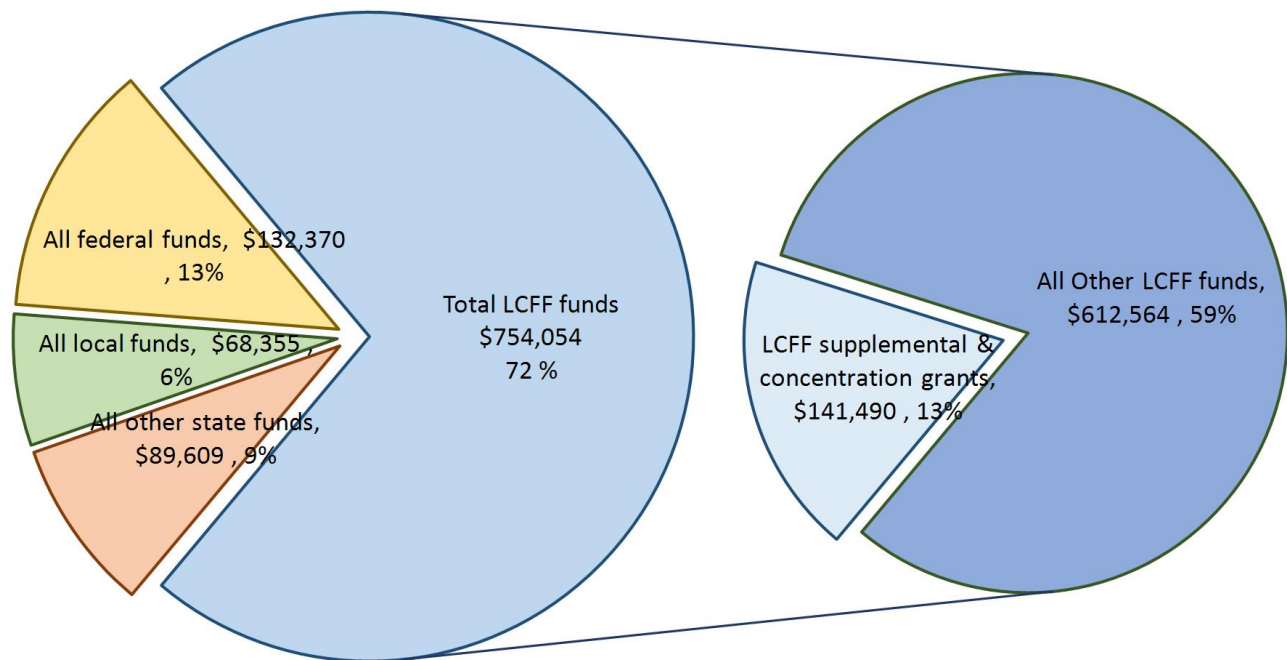# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Run School District

CDS Code: 45-700866050439

School Year: 2022-23

LEA contact information:

Misti Livingston

Superintendent/Principal

mlivingston@oakrunschool.org

(530) 472-3241

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $132,370 , 13%

All local funds, $68,355 , 6%

All other state funds, $89,609 , 9%

Total LCFF funds $754,054 72 %

LCFF supplemental & concentration grants, $141,490 , 13%
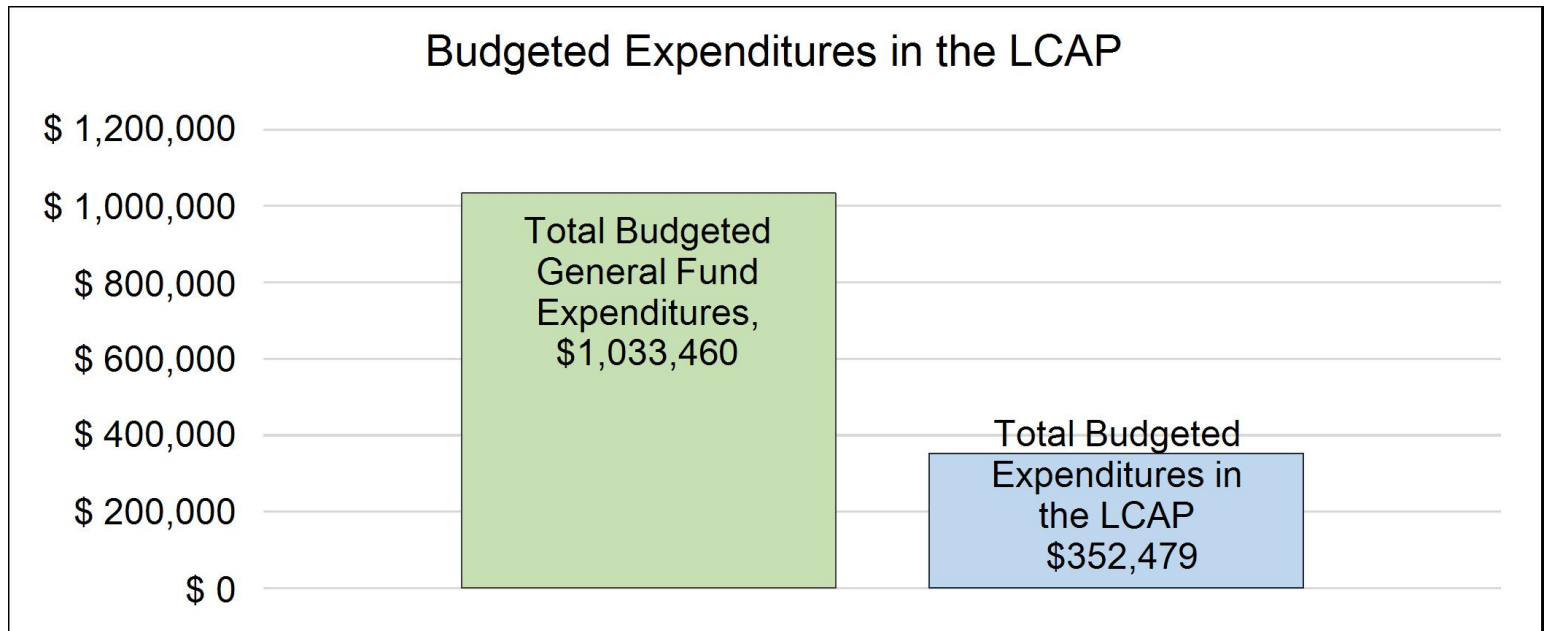
All Other LCFF funds, $612,564 , 59%

This chart shows the total general purpose revenue Oak Run School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Run School District is $1,044,388, of which $754,054 is Local Control Funding Formula (LCFF), $89,609 is other state funds, $68,355 is local funds, and $132,370 is federal funds. Of the $754,054 in LCFF Funds, $141,490 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.

Budgeted Expenditures in the LCAP

$ 1,200,000		
$ 1,000,000	Total Budgeted General Fund Expenditures, $1,033,460	
$ 800,000		
$ 600,000		
$ 400,000		Total Budgeted Expenditures in the LCAP $352,479
$ 200,000		
$ 0		

