

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Oakley Union Elementary School District
<b>CDS Code:</b>	07617620000000
<b>LEA Contact Information:</b>	Name: Greg Hetrick Position: Superintendent Email: ghetrick@ouesd.k12.ca.us Phone: 925-625-0700
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$48,461,814
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$3,977,487
<b>All Other State Funds</b>	\$4,522,476
<b>All Local Funds</b>	\$3,502,871
<b>All federal funds</b>	\$4,925,483
<b>Total Projected Revenue</b>	\$61,412,644

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$66,257,011
<b>Total Budgeted Expenditures in the LCAP</b>	\$13,893,773
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$3,944,636
<b>Expenditures not in the LCAP</b>	\$52,363,238

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$2,142,756
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$2,862,582

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$-32,851
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$719,826

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	As a general rule, 82% of the General Fund expenditures consists of salaries and benefits needed to carry out a vast array of educational support activities such as custodial, health and safety, building maintenance and operations and more. These support activities, along with related supplies, services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakley Union Elementary School District

CDS Code: 07617620000000

School Year: 2021-22

LEA contact information:

Greg Hetrick

Superintendent

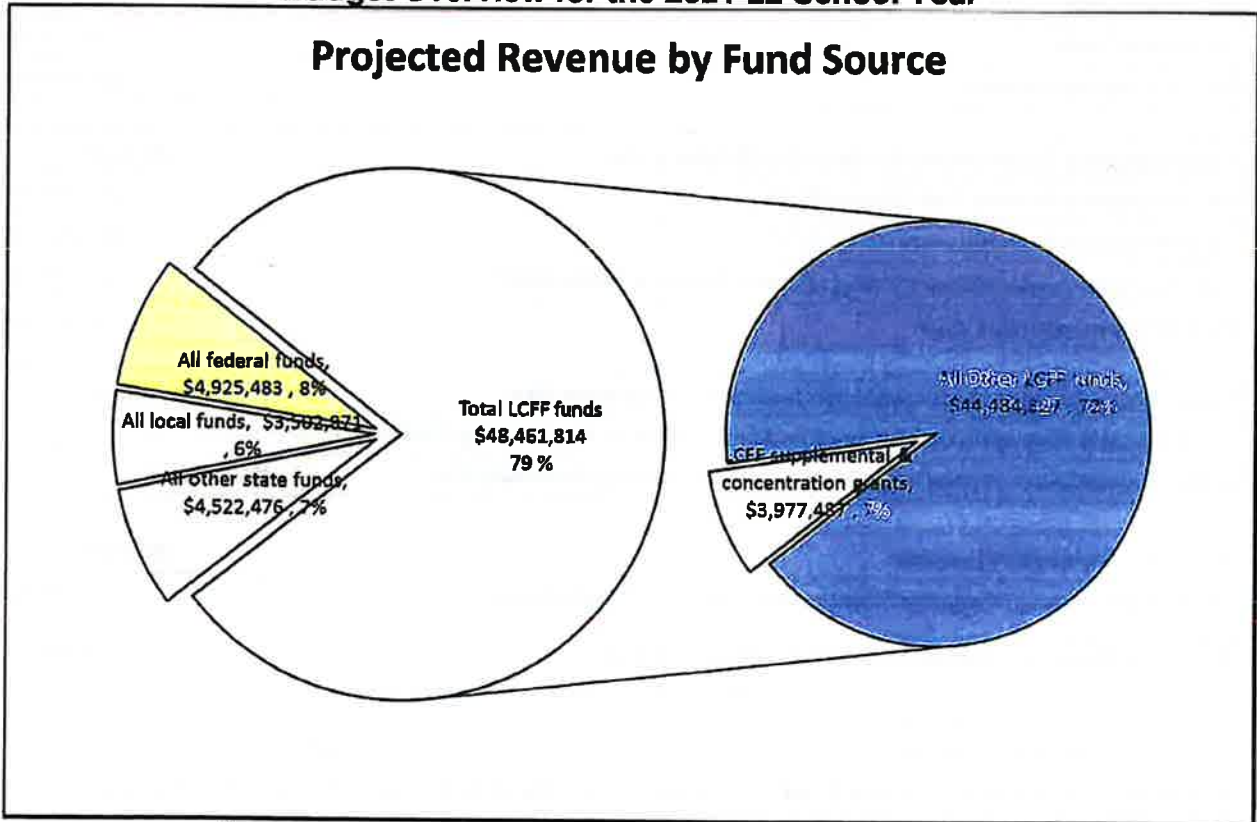
ghetrick@ouesd.k12.ca.us

925-625-0700

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



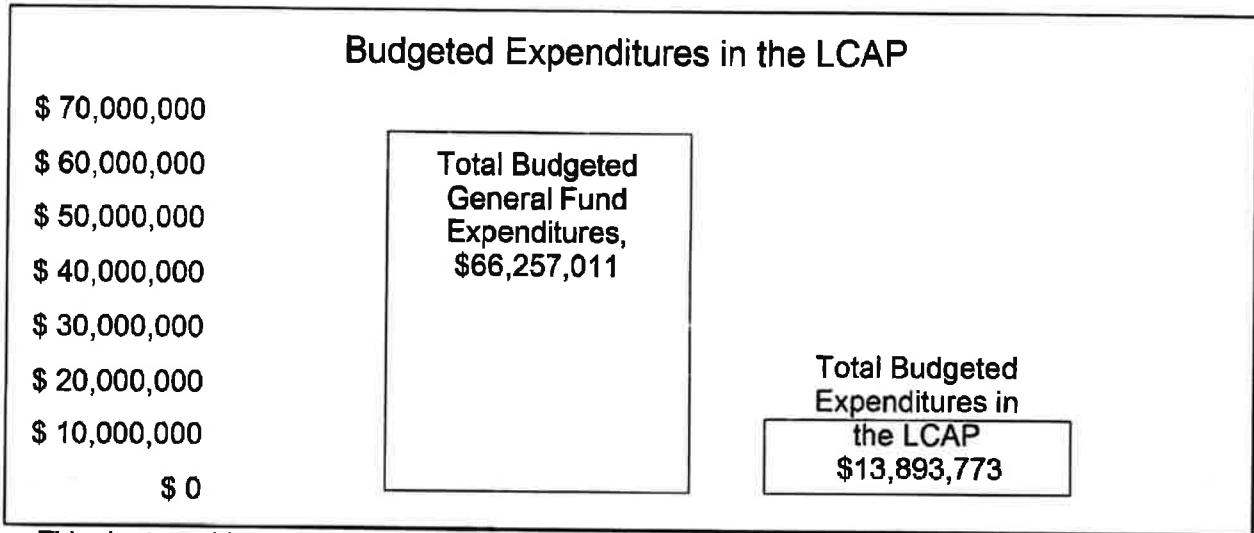
This chart shows the total general purpose revenue Oakley Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Oakley Union Elementary School District is \$61,412,644, of which \$48,461,814 is Local Control Funding Formula (LCFF), \$4,522,476 is other state funds, \$3,502,871 is local funds, and \$4,925,483 is federal funds. Of the \$48,461,814 in LCFF Funds, \$3,977,487 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oakley Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oakley Union Elementary School District plans to spend \$66,257,011 for the 2021-22 school year. Of that amount, \$13,893,773 is tied to actions/services in the LCAP and \$52,363,238 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

