college. Because the Sue Barton program has such success with Dyslexia and other diagnosed and undiagnosed processing disorders, it has the ability to increase academic attainment, which has the ability to increase positive social and emotional status.

**The "Special Education" (SPED) action item helped make progress toward this goal. SPED students often struggle to meet academic expectations. Their reading skills may lag significantly behind other students their age. If an assignment appears to be too difficult—they are easily overwhelmed, often erupting and becoming emotionally out of control. SEL strategies allow us to help our students focus more proactively on nurturing their social and emotional skills, which include: Learning to recognize their emotions and thoughts, how their emotions and thoughts influenced the most recent behavior, coping with stressful feelings or situations, and how to maintain positive and cooperative relationships with others; which allows students to be in the mainstreamed learning environment more often than they otherwise would have.

**The "Multi-Tiered System of Support Interventions" (MTSS) action item helped make progress toward this goal as it is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.

**The "Formative Assessments/Data Analysis" helped make progress toward this goal. Teachers continuously monitored student academic and social/emotional progress and adjust instruction and the environment to ensure continuous improvement. Teachers reportedly found it easier and more predictable to monitor progress toward student made(with Teacher support) goals. By gaining a better initial understanding of what their students know and feel before and during instruction, educators had more power to improve student success rates in learning subject matter than if they found out after a lesson, unit, day, or week is complete.

***"Positive Behavior Intervention Supports" (PBIS) helped make progress toward this goal by engaging our school-wide community to co-create our school's culture and establish a climate where everyone feels welcome and seen. It helped us establish school-wide expectations with our students and set the tone for the classroom. With PBIS practices, we spent time getting to know our students and used strategies to deepen connections, which build a more healthy classroom environment. When students have clear expectations, are regularly acknowledged for the things they do well, and receive instructional consequences more often than exclusionary ones, they tend to spend more time in class than out of it.

***"Nursing Services" were utilized to make sure students' eyes and ears were in working order. If they were not, the referrals were made to the correlating need. If students cannot see or hear well, it affects their academic and social/emotional status.

***"Campus Beautification" created a welcoming environment: Just like adults, school-age children are affected by their environments. It is our job to ensure all learning spaces (indoor and outdoor) for children make them feel welcome, secure, and ready to learn. Our learning environments have become organized yet flexible and responsive to children's changing needs. This helped maximize children's engagement and learning. A sense of belonging: Outside play developed a sense of place. "Developing sense of place is linked to a sense of belonging. The sense of belonging contributed to children's overall social and emotional development and was an essential aspect of school readiness". Through interactions with the environment and each other; English Learners, Foster, and Low-Income children learned how to develop geoliteracy skills, become empowered, and see themselves as capable social beings.

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.

N/A

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

Goals and Actions

Goal

Goal #	Description
2	Academic - ELA: Close the English Language Arts achievement gap using a scaffolded, multi-tiered approach by implementing instructional strategies school wide and establishing intervention groups to meet the needs of our struggling and accelerated learners as identified by grade-level, district, and state assessment results by providing a comprehensive Response to Intervention (RtI) and instruction program for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Expulsion Rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate
Local Indicator Middle School Drop-Out Rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate
CA School Dashboard Academic Indicator- English language arts	ORANGE performance level 32 points below standard All students-38.9% at or above standard	No California Indicators for this year are present. 50% At or above standard 25% Nearly Met 25% Not Met	2022: 21.42% At or above standard 32.14% Nearly Met 46.43%Not Met	2023: 13.33% At or above standard 30% Nearly Met 56.67%Not Met	Move to 0 points below standard on the CA School Dashboard Academic Indicator in English language arts
CA School Dashboard English Learner Progress Indicators Proficiency	0 students making progress towards English language proficiency because	0 students making progress towards English language proficiency because	0 students making progress towards English language proficiency because	0 students making progress towards English language proficiency because	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	we had 0 English learner students	we had 0 English learner students	we had 0 English learner students	we had 0 English learner students	
Local Indicator Student survey	99% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school	99% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school	91% of students feel academically challenged in a broad course of study 91% of students feel safe and respected at school	99% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school	99% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school
Local Indicator Staff survey	100% of staff feel they have the necessary resources and support to do their job.	100% of staff feel they have the necessary resources and support to do their job.	100% of staff feel they have the necessary resources and support to do their job.	100% of staff feel they have the necessary resources and support to do their job.	100% of staff feel they have the necessary resources and support to do their job.
Local Indicator Parent Input	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent/Booster Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent/Booster Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent/Booster Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent/Booster Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.
Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to a	100% of Students with Exceptional Needs have access to a	100% of Students with Exceptional Needs have access to a	100% of Students with Exceptional Needs have access to a	100% of Students with Exceptional Needs have access to a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	broad course of study and programs and services that provide them academic benefit	broad course of study and programs and services that provide them academic benefit	broad course of study and programs and services that provide them academic benefit	broad course of study and programs and services that provide them academic benefit	broad course of study and programs and services that provide them academic benefit
Local Indicator Unduplicated Students	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit
Local Indicator Parent survey	99% of parents feel their students are challenged academically 99% of parents feel their students are safe and respected at school	99% of parents feel their students are challenged academically 99% of parents feel their students are safe and respected at school	99% of parents feel their students are challenged academically 99% of parents feel their students are safe and respected at school	99% of parents feel their students are challenged academically 99% of parents feel their students are safe and respected at school	100% of parents feel their students are challenged academically 100% of parents feel their students are safe and respected at school
Implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).