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

The text description of the above chart is as follows: Oak Run School District plans to spend $1,033,460 for the 2022-23 school year. Of that amount, $352,479 is tied to actions/services in the LCAP and $680,981 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures that are not included in the LCAP are mostly budgeted for salaries & benefits, instructional supplies paid for using other resources such as Lottery funding, and various other general supplies and utilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Oak Run School District is projecting it will receive $141,490 based on the enrollment of foster youth, English learner, and low-income students. Oak Run School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Run School District plans to spend $146,540 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 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $154,983
- Actual Expenditures for High Needs Students in LCAP: $105,468
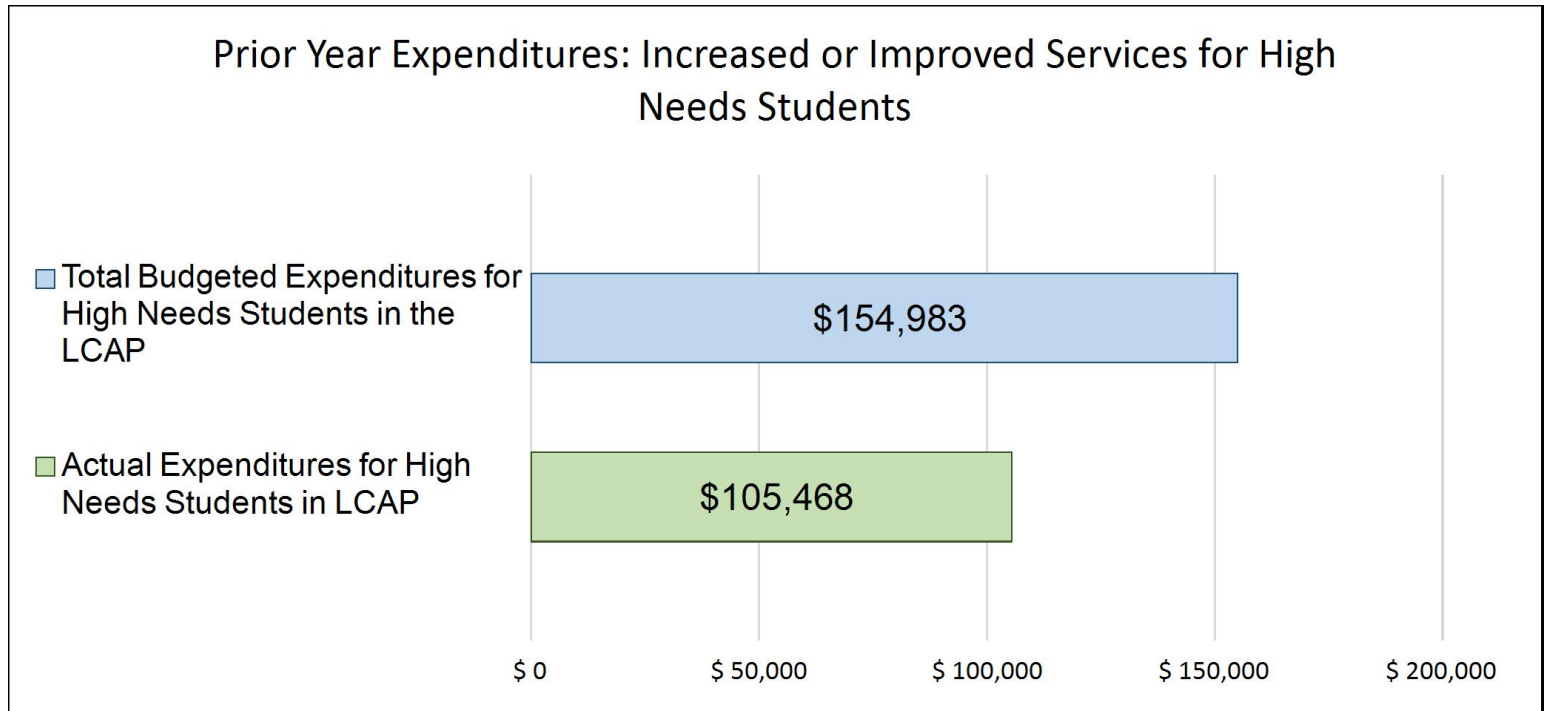
This chart compares what Oak Run School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oak Run School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Oak Run School District's LCAP budgeted $154,983 for planned actions to increase or improve services for high needs students. Oak Run School District actually spent $105,468 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-49,515 had the following impact on Oak Run School District's ability to increase or improve services for high needs students:

For the 2021/22 school year, the estimated expenditures related to actions to increase or improve services are $105,468. This is less than was planned primarily due to one-time funds for Covid-19 that were applied to some services.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Run School District	Misti Livingston - Administrator Tiffnay Fulkerson - Chief Business Operator	mlivingston@oakrunschool.org (530) 472-3241

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

To engage our educational partners on the use of state funds not included in the LCAP, Oak Run School offered multiple open-ended survey questions in August and September of 2021 that were focused on district priorities for providing a safe in-person learning environment, professional learning priorities, and addressing the impact of lost instructional time. Our educational partners were notified of the survey via multiple avenues, including our website, social media, written format at "Back to School Night," phone all-calls, emails, Remind text messages, and individual parking lot conversations. If we had families that spoke languages other than English then we would have also provided the survey questions in the other language spoken with a translatable format, in order to reach all families.

We have gained their feedback and priorities as we have completed this current school year and looking toward the 2022-23 school year. The input provided through the social media survey questions gives us the most valuable information into the needs and desires of the community as we make decisions regarding the use of state funds.

Input on the use of state funds was also sought from our Staff and Administrative Team (School and District Administrator, Special Education and General Education Teachers, Paraprofessionals, Music Instructor, Cook, and Reading Specialist) during our weekly Leadership Team

Meetings. Input will continue to be sought from the Staff and Administrative Team each month during Leadership Team Meetings and over the course of the remainder of the year through conversations and interactions with administrators. As a small district, we are in regular communication with our Staff and Administrators, and they have an open door to provide input and feedback.

We also meet weekly with our students to gain input into the direction and plans of the district. We also provide an anonymous suggestion box for students to write their ideas and submit them. We take these suggestions very serious and implement them if they prove to benefit the positive growth that is supported by our District LCAP.

All of this information/input was paired with data gathered through our LCAP educational partners process. We also held a community meeting in October of 2021 to seek the input as to the direction of the district. The district will continue to meaningfully engage with its educational partners as it does over the remainder of the year, and as described above.

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.

Oak Run Elementary School District plans on, and is, using the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment. The added positions are as follows:

1) A Paraprofessional was added to the 6-8 grade classroom to support general education and special education (students who are receiving Resource support) students in the attainment of Core Curriculum concepts in the areas of Math and ELA. Para. may help with adaptive skills, like self-care and communication. They may also collaborate with the school nurse to work with students who need medical support. For example, they may help children who are at risk for seizures or who have severe allergies.

2) A counselor has been added with extended time on campus to provide education, prevention, and early identification and intervention; which assists our students in achieving academic success and developing social/ emotional skills in response to issues they face.

3) We've added nursing and Speech and Language services to help students and their families gain access to health insurance, coordinate care by communicating between the family and health care providers, and educate families on what health care services are available to their child at school; while supporting the school in meeting State and County requirements.

4) We've added a Paraprofessional to the TK-2 grade classroom to support general education and special education (students who are receiving Resource support) students in the attainment of Core Curriculum concepts in the areas of Math and ELA. Para. may help with

adaptive skills, like self-care and communication. They may also collaborate with the school nurse to work with students who need medical support. For example, they may help children who are at risk for seizures or who have severe allergies.

5) Plans to add an Attendance Clerk to work with families on attendance and related information, such as truancy and tardiness. Also to prepare a variety of reports and written materials (e.g. passes, standardized and special attendance reports, letters to parents, etc.) for the purpose of conveying information regarding school and/or district activities and procedures. Processing documents and materials (e.g. attendance records, student placement, disciplinary and/or suspension notices, etc.) for the purpose of disseminating information to appropriate parties. Responding to inquiries from a variety of individuals (e.g. staff, parents, probation officers, other schools, and/or students, etc.) for the purpose of providing information and/or directions as may be required for individual pupils.

Any additional expenses with the hiring of these employees that exceed the allocation of funds will be covered by other revenue sources.

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.

Oak Run Elementary School District regularly consults with our educational partners, which consists of families (including those that speak languages other than English and advocate for underserved students), students, school and district administrators (including special education), teachers, principals, school leaders, resource providers, school staff, and specialist, for their input and feedback into the direction of the district and the use of federal funds.

Throughout the planning and decision-making process we have engaged with our educational partners and this continues to be an on-going process as a part of LCAP and general ongoing planning. We received Learning Loss Mitigation Funding (LLMFF), Governor's Emergency Education Relief Funding (GEER 1), and Elementary and Secondary School Emergency Relief Funding (ESSER II & III). The process for seeking input from our community and educational partners is the same for federal and state funds. We use all input when creating all plans. We engaged our educational partners on the use of onetime federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils, by using an open-ended survey in August and October of 2021 that was focused on the priority areas of the ESSER: strategies for continuous and safe in-person learning, addressing the impact of lost instructional time, and the use of any remaining funds. Our educational partners were notified of the survey via multiple aforementioned avenues.

We have offered, and continue to offer, a monthly meeting with all educational partners on the following dates:
08/11/2021, 09/08/2021, 10/13/2021, 11/10/2021, 12/08/2021, 01/12/2022, 02/09/2022, 03/09/2022, 4/13/2022, and 5/11/2022

Input is requested year-round at the district office to encourage input from our educational partners. Comments made to the Board of Trustees informally as well as during public comment are also taken into consideration. All of this information was paired with data gathered through our

LCAP educational partners process, data from our students, parents, and school staff (classified and certificated), and input from our most recent staff development survey. We also held a community meeting on October of 2021 to seek the input as to the direction of the district.

The district will continue to meaningfully engage with its educational partners as it does over the remainder of the year through the LCAP process

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.

The District's implementation of its effort to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act for 2021, and it's implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date is as follows:

1) To Safely Open and Operate Schools for In-Person Learning
A) Personal Protective Equipment (PPE):
The District has utilized ESSER III funds to purchase personal protective equipment to replenish needed supplies throughout the course of the year. Primarily, the District purchases disposable face masks for students monthly, along with the available products distributed by SCOE. This portion of our ESSER III plan is partially implemented and will continue to be implemented as long as PPE is required to ensure staff and student safety. The District has not experienced challenges with the ongoing acquisition of PPE. The success is that we have plenty of the PPE needed, including specialty PPE. Approximately 1% of the funds allocated have been spent to date.
B) Ventilation:
The District increased the ventilation of every room that houses persons in Oak Run Elementary School by purchasing high quality air purifiers that run continuously, day and night. All air filters in the cooling and heating systems have been replaced and a schedule has been created to maintain integrity of the HVAC filters.
C) Multiple tables and chairs have been purchased to replace the group learning tables as to increase our ability to Social Distance in the classroom learning environments.

