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 [2021-22]

General Information

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

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, is a huge concern. The English Language Arts performance level for the last year tested is 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 last year tested is 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 these 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.

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

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

N/A

Support for Identified Schools

N/A

Monitoring and Evaluating Effectiveness

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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. Stakeholders 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. Stakeholders 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 stakeholder groups.

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 stakeholder input.

- 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% credential teachers
Local Indicator 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				BLUE performance level 10 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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				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				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				80% English learner students reclassified
State Assessments Smarter Balanced Assessments Mathematics	2019 dashboard or a 2020 statewide assessment is not available due to COVID-19				Smarter Balanced Assessments Mathematics 80% of students at or above standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessments Smarter Balanced Assessments English language arts	2019 dashboard or a 2020 statewide assessment is not available due to COVID-19				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				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
Local Indicator Middle School Drop-Out Rate	0% middle school drop out rate				0% middle school drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement	12% 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.				80% of student population reading at or above grade-level
Facility Inspection Tool	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				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%				Overall attendance rate goal is 98%
Chronic Absenteeism Rate	The chronic absenteeism rate from the 2019 Dashboard was 14.9%				The chronic absenteeism rate for the 2023-24 school year will be 9%
Suspension Rate	The suspension rate from the 2019 Dashboard was 0%				Maintain a suspension rate of 0% for the 2023-24 school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Sports	*Coaches stipends *Uniforms *Supplies (accessories, equipment, etc.)	$1,372.00	Yes
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.		Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
		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.		

Action #	Title	Description	Total Funds	Contributing
		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.		
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	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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.		
4	School Psychologist	School Psychologist salary.	$9,552.00	No
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	$9,500.00	No
6	Superintendent/Principal/Resource Teacher	*Superintendent/Principal/Resource Specialist salary and benefits.	$79,197.00	No
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.	$2,954.00	No

Action #	Title	Description	Total Funds	Contributing
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. *Speech services contract.	$2,000.00	No
9	Professional Development	*Professional development for interventions, and engagement strategies. *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.	$4,620.00	Yes
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.	$28,800.00	No
11	Interventions	*Teachers, Administration, and Paraprofessionals will provide small group intervention during the scheduled intervention time. Provide structure and predictable routine.	$22,055.00	Yes

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.		
12	Paraprofessionals	Paraprofessionals	$22,652.00	No
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

Action #	Title	Description	Total Funds	Contributing
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
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
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.	$17,157.00	No

Action #	Title	Description	Total Funds	Contributing
		The general education teacher will meet weekly with special education staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.)		
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). • 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.		Yes
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.		No

Action #	Title	Description	Total Funds	Contributing
		Apply assessment data in driving changes needed to continuously strengthen teaching and learning.		
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 • 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.		Yes
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
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	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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
Local Indicator 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				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				N/A
Local Indicator Student survey	95% of students feel academically challenged in a broad course of study 95% of students feel safe and respected at school				99% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school
Local Indicator Staff survey	100% of staff feel they have the necessary resources and support to do their job.				100% of staff feel they have the necessary resources and support to do their job.
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 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
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
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				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
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 Standards for purposes of gaining academic content knowledge and English language proficiency.		

Action #	Title	Description	Total Funds	Contributing
		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	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. 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).		Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3	Credential Teachers	Maintain Fully-Credentialed Teachers Certificated personnel salaries and benefits	$136,353.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
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
7	Curriculum	Continue StemScopes Cengage History *Teachers Pay Teachers membership *NewsELA *DupliChecker or similar	$9,730.00	No

Action #	Title	Description	Total Funds	Contributing
		*CORE Teaching Reading & Assessments *Accelerated Reader *Kahoot *IXL *Mystery Science *Lexia		
8	Professional Development	*Professional development for literacy instruction, interventions, and engagement strategies. Professional development conference fees, substitutes, consultant costs, travel costs, etc.		No
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
10	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.		No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	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
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
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 in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum		Yes

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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). 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
4	Credential Teachers	Maintain Fully-Credentialed Teachers Certificated personnel salaries and benefits		No
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
6	Superintendent/Principal/Resource Teacher	Superintendent/Principal/Resource Specialist salary and benefits.		No
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
8	Professional Development	Professional development for literacy instruction, interventions, and engagement strategies. Professional development conference fees, substitutes, consultant costs, travel costs, etc.		No

Action #	Title	Description	Total Funds	Contributing
9	Interventions	Paraprofessionals will provide small group intervention during the designated intervention time. Paraprofessional salaries and benefits.		No
10	Paraprofessionals	Paraprofessionals		No
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
13	Curriculum	Continue StemScopes Cengage History Teachers Pay Teachers Kahoot IXL		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.34%	100,028