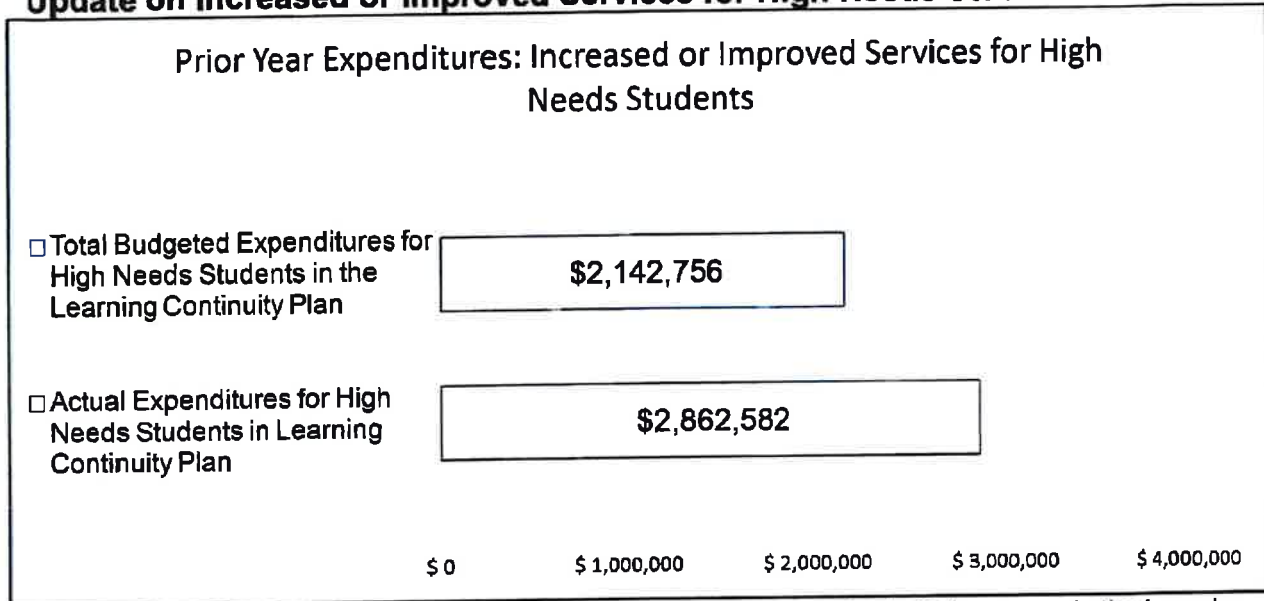
As a general rule, 82% of the General Fund expenditures consists of salaries and benefits needed to carry out a vast array of educational support activities such as custodial, health and safety, building maintenance and operations and more. These support activities, along with related supplies, services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2021-22, Oakley Union Elementary School District is projecting it will receive \$3,977,487 based on the enrollment of foster youth, English learner, and low-income students. Oakley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oakley Union Elementary School District plans to spend \$3,944,636 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Oakley Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oakley Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Oakley Union Elementary School District's Learning Continuity Plan budgeted \$2,142,756 for planned actions to increase or improve services for high needs students. Oakley Union Elementary School District actually spent \$2,862,582 for actions to increase or improve services for high needs students in 2020-21.





## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Oakley Union Elementary School District	Greg Hetrick Superintendent	ghetrick@ouesd.k12.ca.us 925-625-0700

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

High Quality Instruction: All students will receive high quality instruction aligned to state standards.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan 1, 2, 3

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

1. Statewide Assessments (4a); English proficiency as measured by CELDT (4d);
2. English Learner Reclassification rates (4e);
3. Teachers are appropriately assigned and fully credentialed (1a); Sufficient access standards-aligned instructional materials and the ELD standards (1b);
4. Implementation of state board adopted academic content (2a); Enable English learners to access the CCSS and the ELD standard (2b);
5. Broad course of study (7a); Other pupil outcomes (8a).

### Actual

1. State Assessments not available due to COVID
2. Due to COVID this data was not released.
3. 100% of our students have access to standards aligned instructional materials and have teachers that are fully credentialed.
4. 100% of the implementation of State Board Adopted material and English Learner Access to CCSS and ELD standards.
5. Student enrichment and intervention opportunities increased by 3%.