2) Loss of Instructional Time
A) Academic Support:
The district is providing a Reading Specialist as support service for our most at risk Readers. We have also implemented an Intervention group that focuses on the acquisition of Comprehension Skills in the area of Reading. Each Teacher is providing at least one hour per week of tutoring services, after school operational hours, in order to provide instructional support for students to assist them in mastering grade level standards. The successes are that as of 12/2021, we have increased the majority of student ELA scores to the state average or higher, and many at risk students are finding success in growing their reading and comprehension skills. The challenge has been the adult attendance and

a lack of personnel and substitute teachers. Staff absences forces the Reading Comprehension Group guide step in as a substitute teacher, which dilutes the Intervention programs.

3) Remaining Funds
A) Building and Campus Safety:
The roofing was not initially put in correctly which compromised the integrity of the roofs. The playground blacktop was not initially laid properly which led to severe cracking and is thus provides room for trips and falls that cause injury to students. Successes are that there is enough ESSER funding to complete these projects and contractors have bided on them as well. The challenge is that our School Board is not willing to follow the mandates of vaccinating our students, so there is risk that the funds may be taken away from the School District.

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.

- Strategic Plan, Environmental Goal #1:
*Building Roof Repair: All Students will have access to a safe, fully functioning, adequate space for learning and working.
*Based on school optimal enrollment, there will be proper facilities to account for the student's full TK-8 continuum and Oak Run campus will have adequate, dedicated space to run enrichment, special education/IEP testing, and counseling programs.

- Strategic plan, Goal #3
*Hire additional Paraprofessional: Oak Run School District will see an annual improvement in Mathematics performance on District and state assessments.
*Utilize a Response to Intervention process for students not proficient in ELA and Mathematics that builds upon and utilizes an individualized ELA and Mathematic support plan. Maintain ELA and Mathematic Intervention Teachers and develop additional support staff to support interventions on campus. Enhance ELA and Mathematics enrichment and/or tutoring opportunities before and/or after school.

- Strategic Plan, Goal #2, Action #10 (Academic Interventions)
*3 Covered Outdoor Learning Tables: All Students will have access to a safe and adequate space for learning and working outdoors.
*Based on school optimal enrollment, there will be proper outdoor learning spaces to account for the student's full TK-8 continuum and Oak Run Elementary School campus will have adequate, dedicated outdoor space to run enrichment, non-stress inducing testing, and after school programs.

- Strategic Plan, Goal #1

*Social/Emotional activities and items.
*Provide Social Emotional Learning curriculum to all students.

- Strategic Plan, Goal #2, Action #8

*100% of CMP Teachers will be considered "Highly Qualified" by state and federal standards (within 3 years of employment at Oak Run School District).
*Continue to support Training for Teachers, Teaching Assistants, and Support Personnel.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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.

Introduction

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

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

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

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

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

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

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

California Department of Education
November 2021

Local Control 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
Oak Run School District	Misti Livingston Superintendent/Principal	mlivingston@oakrunschool.org (530) 472-3241

Plan Summary [2022-23]

General Information

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

Welcome to Oak Run Elementary School District, a TK through 8th grade public Elementary School in Shasta County. Our program operates in a serene, rural setting in the foothills east of Redding. Oak Run is a socially-economically diverse community with strong, supportive partnerships between families and local community members and organizations. Our school culture is very family oriented with a Family-style education. Our students are very confident and well-rounded, thriving on collaboration and exploration. Overall, they have an authentic love of learning and curiosity that is fueled by intrinsic motivation. Our program draws families from all over Shasta County. Approximately 66.2% of our student population is low-income with 0% English Learners and .9% Foster Youth. We have a high level of community and extended family support and involvement. Many of our specialized programs and facility improvements are manifested through family and community driven resourcing and fundraising.

The transformation of the school from a Montessori to a more traditional Family Style Education was completely parent and community driven. In addition, our school staff, students, and community are in the midst of brainstorming a new vision that upholds our our values and traditions.

Our authentic Family Style classrooms are well-organized and inviting with uncluttered spaces that help children feel focused and calm. You'll see spaces in our classrooms suited for whole-class, group activities, and independent learning with a single positive area in each class where a child can settle in to self-regulate. Each of the classrooms (TK-2, 3-5, and 6-8) are uniquely suited to the size and needs of its students; everything is easily accessible and designed to promote independence. The upper-level classrooms contain large tables for group work, computers, interactive TV's and areas for science labs. The classrooms feature well-defined areas for each part of the curriculum: Practical Life, to help build everyday living skills; Sensorial, to help develop sensory skills; Math; Language; and Culture, which includes music, art, geography and science. Learning materials are beautifully crafted objects made to be handled and explored. The campus is imbued with nature through live plants, seasonal flowers, seashells, terrariums, aquariums and rock gardens. The repetition of activities, multi-sensory materials, and self-guided learning create the perfect "recipe" for human brain development. Our Oak Run campus allows for large motor movement—running, throwing, climbing, balancing. Natural elements such as rocks, tree stumps, pathways, and varying terrain adds interest and delight. We have a flourishing organic garden, with chickens, which fuels our students' bodies and minds through our Farm to Fork and mostly organic breakfast/lunch program.

Oak Run teachers circulate through the classroom and often sit on the floor to demonstrate a material, and give small group lessons. Oak Run teachers are keen observers and know each student's interests, academic level, and learning style. The teacher, who chooses materials and activities that entice each student to learn, serves as a resource as students go about their work, and helps them move through the curriculum as they master new concepts and skills. Teachers and staff model important values, such as empathy, kindness and individual responsibility, treating each other respectfully by speaking gently and at eye level and redirecting inappropriate behavior in a positive and loving way. Classroom teachers provide an individualized Home School Program for Oak Run Elementary School students and families, at each grade-level. In this partnership with parents, the home school teacher meets individually with students and their parents ne day each week at the school site. Together we work to design and implement a tailored educational program. The students work at their academic level and productive pace, increasing motivation and success. Home school students and their families are invited and encouraged to participate in school special events. If you are considering a public Family Style Education, please make an appointment and come visit our school. Call (530) 472-3241.

Reflections: Successes

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

As a result of a review of the California School Dashboard for Oak Run School, this year, we have increased equal access to grade-level curriculum for every student in the subjects of Math and ELA. This has dramatically increased 96% of student scores on the District-wide assessments, which is a whopping total of 88% increase in demonstrated knowledge of California State Standards. This leads us to believe that the State Testing scores will increase as well.

This school year, enrollment along with daily attendance, and Social/Emotional Development has also increased as a result of efforts fueled by the dashboard and other local data.

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.

Oak Run's previous two years of Math and ELA academic growth, according to the California Schools Dashboard, continues to be a concern, but not to the extent it previously was. The English Language Arts performance level for two years ago was 32 points below standard in English language arts, which shows a decrease of 2 points from the previous school-year. The Mathematics performance level for two years ago was 93.4 points below standard, with only a 2 point increase from the previous school-year.

There are currently no significant performance gaps among student groups, as the deficits seem to be across the board. Local qualitative data shows a significant need in Social/Emotional Learning (SEL). Upon my hire as an Administrator at Oak Run School District, many teacher reports about "behavior crisis" were verbally stated. The need was for the Principal to be present on campus far more than 25% of the time, to gain and share tools for Behavior Interventions in the classrooms, and to promote a whole school Social/Emotional Learning culture.

In order to make efforts in closing the stated gaps, we have made great strides in improving every teacher's ability to provide equal access to grade-level curriculum for every student. We have began implementing tier one and tier two Multi Tiered System of Support (MTSS) strategies such as: Collaborating with staff to create Behavior definitions Matrix & offense levels; Collaborating to create campus behavior expectations; Collaborating to create Behavior Incident Reports for tracking and redirecting unacceptable behaviors; Staff repeatedly teach/reteach behavior expectations to students through explicit instruction by moving around to campus stations with their class and teaching them (walk-abouts); Providing whole-school Social/Emotional Learning discussion every Monday and Friday mornings; Collaboratively investigate/research strategies for Tier II & Tier III; Collect data on Incident Reports and collaborate for improvements. Although we do have some Tier II and Tier III strategies in place, we are looking forward to developing and implementing them more effectively in the coming school-years. Our staff is also looking forward to being able to attend trainings outside of our School District, when I or other substitute teachers are more available. This has greatly diminished unwanted student-behaviors.

In addition to MTSS, Oak Run School has implemented some Positive Behavior Intervention Strategies (PBIS) for explicit instruction in social and emotional learning skills that improve students' Social/Emotional development and well-being, which influence the development and use of cognitive skills in order to aide in grade-level, or higher, academic attainment. These things include: The "Get Right Desk" (a positive space in the classroom that is separate from the individual student's specific learning space that he/she can retreat to in times of dysregulation) has been put in place in every classroom and teachers have been, and continue to be, trained on how to utilize this area for students to self-regulate; Many self-regulation strategies being shared amongst teachers and other staff on a regular basis; All staff being on board with helping each other find ways to assist students and each other in regulating emotions in times of stress; and Implement Peaceful Playgrounds strategies and policies for student growth through play.