Goal Analysis

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.

*Oak Run /School Staff and Administration understand that assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and funding. However, the California School Dashboard is and was not being utilized for assessment reports that guide our on-site or homeschool teachers' and students' teaching and learning strategies as the State Assessments do not reflect our students' strengths and struggles in the least. As a result of our internet connectivity in this very rural area for the 2021-2022 and 2022-2023 school-years, and many power outages that were out of our control, many students (more than 50%) were not able to complete the State Assessments that are reported and used in the California Schools' Dashboard, as students are only allotted a certain number of times that they can be signed in to take each assessment piece. Additionally, there were many struggles with getting new students into the CalPads online computer program in order for the TOMS or CAASPP online computer program to pick them up, so some students could not test at all. Therefore, the State Dashboard does not even minimally portray our students academic abilities. So, for those two school-years, we utilized local assessments instead. However, the 2023/2024 school-year was different. Our District was able to assess all students academic knowledge via the SBAC online exam and are currently awaiting those results.

*All other action items were implemented in this three year LCAP and plan to continue to be implemented in upcoming three year plan, because they had such a positive impact with our internal systems management and growth.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

**The English Learner" action item ensures that Teachers understand how to support English language learners in the classroom and allowed for universal access to grade-level curriculum, which automatically improved English Language Arts academic ability.
**The "Foster and Homeless Youth" action item has improved our overall learning environment as we have better systems in place, since 2022, to monitor attendance, provide after-school care, provide student mentors, create student success plans with specific goals, and provide academic and social/emotional interventions. Community resources such as the school store that provided hygiene items and a few fun things for students and their families, the clothing closet, on-site food bank, access to on-site clothes washer and dryer and referrals to community services have improved our school and community's overall health. All of our Teachers have been responsive to the training of creating a calm and quiet classroom management style and provided quiet reminders of appropriate behavior. Our Teachers have also put

effort into creating a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust.

**The "Family Style Education Public School Program" action item in the realm of "providing on site training for new and existing teachers to increase knowledge of 'trauma brain' and how to address while practicing/implementing research based teaching strategies, and creating a strong elementary (Grades Tk-8) Family Style Education Program through on-site training with Social/Emotional development curriculum" started out strong in the 2019-2020 school-year, and continues to be so through the 2023/2024 school-year - being one of three solid practices that literally solved Oak Run School's initial "Behavior Crisis."

***"Credential Teachers" helped make progress toward this goal because students cannot legally learn academic content from person other than credentialed Teacher in a public school setting, or from an Intern or an emergency teacher credentialed candidate.

**The "Special Education" (SPED) action item helped make progress toward this goal. SPED students often struggle to meet academic expectations. Their reading skills may lag significantly behind other students their age. If an assignment appears to be too difficult—they are easily overwhelmed, often erupting and becoming emotionally out of control. SEL strategies allowed us to help our students focus more proactively on nurturing their social and emotional skills, which include: Learning to recognize their emotions and thoughts, how their emotions and thoughts influenced the most recent behavior, coping with stressful feelings or situations, and how to maintain positive and cooperative relationships with others; which allowed students to be in the mainstreamed learning environment more often than they otherwise would have.

***"Curriculum" helped make progress toward this goal because this is what students learn with Teacher guidance and instruction.