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

Required Descriptions

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

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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$216,109.00	$45,645.00	$49,180.00	$62,208.00	$373,142.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$301,807.00	$71,335.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Sports	$1,372.00				$1,372.00
1	2	English Learners	English Learners					
1	3	Foster Youth	Foster and Homeless Youth	$1,000.00			$1,000.00	$2,000.00
1	4	Students with Disabilities	School Psychologist			$9,552.00		$9,552.00
1	5	All	Family Style Education Public School Program				$9,500.00	$9,500.00
1	6	All Students with Disabilities	Superintendent/Principal/Resource Teacher	$59,926.00		$19,271.00		$79,197.00
1	7	All	Independent Study Program		$2,954.00			$2,954.00
1	8	Students with Disabilities	Speech Teacher			$2,000.00		$2,000.00
1	9	English Learners Foster Youth Low Income	Professional Development	$2,500.00	$2,120.00			$4,620.00
1	10	All Students with Disabilities	Counseling Service Provider		$2,994.00		$25,806.00	$28,800.00
1	11	English Learners Foster Youth Low Income	Interventions	$22,055.00				$22,055.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	All Students with Disabilities At-risk	Paraprofessionals		$22,652.00			$22,652.00
1	13	English Learners Foster Youth Low Income	Visual and Performing Arts	$14,400.00				$14,400.00
1	14	All	Leading Learning Network		$900.00			$900.00
1	15	English Learners Foster Youth Low Income	Sue Barton Reading Intervention Program					
1	16	Students with Disabilities	Special Education			$17,157.00		$17,157.00
1	17	English Learners Foster Youth Low Income	Multi-Tiered System of Support Interventions (MTSS)					
1	18	All	Formative Assessments/Data Analysis					
1	19	English Learners Foster Youth Low Income	Positive Behavior Intervention Supports (PBIS)					
1	20	All	Nursing Services	$1,200.00		$1,200.00		$2,400.00
1	21	English Learners Foster Youth Low Income	Campus Beautification	$1,500.00				$1,500.00
2	1	English Learners	English Learners					
2	2	Foster Youth	Foster and Homeless Youth					
2	3	English Learners Foster Youth Low Income	Credential Teachers	$112,156.00			$24,197.00	$136,353.00
2	4	All	Family Style Education Public School Program					
2	6	Students with Disabilities	Special Education					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	All Students with Disabilities	Curriculum		$8,025.00		$1,705.00	$9,730.00
2	8	All Students with Disabilities	Professional Development					
2	9	All	Parent Engagement					
2	10	All Students with Disabilities	Interventions					
2	11	Foster Youth Low Income	Sue Barton Reading Intervention Program					
3	1	All	Focus on mathematics		$6,000.00			$6,000.00
3	2	English Learners	English Learners					
3	3	Foster Youth	Foster and Homeless Youth					
3	4	All	Credential Teachers					
3	5	All	Family Style Education Public School Program					
3	6	All Students with Disabilities	Superintendent/Principal/Resource Teacher					
3	7	All	Independent Study Teacher					
3	8	All Students with Disabilities	Professional Development					
3	9	All Students with Disabilities	Interventions					
3	10	All Students with Disabilities	Paraprofessionals					
3	11	All Students with Disabilities	Special Education					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	13	All Students with Disabilities	Curriculum					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$154,983.00	$182,300.00
LEA-wide Total:	$154,983.00	$182,300.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,500.00	$1,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Sports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,372.00	$1,372.00
1	2	English Learners	LEA-wide	English Learners	All Schools		
1	3	Foster and Homeless Youth	LEA-wide	Foster Youth	All Schools	$1,000.00	$2,000.00
1	9	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$4,620.00
1	11	Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,055.00	$22,055.00
1	13	Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,400.00	$14,400.00
1	15	Sue Barton Reading Intervention Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	17	Multi-Tiered System of Support Interventions (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	19	Positive Behavior Intervention Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	21	Campus Beautification	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
2	1	English Learners	LEA-wide	English Learners	All Schools		
2	2	Foster and Homeless Youth	LEA-wide	Foster Youth	All Schools		
2	3	Credential Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,156.00	$136,353.00
2	11	Sue Barton Reading Intervention Program	LEA-wide	Foster Youth Low Income	All Schools		
3	2	English Learners	LEA-wide	English Learners	All Schools		
3	3	Foster and Homeless Youth	LEA-wide	Foster Youth	All Schools		

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **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.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

- o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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