LCAP Highlights

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

We know that optimal student learning requires a safe, clean, inspirational, and caring learning environment in which all person feel they can belong and grow. Therefore, we have focused on offering diverse enrichment activities. One such focus is our garden education program. This school-year, a Nutrition Specialist from CalFresh has volunteered at Oak Run School to teach and reteach about healthy living styles. Together we are gaining more knowledge about what our Farm to Fork school-wide nutrition education program can really to for a whole community. This plays an integral part in our school program which addresses student health and wellness that helps to establish healthy habits that will follow students throughout their lives.

We are one of the very few schools to provide a full Sue Barton program that is available to all students, based on need, and it is proving to be a success for our most at-risk readers.

Our Parent/Booster Club is very supportive of Oak Run School's needs and have raised several thousands of dollars for building upgrades through community events.

Efforts in making progress toward Oak Run School's district Goals have propelled our students' Academic and Social/Emotional development to higher levels this year than we thought possible. This comes from the work that every single stakeholder has put into growing each other, from our staff and students to our families and extended community members!

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Insuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Insuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the English language arts program and math program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successful learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Education Foundation, Open House, parent/teacher conferences, classroom volunteers, and family event nights. Home to school communication includes but is not limited to school newsletter, classroom newsletters, school website, etc. Parents are encouraged to be part of the decision making process through Parent Club, LCAP Committee meetings, School Site Council, and attending Governing Board meetings.

State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and informing instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps students learn and use the effective habits in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II , Tier III supports.

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting standards through effective integration of STEM activities at

all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts include different strategies for some groups and similar strategies for others:
1. Pupils: Online surveys, Allowing for written responses to questions asked about aspects of the LCAP, Verbally asking students their thoughts on aspects of the new LCAP
2. Families: Personal text messages to invite information, Personal invites to families for Public Board Meetings with encouragements to share thoughts, Emails to solicit personal opinions & thoughts, All-calls to come visit the office to give input, Meeting family members in the parking lot to have casual conversations about LCAP items
3. Educators certificated & classified: District Accountability Committee discussion, Personal text messages to invite information, Personal invites to Staff for Public Board Meetings with encouragements to share thoughts, Emails to solicit personal opinions & thoughts, All-calls to come visit the office to give input
4. Educational Partners without access to internet: Personal text messages to invite information, Personal invites to families for Public Board Meetings with encouragements to share thoughts, All-calls to come visit the office to give input, Intentionally pausing to give participants that attend meetings via phone the opportunity to comment/speak, Encouraging written responses to questions asked about aspects of the LCAP
5. Educational Partners who speak languages other than English: Encouraging written responses to questions asked about aspects of the LCAP, for translation

All stakeholder groups provided input regarding goals, metrics, actions and the district prioritized the suggestions based on identified areas of need.

A summary of the feedback provided by specific educational partners.

1. Implementations to recoup student learning loss:
*Develop two additional reading groups: One for Sue Barton and one that includes morphology, syntax, phonics, memorization, and tracking skills (Teacher/Staff voice)
*Science fair with following COVID-19 guidance (Teacher/Staff voice)
*Essay contests (Student voice)
*MTSS (Multi Tiered System Supports) (Administrator voice)
*PBIS (Positive Behavior Intervention Supports) (Teacher/Staff voice)
*Include in-door and out-door scavenger hunts for science and history classes (Student voice)
*Provide more intentional academic differentiation along with teaching grade-level standards (Administrator/Teacher/Staff voice)

* Assess student learning and provide supports based on child's current skills. Offer parents specific strategies and activities to support skill-building at home. However, the child's social emotional needs must be met first, and continuously supported. (Administrator/Teacher/Staff voice)
*Ongoing assessments (Administrator voice)
*Inventions Creation (Student voice)
*Desk dividers (Teacher voice)
*Presentations (Teacher/Staff voice)
*Math tutor (Student voice)
*Reading tutor (Teacher/Student voice)
*Science tutor (1)
*Learning program that's more auditory (ixl isn't auditory) (Teacher voice)
*Learning more law (Student voice)
*Debate team (Student voice)
*Robotics (Student voice)
*Space study (Student voice)
*Dissections (Student voice)
*Ancestry Skills (Family/Community voice)
*Spanish (optional) (Student voice)
2. Implementations for improving Mental Health & Emotional Well-Being:
*Create and adopt a positive school motto (Family/Community voice)
*Provide a positive quote for the day with verbal explanation and short discussion Family/Community voice)
*On-site Counseling for one whole school day per week (All Stakeholder voice)
*More verbal compassion and positive reinforcements (Administrator voice)
* For students… teachers first re-establish trusting, respectful relationships with students. Listen and acknowledge their feelings without judgement. Ensure that our school environment includes equitable and consistent expectations/responses/consequences. (A student's concept of fairness may differ from what is equitable.) (Teacher voice)
*Standardizing student behavior expectations campus-wide seems like an important goal for promoting safety and peace in the classroom. (administrator/Teacher/Staff voice)
* PreK talked about wanting a slide, and wanting to use the "big kids" playground (meaning the slides/climbing equipment). (Student voice)
*Kids sleepover (Student voice)
*Board game nights (Student/Community voice)
*Pajama day (Student voice)
*Scrabble night (Student/Community voice)
*Skateboards (Student voice)
*Higher slide (Student voice)
*Trampoline (Student voice)
*Permission to jump off swings (Student voice)
*Smoke masks (Student voice)

*Pokémon (Student voice)
*Longer recess (Student voice)
*Goats (Student voice)
*Pudding (Student voice)
*More field trips)Student voice)
*New playground (Student/Staff voice)
*Green field (All stakeholder voice)
*Garden (All stakeholder voice)
*Indoor pool/spa (Student voice)
*Inventing room (Student voice)
*Comfort dog (Student voice)
*Video games (Student voice)
*More library access (Family voice)
*BMX bikes (Student voice)
*RC cars (Student voice)
*Accessible music room Student voice)
*A force field around the school (Student voice)
*Cafeteria helpers (Staff voice)
*More servings of lunch (Student voice)
*Cooking with Ms. Diana (Student voice)
*Music and dance (Student/Family/Community voice)
*Father-daughter dance; Mother-son dance (Student/Family voice)
*Vending machine (Student voice)
*Stretch/breaks between classes (Student voice)
3. Implementations of community activities:
*Community dinners (Staff/Community voice)
*Holiday performances from students Staff/Community voice)
*Raffles (Staff/Community voice)
*Monthly themed cook-offs (Teacher/Staff voice)
* Hosting non-gathering fundraiser dinners that parents/community pre-pay, pre-order, receive a confirmation, and drive thru the parking lot to pick up. Maybe our parent club could help coordinate this? Pre-ordering and pre-paying 2 weeks in advance gives the fundraiser a budget and an exact amount of meals to prepare. Drive through during a specific one or two hour timeframe, with meals packaged and ready. (Teacher/Staff voice)
*Campus Beautification (All stakeholder voice)
*Concert of students singing Learning Songs (Teacher/Staff/Student voice)
*Student-led open mic (Staff/Student voice)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

- Essay contests
- MTSS (Multi Tiered System Supports)
- PBIS (Positive Behavior Intervention Supports)
- Develop two additional reading groups: One for Sue Barton and one that includes morphology, syntax, phonics, memorization, and tracking skills
- Assess student learning and provide supports based on child's current skills.
- Offer parents specific strategies and activities to support skill-building at home.
- Make efforts in meeting a child's social emotional needs first, before introducing academic concepts, and continuously support them.
- Create and adopt a positive school motto
- Provide a positive quote for the day with verbal explanation and short discussion
- On-site Counseling for one whole school day per week
- More verbal compassion and positive reinforcements
- For students… teachers first re-establish trusting, respectful relationships with students. Listen and acknowledge their feelings without judgement. Ensure that our school environment includes equitable and consistent expectations/responses/consequences. (A student's concept of fairness may differ from what is equitable.)
- Standardizing student behavior expectations campus-wide seems like an important goal for promoting safety and peace in the classroom.
- Holiday performances from students
- Raffles
- Monthly themed cook-offs
- Community dinners - Hosting non-gathering fundraiser dinners that parents/community pre-pay, pre-order, receive a confirmation, and drive thru the parking lot to pick up. Maybe our parent club could help coordinate this? Pre-ordering and pre-paying 2 weeks in advance gives the fundraiser a budget and an exact amount of meals to prepare. Drive through during a specific one or two hour timeframe, with meals packaged and ready.
- Campus Beautification
- Outdoor concert of students singing Learning Songs
- Outdoor student-led open mic

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.

An explanation of why the LEA has developed this goal.

Students are in need of developing self-regulating strategies to create a more positive sense of self and to improve their mental well-being in order to be available for receiving, digesting, and independently demonstrating academic knowledge.