**Expected**

**19-20**

1. Improve achievement on the CAASPP assessments in ELA and Math by 3% (4a, d); Achieve a yellow or higher on the data dashboard in ELA and Math for all students; increase one performance level for all subgroups in ELA and Math.

Obtain a status and change rate of +3 points.(4a,d);

Maintain green or move up on the English Learner Program Indicator. Obtain a status and change rate of +2% (4d); Get Baseline data for ELPAC (4a,d)

2. Increase numbers of EL students being reclassified by 2% (4e)

3. Maintain 0% mis-assignment rate of teachers. (1a); Maintain 100% standards-aligned instructional materials, update textbooks and instructional materials as needed (1b)

4. Maintain and adopt state-approved curriculum. Move one level on CCSS Implementation Rubric for ELD, NGSS, and H/SS (2a, b); Maintain CLT Calendar to reflect Common Core planning opportunities (local indicator)

5. Grade and course assignments in Illuminate will continue to indicate access to courses for all students. (7a, 8a); Increase pupil access to enrichment opportunities and additional interventions by 3%.

**Actual**

**Expected**

**Actual**

**Baseline**

1. CAASPP and Data Dashboard: ELA and Math Yellow with Red for SWD, Status and Change Report ELA +6.5, Math +4.9, Orange for ELI Status and Change -2.3%; CAASPP Scores Percent of students who met or exceeded standards: ELA 44%, Math 27%; (4a). No ELPAC data is available at this time (4d).

2. Reclassification rate at 8.4% (4e).

3. Teacher mis-assignment rate at 0%; 100% of students have access to standards-aligned instructional materials and teachers are fully credentialed (1a, b).

4. District has implemented new ELA and math curriculum; science and social studies curriculum are also state adopted (2a); All English Learners have access to courses in Illuminate (2b).

5. District maintains grade and course assignments in Illuminate to indicate access to courses for all students (7a); Pupils have access to enrichment opportunities and additional interventions, for example targeted intervention for English Learners (8a).

**Actions / Services**

**Planned  
Actions/Services**

1.1 Students will receive support through high quality instructional strategies in all core content areas supported by technology that meet the demands of Common Core.

Instructional materials will be provided that are standards-aligned. The district is offering courses beyond ELA, Math, Science, Social Studies and PE for all students which is made available through the master scheduling process. Our District will continue to offer "0" Period and push in support among several options.

**Budgeted  
Expenditures**

All general fund teachers Training and Professional Development  
Release time/CLT planning time  
Materials/books/supplies  
Continue Training in ELA/ELD and H/SS  
6-8 History Social Studies Adoption  
Begin K-8 Science Adoption

**Actual  
Expenditures**

All general fund teachers Training and Professional Development  
Release time/CLT planning time  
Materials/books/supplies  
Continue Training in ELA/ELD and H/SS  
6-8 History Social Studies Adoption  
K-8 Science Adoption