**On-site "Professional Development" allowed opportunities to brainstorm strategies and activities for student engagement and to increase knowledge of "trauma brain" and how to address with research-based teaching strategies. When student engagement increased and the effects of "Trauma Brain" decreases, our positive social/emotional and academic abilities skyrocketed.

***"Parent Engagement" helped make progress toward this goal. Students whose parents stayed involved in school had better attendance and behavior, got better grades, demonstrated better social skills and seemed to adapt better and more quickly to school.

**The "Interventions" action item allowed Teachers, Administration, and Paraprofessionals to provide small group intervention during scheduled intervention time. Providing tangible rewards for student efforts and positive behavior based on intrinsic values along with motivation/praise/support/encouragement. This lent itself to utilizing teaching moments to teach natural consequences. Proactive Interventions allowed for structured and predictable routines which help decrease academic areas of need and allowed for social/emotional support in a small and judgmental free setting before individual issues became a larger obstacle to students' education.

***"Sue Barton" taught children, and adults, with Dyslexia to read and spell up to the 9th grade-level, which is considered adult reading level. A 9th grade reader can pass the GED and more easily go through college. Because the Sue Barton program had such success with Dyslexia and other diagnosed and undiagnosed processing disorders, we had the ability to increase academic attainment, which has the ability to increase positive social and emotional status.

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.

N/A

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

Goals and Actions

Goal

Goal #	Description
3	Academic - Math: Close the Math achievement gap using a scaffolded, multi-tiered approach by implementing instructional strategies school wide and establishing intervention groups to meet the needs of our struggling and accelerated learners as identified by grade-level, district, and state assessment results by providing a comprehensive Response to Intervention (RtI) and instruction program for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Credentialed Teachers	100% credential teachers	100% credential teachers	100% credential teachers	100% credential teachers	100% credential teachers
Local Indicator Standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials
CA School Dashboard Academic Indicator-Mathematics	ORANGE performance level 93.4 points below standard All students-8.33% at or above standard	No California Indicators for this year are present. 48% At or above standard 32% Nearly Met 20% Not Met	2022: 17.86% at or above standard. 35.71% Nearly Met 46.43% Not Met	2023: 15.38% at or above standard. 26.92% Nearly Met 57.69% Not Met	All students-70% of students at or above standard in mathematics
All students-75% of students at or above standard in mathematics	0 students making progress towards English language proficiency because	0 students making progress towards English language proficiency because	0 students making progress towards English language proficiency because	0 students making progress towards English language proficiency because	100% making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	we had 0 English learner students	we had 0 English learner students	we had 0 English learner students	we had 0 English learner students	
State Assessments Smarter Balanced Assessments Mathematics	2018-19 Smarter Balanced Assessments Mathematics 8.33% of students are at or above standards	2020-21 Smarter Balanced Assessments Mathematics 37% of students are at or above standards	2021-2022 Smarter Balance Assessments: 17.86% at or above standard. 35.71% Nearly Met 46.43% Not Met	2023: 15.38% at or above standard. 26.92% Nearly Met 57.69% Not Met	Smarter Balanced Assessments Mathematics 70% of students are at or above standards
Local Indicator Other Student Outcomes Local Assessments	IXL 56% of students are at or above standard	IXL 77% of students are at or above standard	IXL 76% of students are at or above standard	IXL 78% of students are at or above standard	IXL 76% of students are at or above standard
Williams Quarterly Reports	100% students have access to instructional materials	100% students have access to instructional materials	100% students have access to instructional materials	100% students have access to instructional materials	100% students have access to instructional materials
Local Indicator Middle School Drop-Out Rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate
Implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers have been trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).

Goal Analysis

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.

One of our desired outcomes for the 2023/2024 school-year was to have 100% of our teachers. This did not happen in this three year LCAP plan because one Teacher was an Intern who was just completing the credential program.

*Oak Run /School Staff and Administration understand that assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and funding. However, the California School Dashboard is and was not being utilized for assessment reports that guide our on-site or homeschool teachers' and students' teaching and learning strategies as the State Assessments do not reflect our students' strengths and struggles in the least. As a result of our internet connectivity in this very rural area for the 2021-2022 and 2022-2023 school-years, and many power outages that were out of our control, many students (more than 50%) were not able to complete the State Assessments that are reported and used in the California Schools' Dashboard, as students are only allotted a certain number of times that they can be signed in to take each assessment piece. Additionally, there were many struggles with getting new students into the CalPads online computer program in order for the TOMS or CAASPP online computer program to pick them up, so some students could not test at all. Therefore, the State Dashboard does not even minimally portray our students academic abilities. So, for those two school-years, we utilized local assessments instead. However, the 2023/2024 school-year was different. Our District was able to assess all students academic knowledge via the SBAC online exam and are currently awaiting those results.