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			100% credential teachers
Local Indicator 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	No California Indicators for this year are present. 23.33% at or above standard.			BLUE performance level 10 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		40% Nearly Met 36.67% Not Met			All students-80% of students at or above standard in mathematics
CA School Dashboard Academic Indicator-English language arts	2019 dashboard or a 2020 statewide assessment is not available due to COVID-19	No California Indicators for this year are present. 50% At or above standard 25% Nearly Met 25%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			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			80% English learner students reclassified
State Assessments Smarter Balanced Assessments Mathematics	2019 dashboard or a 2020 statewide assessment is not	23.33% at or above standard. 40% Nearly Met 36.67% Not Met			Smarter Balanced Assessments Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	available due to COVID-19				80% of students at or above standards
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			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 70% 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			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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
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			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.			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			Maintain a Facility Inspection Tool Rating of Good
Implementation of state adopted academic content and performance standards	100% of teachers have been trained in the implementation of state adopted academic content and performance standards	100% of teachers have been trained in the implementation of state adopted academic content and performance standards			Maintain 100% of teachers have been trained in the implementation of state adopted academic content and performance standards
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 were able to utilize the Distance Learning			Overall attendance rate goal is 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		program for students who were absent for one 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%			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%			Maintain a suspension rate of 0% for the 2023-24 school year

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Sports	*Coaches stipends *Uniforms *Supplies (accessories, equipment, etc.)	$1,578.00	Yes
1.2	English Learners	Using the English Learner Road Map as our guide, we will provide our English Learners with the following: Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.		Yes

Action #	Title	Description	Total Funds	Contributing
		Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. Efforts are put in for students' home language to be understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. Parents are encouraged to participate in their child's education. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and hands-on opportunities are provided to all English Learners. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum English learning students will be monitored for annual progress, as all other students are. English learner progress for any English language learning students will be monitored and maintained to enable ELLs access to the English Language Arts/English Language Development State Standards for purposes of gaining academic content knowledge and English language proficiency. English Learning students are provided with both designated and integrated support within the school day.		

Action #	Title	Description	Total Funds	Contributing
		We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning. We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs. We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom and allow for universal access to grade-level curriculum. The professional development activities enable district administrators, after school/extended day program directors, staff, and parents to work together to effectively enrich and augment regular day learning experiences related to the CA ELD Standards for English learners. Teachers also work in grade-level teams, in order to understand the ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy. Regularly collaboration during professional learning community time to improve student literacy and English language development across the content areas is provided on a weekly basis. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards aligned lessons. Finally, we see parents as critical partners in their child's education and provide parent outreach with our English Learning families on an ongoing basis.		
1.3	Foster and Homeless Youth	We provide the following support for Foster and Homeless Youth:	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Coordinate with the case worker, attendance staff, and teacher.		
		Ensure that transportation is not a barrier.		
		*Provide After-school-care (Project Share).		
		Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance.		
		Help them to find a quiet and supportive place to work and study.		
		Develop "success plans" with goals, steps, services, and accountability.		
		Intervene early if/when they miss school.		
		Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Shower facilities Hygiene kits		
		Provide training to teachers to create a calm and quiet management style and provide quiet reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules.		
		Annually train our classified and certificated staff to have an understanding of homelessness (In-house training).		
		Refer students to tutoring, after-school intervention activities, etc.		

Action #	Title	Description	Total Funds	Contributing
		Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in free and reduced meal program. Assign new students a "buddy" to help them learn their way around school. Allow students necessary school supplies, to take home. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.). Do not penalize Homeless Youth and Foster Youth students for arriving late to school. Keep some nutritional snacks for those students who might need additional nutrition (cafeteria budget). Finally, we see parents as critical partners in their child/ren's education and provide parent outreach with our families on an ongoing basis.		
1.4	School Psychologist	School Psychologist salary.	$7,357.00	No
1.5	Family Style Education Public School Program	Monitor teaching staff certificates to ensure 90-100% program implementation at all times.	$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide on site training for new and existing teachers to increase knowledge of "trauma brain" and how to address while with research-based teaching strategies. Create a strong elementary (Grades k-8) Family Style Education Program through on-site training with Social/Emotional development curriculum. *Promethean Boards x 3		
1.6	Superintendent/Principal/Resource Teacher	*Superintendent/Principal/Resource Specialist salary and benefits.	$79,057.00	No
1.7	Independent Study Program	Independent study teacher will be maintained at each grade-level to meet individualized family needs. *Offer Home School Stipend to teachers who are already employees of Oak Run school.	$2,928.00	No
1.8	Speech Teacher	A speech teacher will support students who have been identified with this area of need. The speech teacher will also consult with the K-3 teachers to support the acquisition of English language arts.	$10,981.00	No
1.9	Professional Development	*Professional development for interventions, and engagement strategies.	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Professional development conference fees, substitutes, consultant costs, travel costs, etc. *Provide on site training for new and existing teachers to increase knowledge of "trauma brain" and how to address with research-based teaching strategies.		
1.10	Counseling Service Provider	A School Counselor will support students who have been identified with this area of need. The School Counselor will also consult with the students who have IEP's to support the acquisition of Social and Emotional development. *Counseling services contract.	$24,975.00	No
1.11	Interventions	*Teachers, Administration, and Paraprofessionals will provide small group intervention during the scheduled intervention time. Provide structure and predictable routine. *Provide 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 Intervention: Dealing with areas of need before they become a larger obstacle to students' education. Intentional Intervention: Specifically addressing an observed weakness. Formal Intervention: Using targeted methods for addressing specific needs and tracking progress.	$23,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Flexible Intervention: Adjusting methods based upon the needs of the student.		
1.12	Paraprofessionals	Paraprofessionals	$36,393.00	No Yes
1.13	Visual and Performing Arts	The Visual and Performing Arts Program will increase parent involvement and student engagement. Exhibitions and performances will be planned each trimester. Music and drama program-Salary and benefits Music teacher salary and benefits Books and supplies-supplemental materials to support music and dance. Incentive for English Learners, Low-income students, and Foster Youth to attend school and participate in academic activities in addition to music and drama.	$14,400.00	Yes
1.14	Leading Learning Network	Professional development for leadership. Leading Learning Network annual fee. Access to tools and resources. On demand collaboration. Distributed leadership as an effective means to improve teaching and learning.	$900.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	Sue Barton Reading Intervention Program	Sue Barton Reading Intervention Program will be used with Tier 2 and 3 identified students. Books and supplies Salary and benefits		Yes
1.16	Special Education	Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. Special Education students will be both challenged and supported by their general education teacher and other support staff. The general education teacher will meet weekly with special education staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.)	$14,900.00	No
1.17	Multi-Tiered System of Support Interventions (MTSS)	Create Behavior definitions Matrix & offense levels. • Create campus behavior expectations. • Create Behavior Incident report. • Teaching/reteaching students through explicit instruction by moving around to campus stations on behavior expectations - walk-abouts (continue to be repeated). • Provide Social/Emotional Learning discussion (ongoing).		Yes

Action #	Title	Description	Total Funds	Contributing
		• Collaboratively investigate/research strategies for Tier II & Tier III collaboration and training (ongoing). • Collect data on Incident Reports and collaborate (ongoing). Although we do have some Tier II and Tier III strategies in place, we are looking forward to developing and implementing them more effectively in the coming school days. Our staff is also looking forward to being able to attend trainings outside of our School District, when I or other substitute teachers are more available for coverage in the calssrooms.		
1.18	Formative Assessments/Data Analysis	Ongoing monitoring and reporting to the community will be done at each Board meeting along with quarterly reporting of District Benchmarks. Monitor a comprehensive student and programmatic assessment and evaluation system by facilitating regular opportunities for staff and community to monitor, disaggregate, and analyze local and state student assessment and program results. Apply assessment data in driving changes needed to continuously strengthen teaching and learning.		No
1.19	Positive Behavior Intervention Supports (PBIS)	Supplemental teaching strategies • The "Get Right Desk" (a positive space in the classroom that is separate from the individual student's specific learning space that he/she can retreat to in times of dysregulation) • Self-regulation strategies • Engaging formative Assessments		Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement Peaceful Playgrounds strategies and policies: • Upgrading the playground with colorful paints and playground equipment to foster cognitive and social/emotional growth through structured play. • Replace very old and broken play equipment such as 4-square balls, bean bags for hopscotch, volleyball net, etc. Provide Social and Emotional Learning opportunities for students and staff, weekly, and sometimes daily.		
1.20	Nursing Services	Nurse will support students who have been identified with this area of need. The Nurse will also consult with the TK-8 teachers to support the California state hearing and vision screenings for Kindergarten, 2nd grade, and 5th grade students. *Nurse services contract.	$2,400.00	No
1.21	Campus Beautification	Creates 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 will be organized yet flexible and responsive to children's changing needs. This will help maximize children's engagement and learning. A sense of belonging: Outside play develops a sense of place. "Developing sense of place is linked to a sense of belonging. A sense of belonging contributes to children's overall social and emotional development and is an essential aspect of school readiness" (Epstein 2009). Through interactions with the environment and each other; English Learners, Foster, and Low-Income children develop geo-literacy skills, become empowered, and see themselves as capable social beings. "High-quality inclusive programs demonstrate respect	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for children's abilities and differences while ensuring they promote the development and learning of all children. For example, by giving children with disabilities opportunities to play and explore their environment independently alongside peers without disabilities, children are afforded the dignity of risk" (Teel 2011). This strategy will increase the rate of academic attainment of new or forgotten concepts. "'The experience of play changes the connections of the neurons at the front end of your brain,' stated a researcher at the University of Lethbridge in Alberta, Canada. 'And without play experience, those neurons aren't changed.' It is those changes in the prefrontal cortex during childhood that help wire up the brain's executive control center, which has a critical role in regulating emotions, making plans and solving problems,' Pellis says. 'So play,' he adds, 'is what prepares a young brain for life, love and even schoolwork. But to produce this sort of brain development, children need to engage in plenty of so-called free play. No coaches, no umpires, no rule books'" (Hamilton 2014). Painting free play games on the playground area such as a maze, numbers and letter hopscotch, U.S. bean bag toss, etc. increases the connection of neurons thus increases the rate at which a student can learn new knowledge along with increasing the ability to remember what was previously taught.		