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>Process Elementary and MS Technology Teachers 4000-4999: Books And Supplies Locally Defined \$250,000</p>	<p>Elementary and MS Technology Teachers 4000-4999: Books And Supplies Locally Defined \$251,453</p>
<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$20,550,150</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Base \$21,502,883</p>
<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$461,762</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$198,445</p>
<p>4000-4999: Books And Supplies Lottery \$475,700</p>	<p>4000-4999: Books And Supplies Lottery \$280,993</p>
<p>1.2 Students will receive differentiated instruction in Language Arts and Math at all grade levels through scaffolded instruction and universal access.</p>	<p>1000-1999: Certificated Personnel Salaries Special Education \$1,979,522</p> <p>Training/Coaches/Consultants Substitutes Materials/supplies Release time/CLT planning time 4000-4999: Books And Supplies Title III \$91</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$13,090</p> <p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title II \$48,253 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title III \$3,907 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Lottery \$5,701	4000-4999: Books And Supplies Other \$22,983 4000-4999: Books And Supplies Other \$1,855
1.3 English Learners will be appropriately placed according to their ELPAC levels and receive high quality, explicit ELD instruction aligned to CCSS and ELD standards. Training in ELD standards and GLAD strategies will be provided.	Training ELD Standards Training in Designated and Integrated ELD Release time/CLT planning time ELL Liaisons/ Coordinator, Interventions and EL Programs Materials/supplies Supplemental instructional materials 4000-4999: Books And Supplies Base \$835 1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures Supplemental \$476,500 1000-1999: Certificated Personnel Salaries, 2000-2999:	Training ELD Standards Training in Designated and Integrated ELD Release time/CLT planning time ELL Liaisons/ Coordinator, Interventions and EL Programs Materials/supplies Supplemental instructional materials 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$13,573 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,145 1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$486,417 1000-1999: Certificated Personnel Salaries, 2000-2999:

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>1.4 All teachers hired will be CLAD certified and be provided with additional training as needed in CCSS through demonstration lessons, etc. provided by district coaches.</p>	<p>Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title III \$30,404</p> <p>Coaches Training and Professional Development Release time/CLT planning time/Substitutes Materials/books/supplies</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Base \$11,847,462</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Supplemental \$503,116</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title II \$48,253</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title III \$3,907</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Employee Benefits Lottery 0</p>	<p>Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,583</p> <p>2000-2999: Classified Personnel Salaries Title I \$64,613</p> <p>Coaches Training and Professional Development Release time/CLT planning time/Substitutes Materials/books/supplies</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Base 0</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title II 0</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title III 0</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Lottery 0</p>
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 To ensure students receive high quality instruction, the District's professional development focus and coaching plan will target the integration of CCSS, NGSS, ELD, GLAD and inclusion.	Books And Supplies Lottery \$5,701  Coaches Training/CLT Staff Development Days Lead stipends Release days RTI training (academic, behavioral, and attendance) Tech Training	Coaches Training/CLT Staff Development Days Lead stipends Release days RTI training (academic, behavioral, and attendance) Tech Training 4000-4999: Books And Supplies Lottery \$164  5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,767  1000-1999: Certificated Personnel Salaries LCFF Base \$274,384  1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title IV \$14,147
1.6 Teachers will be provided frequent and structured opportunities to meet collaboratively to focus on integration of CCSS into lesson planning and instruction and to examine data to support improved instruction for underserved students.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$344,079  1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Lottery \$22,776  Coaches/Leads/Dept Chair Tech Curriculum Specialists Substitutes/Release Days Training/Staff Development Days CLT calendar Materials and supplies	Coaches/Leads/Dept Chair Tech Curriculum Specialists Substitutes/Release Days Training/Staff Development Days CLT calendar Materials and supplies 1000-1999: Certificated Personnel Salaries LCFF Base \$236,470

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

4000-4999: Books And Supplies  
Base \$1,000

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies  
Supplemental \$246,000

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits Title II \$8,095

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits Title III \$9,096

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies Lottery  
\$37,421

1.7 Non-certified staff will receive training to be able to access and support grade level content, instructional strategies, and behavioral goals to support the needs of the students they are serving.

Instructional Para Staff  
Development  
Library Para Monthly Meetings  
Office Manager and Clerk  
meetings  
Training/Coaches/Leads  
Materials and supplies  
Destiny Lexile Library

4000-4999: Books And Supplies  
Base \$10,144

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:

1000-1999: Certificated  
Personnel Salaries Special  
Education \$22,071

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies LCFF  
Supplemental and Concentration  
\$4,204

1000-1999: Certificated  
Personnel Salaries Title II 0

1000-1999: Certificated  
Personnel Salaries Title III 0

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits Lottery 0

Instructional Para Staff  
Development  
Library Para Monthly Meetings  
Office Manager and Clerk  
meetings  
Training/Coaches/Leads  
Materials and supplies  
Destiny Lexile Library