*All other action items were implemented in this three year LCAP and plan to continue to be implemented in upcoming three year plan, because they had such a positive impact with our internal systems management and growth.

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

Item 1.8 had nearly \$10,981 budgeted for a Speech and Language Pathologist that was not spent because our District was unable to hire a specialist.

Item 1.13 has approximately \$7,000 of expenditures left to spend because Music and Drama did not need to purchase as many items as they have in the past. Many items were recycled for student use this and last school-year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

**The English Learner" action item ensures that Teachers understood how to support English language learners in the classroom and allowed for universal access to grade-level curriculum, which automatically improved Mathematic academic ability.

**The "Foster and Homeless Youth" action item has improved our overall learning environment as we have better systems in place, since 2022, to monitor attendance, provided after-school care, provided student mentors, create student success plans with specific goals, and provided academic and social/emotional interventions. Community resources such as the school store that provided hygiene items and a few fun things for students and their families, the clothing closet, on-site food bank, access to on-site clothes washer and dryer and referrals to community services has effectively improved our school and community's overall health and hygiene status. All of our Teachers have been responsive to the training of creating a calm and quiet classroom management style and provided quiet reminders of appropriate behavior. Our Teachers have also put effort into creating a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust.

***"Credential Teachers" have helped make progress toward this goal because students cannot legally learn new academic content from person other than credentialed Teacher in a public school setting, unless they are an intern or have an emergency teaching credential.

**The "Family Style Education Public School Program" action item in the realm of "providing on site training for new and existing teachers to increase knowledge of 'trauma brain' and how to address while practicing/implementing research based teaching strategies, and creating a strong elementary (Grades Tk-8) Family Style Education Program through on-site training with Social/Emotional development curriculum" started out strong in the 2019-2020 school-year, and continues to be so through the 2023/2024 school-year - being one of three solid practices that literally solved Oak Run School's initial "Behavior Crisis."

**The "Superintendent/Principal/Special Education Teacher" leads the whole-school SEL Morning Meeting every Monday and Friday, instilling positive moral values, good ethics, grit, etc. so students and staff can start and end their week on a positive note and be thinking and practicing how to be more positive and productive citizens of Oak Run School and community. Many students and staff in this very small school setting also tended to look to the Superintendent/Principal/Special Education Teacher for guidance in seemingly all areas of their lives.

**On-site "Professional Development" allowed opportunities to brainstorm strategies and activities for student engagement and to increase knowledge of "trauma brain" and how to address with research-based teaching strategies. When student engagement increased and the effects of "Trauma Brain" decreased, our students' positive social/emotional and academic abilities skyrocketed.

**The "Interventions" action item allowed Teachers, Administration, and Paraprofessionals to provide small group intervention during scheduled intervention time. Providing tangible rewards for student efforts and positive behavior based on intrinsic values along with motivation/praise/support/encouragement. This lends itself to utilizing teaching moments to teach natural consequences. Proactive Interventions allowed for structured and predictable routines which has helped decrease academic areas of need and allowed for social/emotional support in a small and judgmental free setting before indivual issues became a larger obstacle to students' education.

***"Paraprofessionals" have helped make progress toward this goal by allowing additional supports for students who may have exaggerated academic and social/emotional needs.

**The "Special Education" (SPED) action item has helped make progress toward this goal. SPED students often struggle to meet academic expectations. Their reading skills may lag significantly behind other students their age. If an assignment appeared to be too difficult—they were easily overwhelmed, often erupting and becoming emotionally out of control. SEL strategies have allowed us to help our students focus more proactively on nurturing their social and emotional skills, which include: Learning to recognize their emotions and thoughts, how their emotions and thoughts influenced the most recent behavior, coping with stressful feelings or situations, and how to maintain positive and

cooperative relationships with others; which allowed students to be in the mainstreamed learning environment more often than they otherwise would have.

***"SEL Curriculum" has helped make progress toward this goal because this was what students learn with Teacher guidance and instruction.

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.

All actions in this goal have helped make progress with our student's overall Social Emotional Growth, thus aiding in academic attainment. Therefore, they may continue over to the new three year LCAP plan.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Goal Analysis

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023