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.

$1,578.00 was planned for sports; however, we did not have enough students interested in sports to utilize those funds. Hoping for a different outcome next school-year.
$6,000 of the $9,000 was spent on training due to a lack of substitute teachers.
$10,981.00 for an SLP will be spent next school-year, in 2022/2023 as their was no one available for this school year.

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.

$1,578.00 was planned for sports; however, we did not have enough students interested in sports to utilize those funds. Hoping for a different outcome next school-year.
$6,000 of the $9,000 was spent on training due to a lack of substitute teachers.
$10,981.00 for an SLP will be spent next school-year, in 2022/2023 as their was no one available for this school year.

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

Our School Psychologist, Nurse, and School Counselor greatly supported our students and staff in making growth toward our District goals, while mentally supporting each individual person on campus. Paraprofessionals greatly supported our Teachers in growing our students. Our Music Director awakened parts of our brains that have been left dormant with the occurrence of COVID guidance and regulations. The LLN program supported our Superintendent in keeping things on track and legally aligned with state mandates. Positive behavior interventions greatly supported our campus Culture and created a positive Climate. Campus beautification created a welcoming environment for all to enjoy and feel comfortable learning and being on campus.

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.

Efforts to keep a closer look at Teacher performance with a new teacher coming on board will be taking place.

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.

An explanation of why the LEA has developed this goal.

Oak Run School needs to decrease the number of students scoring below standard on the ELA portion of the SBAC or on site and District assessments (if the SBAC is not given this school-year).

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
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
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			Move to 0 points below standard on the CA School Dashboard Academic Indicator in English language arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Learner Progress Indicators Proficiency	0 students making progress towards English language proficiency because we had 0 Englih learner students	0 students making progress towards English language proficiency because we had 0 Englih learner students			N/A
Local Indicator Student survey	0 students making progress towards English language proficiency because we had 0 Englih learner students	0 students making progress towards English language proficiency because we had 0 Englih learner students			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.
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 Club.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit			100% of Students with Exceptional Needs have access to a 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
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			100% of parents feel their students are challenged academically 100% of parents feel their students are safe and respected at school

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Learners	Using the English Learner Road Map as our guide, we will provide our English Learners with the following: Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD.		Yes

Action #	Title	Description	Total Funds	Contributing
		Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. Efforts are put in for students' home language to be understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. Parents are encouraged to participate in their child's education. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and hands-on opportunities are provided to all English Learners. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum English learning students will be monitored for annual progress, as all other students are. English learner progress for any English language learning students will be monitored and maintained to enable ELLs access to the English Language Arts/English Language Development State		

Action #	Title	Description	Total Funds	Contributing
		Standards for purposes of gaining academic content knowledge and English language proficiency. English Learning students are provided with both designated and integrated support within the school day. We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning. We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs. We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom and allow for universal access to grade-level curriculum. The professional development activities enable district administrators, after school/extended day program directors, staff, and parents to work together to effectively enrich and augment regular day learning experiences related to the CA ELD Standards for English learners. Teachers also work in grade-level teams, in order to understand the ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy. Regularly collaboration during professional learning community time to improve student literacy and English language development across the content areas is provided on a weekly basis. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards aligned lessons. Finally, we see parents as critical partners in their child's education and provide parent outreach with our English Learning families on an ongoing basis.		

Action #	Title	Description	Total Funds	Contributing
2.2	Foster and Homeless Youth	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker, attendance staff, and teacher. Ensure that transportation is not a barrier. *Provide After-school-care (Project Share). Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Develop "success plans" with goals, steps, services, and accountability. Intervene early if/when they miss school. Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Shower facilities Hygiene kits Provide training to teachers to create a calm and quiet management style and provide quiet reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad.		Yes

Action #	Title	Description	Total Funds	Contributing
		Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules. Annually train our classified and certificated staff to have an understanding of homelessness (In-house training). Refer students to tutoring, after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in free and reduced meal program. Assign new students a "buddy" to help them learn their way around school. Allow students necessary school supplies, to take home. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.). Do not penalize Homeless Youth and Foster Youth students for arriving late to school. Keep some nutritional snacks for those students who might need additional nutrition (cafeteria budget). Finally, we see parents as critical partners in their child/ren's education and provide parent outreach with our families on an ongoing basis.		

Action #	Title	Description	Total Funds	Contributing
2.3	Credential Teachers	Maintain Fully-Credentialed Teachers Certificated personnel salaries and benefits	$98,881.00	Yes
2.4	Family Style Education Public School Program	Monitor teaching staff certificates to ensure 90-100% program implementation at all times. Provide on site training for new and existing teachers to increase knowledge of "trauma brain" and how to address while with research-based teaching strategies. Create a strong elementary (Grades k-8) Family Style Education Program through on-site training with Social/Emotional development curriculum. *Promethean Boards x 3		No
2.6	Special Education	Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. Special Education students will be both challenged and supported by their regular ed teacher and any other support staff. The general ed teacher will meet weekly with special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.)		No

Action #	Title	Description	Total Funds	Contributing
2.7	Curriculum	Continue StemScopes Cengage History *Teachers Pay Teachers membership *NewsELA *DupliChecker or similar *CORE Teaching Reading & Assessments *Accelerated Reader *Kahoot *IXL *Mystery Science *Lexia	$9,730.00	No
2.8	Professional Development	*Professional development for literacy instruction, interventions, and engagement strategies. Professional development conference fees, substitutes, consultant costs, travel costs, etc.		No
2.9	Parent Engagement	Maintain parent involvement and inclusion in student education opportunities through volunteer opportunities such as Parent Club, LCAP Committee, School Site Council, and attendance at performances, cultural events, family engagement nights, educational nights and community breakfasts.		No
2.10	Interventions	Teachers, Administration, and Paraprofessionals will provide small group intervention during the scheduled intervention time. Provide structure and predictable routine.		No

Action #	Title	Description	Total Funds	Contributing
		Provide 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 Intervention: Dealing with areas of need before they become a larger obstacle to students' education. Intentional Intervention: Specifically addressing an observed weakness. Formal Intervention: Using targeted methods for addressing specific needs and tracking progress. Flexible Intervention: Adjusting methods based upon the needs of the student.		
2.11	Sue Barton Reading Intervention Program	Sue Barton Reading Intervention Program will be used with Tier 2 and 3 identified students. Books and supplies Salary and benefits		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.

No 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.

No 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 the specific actions were in making progress toward the goal.

For Foster Youth, we coordinate with the case worker, attendance staff, and teacher, ensure that transportation is not a barrier. provide After-school-care (Project Share), assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. We also help them to find a quiet and supportive places to work and study, develop "success plans" with goals, steps, services, and accountability, and intervene early if/when they miss school. Additionally, we provide them with community resources such as: Clothes closets, food banks, health clinic information, laundry services, and hygiene products.

We monitor teaching staff certificates to ensure 90-100% program implementation at all times, and provide on site training for new and existing teachers to increase knowledge of "trauma brain" and how to address while with research-based teaching strategies. Off-site trainings are far more difficult to provide given the lack of substitute teachers.

Special Education staff ensures Individualized Education Plans (IEP) are implemented and that each student and teacher understands the goals that they are working towards. We regularly identify areas of students' strengths and concerns in order for staff to target their individual areas of need. Special Education students are regularly challenged and supported by their general ed teacher and other support staff.

Adopted curriculum and on-site Professional Development supported teachers in assisting students to reach their academic goals.

Reading Interventions and parent involvement were utilized to help to support individual student growth in reading.

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.

No 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
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.

An explanation of why the LEA has developed this goal.

Oak Run has a need to decrease the number of students scoring below standard on the Math portion of the SBAC or on site and District assessments (if the SBAC is not given this school-year).