4000-4999: Books And Supplies  
LCFF Base \$35,313

4000-4999: Books And Supplies  
LCFF Supplemental and  
Concentration \$22

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Books And Supplies Supplemental \$45,998 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Special Education \$10,640 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title I \$1,600 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title II \$7,000 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title III \$3,000 5000-5999: Services And Other Operating Expenditures Lottery \$11,090	4000-4999: Books And Supplies Lottery \$2,558 4000-4999: Books And Supplies Title I \$5,384 5000-5999: Services And Other Operating Expenditures LCFF Base \$14,251 5800: Professional/Consulting Services And Operating Expenditures Title I \$82 5000-5999: Services And Other Operating Expenditures Lottery \$0
1.8 Beginning teachers and those new to the district, will receive BTSA (qualifying new teachers), mentoring, training and Professional Development to ensure that there is a consistency of practice across the district.	BTSA Induction Program BTSA Mentors Substitutes Training/Coaches Materials and supplies 5000-5999 Services and other operating expenditures 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Other \$144,034	BTSA Induction Program BTSA Mentors Substitutes Training/Coaches Materials and supplies 5800: Professional/Consulting Services And Operating Expenditures Title II \$34,663 5000-5999 Services and other operating expenditures 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title II \$41,099
1.9 Administrators and special education staff will receive training in how to use least restrictive environment data from the CA Special Education Management Information System (CASEMIS) to determine Annual Update for Developing the 2021-22 Local Control and Accountability Plan Oakley Union Elementary School District	Administrators Special Education Staff	Administrators Special Education Staff Substitutes



**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

the degree to which students with disabilities have access and opportunities to participate in educational services along with non-disabled peers.

4000-4999: Books And Supplies  
Special Education \$472  
1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies Special  
Education \$6705

Substitutes  
1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies  
Supplemental \$10,000

1.10 Our Student Services Department will increase training and support on the development of Transition Plans for students with disabilities and link the plans to student educational programs.

Student Services Staff  
Special Education Staff  
General Education Teachers  
Substitutes  
1000-1999: Certificated  
Personnel Salaries Locally  
Defined \$17,208

Student Services Staff  
Special Education Staff  
General Education Teachers  
Substitutes

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies  
Supplemental \$10,000

1000-1999: Certificated  
Personnel Salaries, 2000-2999:  
Classified Personnel Salaries,  
3000-3999: Employee Benefits,  
4000-4999: Books And Supplies  
Other \$1,756

1.11 Our District will increase training and support for all teachers on behavior management, differentiated instruction, and removing barriers for student success for all students.

Special Education Teachers  
General Education Teachers  
Substitutes  
SELPA Staff  
Student Services Staff  
5000-5999: Services And Other  
Operating Expenditures Special  
Education \$2,702

Special Education Teachers  
General Education Teachers  
Substitutes  
SELPA Staff  
Student Services Staff

1000-1999: Certificated  
Personnel Salaries, 2000-2999:  
Classified Personnel Salaries,  
3000-3999: Employee Benefits,  
4000-4999: Books And Supplies  
Locally Defined \$1,756

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies  
Supplemental \$10,000

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

1.12 Our District may partner with the National Equity Project or other consultants to provide professional development for staff to recognize personal bias and discriminatory practices and equip staff to effectively engage with the District's diverse students, staff, and families.