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
Local Indicator 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				All students-70% of students at or above standard in mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students-75% of students at or above standard in mathematics	0 students making progress towards English language proficiency because we had 0 English learner students				100% making progress towards English language proficiency
State Assessments Smarter Balanced Assessments Mathematics	2018-19 Smarter Balanced Assessments Mathematics 8.33% of students are at or above standards				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 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
Local Indicator Middle School Drop-Out Rate	0% middle school drop out rate				0% middle school drop out rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Focus on mathematics	Books and supplies-Montessori instructional materials Books and supplies-Common Core curriculum Books and supplies-Next Generation Science Standards instructional materials	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	English Learners	Using the English Learner Road Map as our guide, we will provide our English Learners with the following: Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. Efforts are put in for students' home language to be understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. Parents are encouraged to participate in their child's education. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and hands-on opportunities are provided to all English Learners. English learners are provided choices of research-based language support/development programs (including options for developing skills		Yes

Action #	Title	Description	Total Funds	Contributing
		in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum English learning students will be monitored for annual progress, as all other students are. English learner progress for any English language learning students will be monitored and maintained to enable ELLs access to the English Language Arts/English Language Development State Standards for purposes of gaining academic content knowledge and English language proficiency. English Learning students are provided with both designated and integrated support within the school day. We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning. We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs. We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom and allow for universal access to grade-level curriculum. The professional development activities enable district administrators, after school/extended day program directors, staff, and parents to work together to effectively enrich and augment regular day learning experiences related to the CA ELD Standards for English learners. Teachers also work in grade-level teams, in order to understand the ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy. Regularly collaboration during professional learning		

Action #	Title	Description	Total Funds	Contributing
		community time to improve student literacy and English language development across the content areas is provided on a weekly basis. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards aligned lessons. Finally, we see parents as critical partners in their child's education and provide parent outreach with our English Learning families on an ongoing basis.		
3.3	Foster and Homeless Youth	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker, attendance staff, and teacher. Ensure that transportation is not a barrier. *Provide After-school-care (Project Share). Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Develop "success plans" with goals, steps, services, and accountability. Intervene early if/when they miss school. Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Shower facilities		Yes

Action #	Title	Description	Total Funds	Contributing
		Hygiene kits		
		Provide training to teachers to create a calm and quiet management style and provide quiet reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules.		
		Annually train our classified and certificated staff to have an understanding of homelessness (In-house training).		
		Refer students to tutoring, after-school intervention activities, etc.		
		Coordinate with the Homeless and Foster Youth liaison in the district.		
		Reach out to homeless families on a continuous basis.		
		Make sure that the student is enrolled in free and reduced meal program.		
		Assign new students a "buddy" to help them learn their way around school.		
		Allow students necessary school supplies, to take home.		
		Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.).		
		Do not penalize Homeless Youth and Foster Youth students for arriving late to school.		
		Keep some nutritional snacks for those students who might need additional nutrition (cafeteria budget).		

Action #	Title	Description	Total Funds	Contributing
		Finally, we see parents as critical partners in their child/ren's education and provide parent outreach with our families on an ongoing basis.		
3.4	Credential Teachers	Maintain Fully-Credentialed Teachers Certificated personnel salaries and benefits		No
3.5	Family Style Education Public School Program	Monitor teaching staff certificates to ensure 90-100% program implementation at all times. Provide on site training for new and existing teachers to increase knowledge of "trauma brain" and how to address while with research-based teaching strategies. Create a strong elementary (Grades k-8) Family Style Education Program through on-site training with Social/Emotional development curriculum. *Promethean Boards x 3		No
3.6	Superintendent/Principal/Resource Teacher	Superintendent/Principal/Resource Specialist salary and benefits.		No
3.7	Independent Study Teacher	Independent study teacher will be maintained at each grade-level to meet individualized family needs. Offer Home School Stipend Independent Study teacher salary and benefits		No

Action #	Title	Description	Total Funds	Contributing
3.8	Professional Development	Professional development for literacy instruction, interventions, and engagement strategies. Professional development conference fees, substitutes, consultant costs, travel costs, etc.		No
3.9	Interventions	Paraprofessionals will provide small group intervention during the designated intervention time. Paraprofessional salaries and benefits.		No
3.10	Paraprofessionals	Paraprofessionals		No
3.11	Special Education	Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. Special Education students will be both challenged and supported by their regular ed teacher and any other support staff. The general ed teacher will meet weekly with special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.)		No

Action #	Title	Description	Total Funds	Contributing
3.13	Curriculum	Continue StemScopes Cengage History Teachers Pay Teachers Kahoot IXL		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.

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 the specific actions were in making progress toward the goal.

For Foster Youth, we coordinate with the case worker, attendance staff, and teacher, ensure that transportation is not a barrier. provide After-school-care (Project Share), assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. We also help them to find a quiet and supportive places to work and study, develop "success plans" with goals, steps, services, and accountability, and intervene early if/when they miss school. Additionally, we provide them with community resources such as: Clothes closets, food banks, health clinic information, laundry services, and hygiene products.

We monitor teaching staff certificates to ensure 90-100% program implementation at all times, and provide on site training for new and existing teachers to increase knowledge of "trauma brain" and how to address while with research-based teaching strategies. Off-site trainings are far more difficult to provide given the lack of substitute teachers.

Special Education staff ensures Individualized Education Plans (IEP) are implemented and that each student and teacher understands the goals that they are working towards. We regularly identify areas of students' strengths and concerns in order for staff to target their individual areas of need. Special Education students are regularly challenged and supported by their general ed teacher and other support staff.

Adopted curriculum and on-site Professional Development supported teachers in assisting students to reach their academic goals.

Math Interventions and parent involvement were utilized to help to support individual student growth in Math.

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.

More emphasis on teaching a higher percentage of grade-level concepts will be encouraged more strongly.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
141,490	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.03%	2.27%	$12,060.00	27.31%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

All actions and services will be provided on an LEA-wide basis in our small rural school district. The concentration and supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information was considered:

* Review of the CA School Dashboard student group report to identify which student groups need additional support

* Current local and state metrics with actions and services in place

* History of success with actions and services in district programs

* Refinement of district programs to improve services to students

* Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of social emotional learning professional learning and support, early intervention in reading and math, and one-on-one support for tutoring are the most effective uses of the concentration supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

For many students with disabilities, foster youth, English learners, and low-income students—the key to success in the classroom can often lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities. Some adaptations are as simple as moving a distractible student to the front of the class or away from the pencil sharpener or the window. Other modifications may involve changing the way that material is presented or the way that students respond to show their learning. Adaptations, accommodations, and modifications are individualized for students, based upon their needs and their personal learning styles and interests. Although accommodations and modifications are individualized, many can be utilized to assist in whole-class learning. With the approach of fitting the environment to outlying students' needs, all students' needs have a better chance of being met in order to increase learning to the fullest.

Student Study Team substitutes-Substitutes are provided to allow the teacher to attend Student Study Team meetings to support unduplicated students and develop a plan for interventions and assessments.

Classified Instructional Aides-This program provides one on one support for students to differentiated instruction and provide interventions for our most at-risk students.

Family Engagement-We use our School Counselor, Foster Youth/Homeless Coordinator, and Principal to bridge and connect families with local community resources and provide collaborative parent engagement nights. These nights and resources assist parents in understanding how to support their students both academically and socially.

On-site Counselor-provide support to our most at-risk families through education, resources and outreach.

Professional Development-We will also continue to provide professional development and support to our certificated teachers and classified staff to incorporate formative assessments to target student's needs, Engagement Strategies, Best Instructional Practices, mathematics instruction, and Social Emotional Learning. This additional support will help students, especially those students identified as not performing at grade level, many of whom are from our targeted socioeconomically disadvantaged student group.

Foster/Homeless Youth Liaison-The Liaison will provide one-on-one support for our Foster/Homeless Youth. They will check in regularly with our Foster/Homeless Youth to ensure they have the necessary support to be successful in school. The Liaison will also connect the Foster Youth students to a trusted adult on campus so that they may have support from multiple caring adults. Furthermore, the Liaison will connect Foster/Homeless Youth and their families to necessary resources, support and programs like After School, extra curricular activities, etc.

Transportation-Encroachment to support our unduplicated students. Without home to school transportation some of our most vulnerable students would not attend school on a regular basis as their families do not have the resources to transport them to and from school.

Offer After School and Summer Tutoring-Provided to all student but is principally directed at supporting our unduplicated pupils. Tutoring provides one on one support for students struggling in math or literacy. The program also allows for a safe place for students to complete their work instead of going home to an empty house (if their parents are working).

Saturday School Program-provides unduplicated students an opportunity to learn new skills and promotes confidence.

Support Staff-Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and

provide them with the much needed emotional and academic services.
Classified Instructional Aides-This program provides one on one support for students to differentiated instruction and provide interventions for our most at-risk students.
Multi-Tiered System of Support-TK-8-Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.
Free food Services to all enrolled students-To ensure that the basic needs of our low income students are met, we will also be subsidizing the cost of both breakfast and lunch meals for low income students that qualify for reduced school meals. This service will ensure that these students will have their basic needs met so that they can be able to engage and be available for learning in the classroom.

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

Increasing or improving services required thoughtful planning that seeks to address specific identified needs of unduplicated students who are identified based on an analysis of available data and stakeholder input.
Efforts in providing services for Foster Youth, English earners, Low-Income students, and Students with Disabilities are based on an analysis of available data and are created in collaboration meetings with stakeholders. These efforts are geared towards meeting the needs of, and improving outcomes for the listed student groups.

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

We plan to add a Librarian, and one additional Paraprofessional to support all student academic attainment; including foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		5.78%
Staff-to-student ratio of certificated staff providing direct services to students		7.71%

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$235,669.00	$20,853.00	$53,566.00	$42,391.00	$352,479.00	$275,108.00	$77,371.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Sports	English Learners Foster Youth Low Income	$1,578.00				$1,578.00
1	1.2	English Learners	English Learners					
1	1.3	Foster and Homeless Youth	Foster Youth	$1,000.00			$1,000.00	$2,000.00
1	1.4	School Psychologist	Students with Disabilities			$7,357.00		$7,357.00
1	1.5	Family Style Education Public School Program	All	$9,500.00				$9,500.00
1	1.6	Superintendent/Principal/Resource Teacher	All Students with Disabilities	$59,929.00		$19,128.00		$79,057.00
1	1.7	Independent Study Program	All		$2,928.00			$2,928.00
1	1.8	Speech Teacher	Students with Disabilities			$10,981.00		$10,981.00
1	1.9	Professional Development	English Learners Foster Youth Low Income	$2,500.00	$3,000.00			$5,500.00
1	1.10	Counseling Service Provider	All Students with Disabilities	$18,500.00			$6,475.00	$24,975.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Interventions	English Learners Foster Youth Low Income	$23,499.00				$23,499.00
1	1.12	Paraprofessionals	At-risk English Learners Foster Youth Low Income	$36,393.00				$36,393.00
1	1.13	Visual and Performing Arts	English Learners Foster Youth Low Income	$14,400.00				$14,400.00
1	1.14	Leading Learning Network	All		$900.00			$900.00
1	1.15	Sue Barton Reading Intervention Program	English Learners Foster Youth Low Income					
1	1.16	Special Education	Students with Disabilities			$14,900.00		$14,900.00
1	1.17	Multi-Tiered System of Support Interventions (MTSS)	English Learners Foster Youth Low Income					
1	1.18	Formative Assessments/Data Analysis	All					
1	1.19	Positive Behavior Intervention Supports (PBIS)	English Learners Foster Youth Low Income					
1	1.20	Nursing Services	All	$1,200.00		$1,200.00		$2,400.00
1	1.21	Campus Beautification	English Learners Foster Youth Low Income	$1,500.00				$1,500.00
2	2.1	English Learners	English Learners					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Foster and Homeless Youth	Foster Youth					
2	2.3	Credential Teachers	English Learners Foster Youth Low Income	$65,670.00			$33,211.00	$98,881.00
2	2.4	Family Style Education Public School Program	All					
2	2.6	Special Education	Students with Disabilities					
2	2.7	Curriculum	All Students with Disabilities		$8,025.00		$1,705.00	$9,730.00
2	2.8	Professional Development	All Students with Disabilities					
2	2.9	Parent Engagement	All					
2	2.10	Interventions	All Students with Disabilities					
2	2.11	Sue Barton Reading Intervention Program	Foster Youth Low Income					
3	3.1	Focus on mathematics	All		$6,000.00			$6,000.00
3	3.2	English Learners	English Learners					
3	3.3	Foster and Homeless Youth	Foster Youth					
3	3.4	Credential Teachers	All					
3	3.5	Family Style Education Public School Program	All					
3	3.6	Superintendent/Principal/Resource Teacher	All Students with Disabilities					
3	3.7	Independent Study Teacher	All					
3	3.8	Professional Development	All Students with Disabilities					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.9	Interventions	All Students with Disabilities					
3	3.10	Paraprofessionals	All Students with Disabilities					
3	3.11	Special Education	All Students with Disabilities					
3	3.13	Curriculum	All Students with Disabilities					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
565,197	141,490	25.03%	2.27%	27.31%	$146,540.00	0.00%	25.93 %	**Total:**	$146,540.00
								LEA-wide Total:	$110,147.00
								Limited Total:	$36,393.00
								Schoolwide Total:	$1,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,578.00	
1	1.2	English Learners	Yes	LEA-wide	English Learners	All Schools		
1	1.3	Foster and Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools	$1,000.00	
1	1.9	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	1.11	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,499.00	
1	1.12	Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$36,393.00	
1	1.13	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth	All Schools	$14,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.15	Sue Barton Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.17	Multi-Tiered System of Support Interventions (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.19	Positive Behavior Intervention Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.21	Campus Beautification	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.1	English Learners	Yes	LEA-wide	English Learners	All Schools		
2	2.2	Foster and Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools		
2	2.3	Credential Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,670.00	
2	2.11	Sue Barton Reading Intervention Program	Yes	LEA-wide	Foster Youth Low Income	All Schools		
3	3.2	English Learners	Yes	LEA-wide	English Learners	All Schools		
3	3.3	Foster and Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$373,142.00	$326,194.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Sports	Yes	$1,372.00	0
1	1.2	English Learners	Yes		
1	1.3	Foster and Homeless Youth	Yes	$2,000.00	$2,000
1	1.4	School Psychologist	No	$9,552.00	$5,754
1	1.5	Family Style Education Public School Program	No	$9,500.00	0
1	1.6	Superintendent/Principal/Resource Teacher	No	$79,197.00	$79,197
1	1.7	Independent Study Program	No	$2,954.00	
1	1.8	Speech Teacher	No	$2,000.00	
1	1.9	Professional Development	Yes	$4,620.00	$2,160
1	1.10	Counseling Service Provider	No	$28,800.00	$20,230

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Interventions	Yes	$22,055.00	$17,874
1	1.12	Paraprofessionals	No	$22,652.00	$23,760
1	1.13	Visual and Performing Arts	Yes	$14,400.00	$10,692
1	1.14	Leading Learning Network	No	$900.00	$900
1	1.15	Sue Barton Reading Intervention Program	Yes		
1	1.16	Special Education	No	$17,157.00	$16,441
1	1.17	Multi-Tiered System of Support Interventions (MTSS)	Yes		
1	1.18	Formative Assessments/Data Analysis	No		
1	1.19	Positive Behavior Intervention Supports (PBIS)	Yes		
1	1.20	Nursing Services	No	$2,400.00	$1,643
1	1.21	Campus Beautification	Yes	$1,500.00	$63
2	2.1	English Learners	Yes		
2	2.2	Foster and Homeless Youth	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Credential Teachers	Yes	$136,353.00	$136,353
2	2.4	Family Style Education Public School Program	No		
2	2.6	Special Education	No		
2	2.7	Curriculum	No	$9,730.00	$9,127
2	2.8	Professional Development	No		
2	2.9	Parent Engagement	No		
2	2.10	Interventions	No		
2	2.11	Sue Barton Reading Intervention Program	Yes		
3	3.1	Focus on mathematics	No	$6,000.00	0
3	3.2	English Learners	Yes		
3	3.3	Foster and Homeless Youth	Yes		
3	3.4	Credential Teachers	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Family Style Education Public School Program	No		
3	3.6	Superintendent/Principal/Resource Teacher	No		
3	3.7	Independent Study Teacher	No		
3	3.8	Professional Development	No		
3	3.9	Interventions	No		
3	3.10	Paraprofessionals	No		
3	3.11	Special Education	No		
3	3.13	Curriculum	No		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$117,528.00	$154,983.00	$105,468.00	$49,515.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Sports	Yes	$1,372.00	0		
1	1.2	English Learners	Yes				
1	1.3	Foster and Homeless Youth	Yes	$1,000.00	$1,000		
1	1.9	Professional Development	Yes	$2,500.00	$2,160		
1	1.11	Interventions	Yes	$22,055.00	$16,481		
1	1.13	Visual and Performing Arts	Yes	$14,400.00	$10,692		
1	1.15	Sue Barton Reading Intervention Program	Yes				
1	1.17	Multi-Tiered System of Support Interventions (MTSS)	Yes				
1	1.19	Positive Behavior Intervention Supports (PBIS)	Yes				
1	1.21	Campus Beautification	Yes	$1,500.00	$63		
2	2.1	English Learners	Yes				
2	2.2	Foster and Homeless Youth	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Credential Teachers	Yes	$112,156.00	$75,072		
2	2.11	Sue Barton Reading Intervention Program	Yes				
3	3.2	English Learners	Yes				
3	3.3	Foster and Homeless Youth	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$530,392	$117,528.00	0	22.16%	$105,468.00	0.00%	19.88%	$12,060.00	2.27%

Instructions

Plan Summary

Engaging Educational Partners

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 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.

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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** or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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