Consultants  
Teachers  
Classified Staff  
Substitutes

Consultants  
Teachers  
Classified Staff  
Substitutes

5800: Professional/Consulting  
Services And Operating  
Expenditures Supplemental  
\$20,000

5800: Professional/Consulting  
Services And Operating  
Expenditures Lcff Supplemental  
and Concentration 0

1.13 Our District will provide enrichment programs for students who are identified as GATE and/or high performing.

Teachers  
Materials and Supplies

Teachers  
Materials and Supplies

1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies  
Supplemental \$6,000

1000-1999: Certificated  
Personnel Salaries, 2000-2999:  
Classified Personnel Salaries,  
3000-3999: Employee Benefits,  
4000-4999: Books And Supplies  
Lcff Supplemental and  
Concentration 0

**Goal Analysis**

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

Due to the Coronavirus pandemic some actions and services were not implemented. The funds budgeted for those items were reallocated in 20/21 to help support students with technology needs for distance learning, particularly focusing on services for EL, Foster Youth, Homeless and Low Income students, as well as Pupils with Unique needs.

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

Successes: Implementation of synchronous and asynchronous instruction with the focus on essential standards, an emphasis on maintaining connections and supporting students' mental and physical well being. The NGSS Science curriculum was adopted for K-8 grades, teacher training and implementation is in the first phase. Technology was a success and we pivoted into remote learning. We were able to implement and utilize Classlink for the ease of access to online curricular applications. In addition Padlet resources were

created as a resource hub for students, staff and parents. Electronic resources as well as print material was utilized to ensure access for all students.

**Challenges:** Some of the challenges we identified were due to the Shelter in Place and school closures due to the Corona virus pandemic. Intervention opportunities and support was sometimes a challenge for students to attend remotely. Connectivity and outreach with families not attending synchronous learning was a challenge. Schools provided options such as remote homework help but they were not utilized by students to the fullest potential. We built a process for device distribution and hotspots in order to ensure all student could access, it took assistance and support to ensure they could use the devices.

## Goal 2

Interventions: All students will be provided with targeted intervention or enrichment opportunities that use research-based strategies to meet their academic, behavioral, and/or social-emotional needs.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan 1, 2, 3, 4; LEAP 1, 2, 3; Title III 2C

### Annual Measurable Outcomes

#### Expected

#### Metric/Indicator

1. Statewide Assessments (4a); English proficiency as measured by CELDT (4d);
2. English Learner Reclassification rates (4e);
3. Sufficient access standards-aligned instructional materials and the ELD standards (1b);
4. Enable English Learners to access the CCSS and the ELD standard (2b);
5. Broad course of study (7a); Programs and services provided to unduplicated students (7b); Programs and services provided to individuals with exceptional needs (7c); Other pupil outcomes (8a).

#### Actual

19-20

1. Unable to complete ELPAC Testing due to COVID
2. Due to COVID this data was not released.
3. 100% of students have access to standards aligned instructional materials and teachers are fully credentialed.
4. All students have access to courses in Illuminate.
5. Unable to determine due to COVID

**Actual**

**Expected**

**19-20**

1. Improve achievement on the CAASPP assessments in ELA and Math by 1% (4a, d); Achieve a yellow or higher on the data dashboard in ELA and Math for all students; increase one performance level for all subgroups in ELA and Math.

Obtain a status and change rate of +3 points.(4a,d);

Maintain green or move up on the English Learner Program Indicator. Obtain a status and change rate of +2% (4d); Get Baseline data for ELPAC (4a,d)

2. Increase the Reclassification rate by 2% (4e);

3. Maintain 100% use of standards aligned instructional materials, (1b);

4. Maintain access to courses for all students in Illuminate. (2b)

5. Increase attendance at interventions by 5% and ensure that all unduplicated students and students with disabilities are given access to a broad range of courses such as music, art, technology, etc. (7a, b, c);

Maintain outreach to targeted students through the Early Literacy Interventions (8a)

**Expected**

**Actual**

**Baseline**

1. CAASPP and Data Dashboard: ELA and Math Yellow with Red for SWD, Status and Change Report ELA +6.5, Math +4.9, Orange for ELI Status and Change -2.3%; CAASPP Scores Percent of students who met or exceeded standards: ELA 44%, Math 27%; (4a). No ELPAC data is available at this time (4d).
2. Reclassification rate at 8.4% (4e).
3. 100% of students have access to standards-aligned instructional materials and teachers are fully credentialed (1b).
4. All students have access to courses in Illuminate (2b).
5. Gather baseline data on all intervention attendance (7a, b, c); Early Literacy Interventions reached 2,196 students (8a)

**Actions / Services**

**Planned  
Actions/Services**

- 2.1 All students will receive access to high quality, structured, strategic interventions that include academic components aligned to appropriate grade levels. Entry and exit data will be developed to ensure proper placement and support.

**Budgeted  
Expenditures**

**Actual  
Expenditures**

TSA Early Lit/Teacher Hourly Classified Positions (K-2 literacy aides, reading team) Training Coaches/TSA Lexia, Reading Plus, Symphony Math

Materials and Supplies (grab and go kits, ELA and Math) continue for new teachers

EDLC Music Athletics

TSA Early Lit/Teacher Hourly Classified Positions (K-2 literacy aides, reading team) Training Coaches/TSA Lexia, Reading Plus, Symphony Math

Materials and Supplies (grab and go kits, ELA and Math) continue for new teachers

EDLC Music Athletics

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

Textbooks and library books	Textbooks and library books 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$91,653	Textbooks and library books 5000-5999: Services And Other Operating Expenditures Title I \$4,075
4000-4999: Books And Supplies Base \$17,822	4000-4999: Books And Supplies Base \$17,822	5000-5999: Services And Other Operating Expenditures Special Education \$2,540
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures Supplemental \$269,338	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures Supplemental \$269,338	5000-5999: Services And Other Operating Expenditures Other \$113,747
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Special Education \$10,218	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Special Education \$10,218	4000-4999: Books And Supplies LCFF Base \$6,508
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title III \$2,178	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title III \$2,178	4000-4999: Books And Supplies Lottery \$1,669
4000-4999: Books And Supplies Locally Defined \$5,000	4000-4999: Books And Supplies Locally Defined \$5,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$15,839
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title I \$26,165	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title I \$26,165	

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>2.2 Administrators will be provided training on the use of data to inform instruction, the monitoring of intervention systems, and the implementation and monitoring of the RTI process to support the achievement of all students.</p>	<p>5000-5999: Services And Other Operating Expenditures Lottery 1,220 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,150</p> <p>Training Consultants/SELPA/EL Materials and supplies 1000-1999: Certified Personnel Salaries LCFF Supplemental and Concentration \$72,801</p> <p>1000-1999: Certified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Special Education \$114,728</p>	<p>5000-5999: Services And Other Operating Expenditures Lottery \$1,220 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,150</p> <p>Training Consultants/SELPA/EL Materials and supplies 1000-1999: Certified Personnel Salaries LCFF Supplemental and Concentration \$72,801</p> <p>1000-1999: Certified Personnel Salaries, 3000-3999: Employee Benefits Special Education 0</p>
<p>2.3 Our District will provide targeted professional development for certificated and classified staff on inclusive practices for special education students. The training will help reduce the disproportionate Suspension Rate for this student group.</p>	<p>Program Specialist/Behaviorist Training/CLT calendar Materials and supplies Consultants/SELPA Language Live</p> <p>1000-1999: Certified Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$217,399</p>	<p>Program Specialist/Behaviorist Training/CLT calendar Materials and supplies Consultants/SELPA Language Live</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25,041</p> <p>1000-1999: Certified Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p>



**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>2.4 Lunch and Learn Program will be offered to LI, FY, and EL students at four locations in our district. ESY will be offered to qualifying SWD.</p>	<p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title I \$46,303</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Special Education \$29,337</p> <p>4000-4999: Books And Supplies Lottery \$1,800</p> <p>Training - teachers and paraprofessionals Materials and supplies Textbooks and library books illuminate ELD specific classes ESY, Lunch and Learn</p> <p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures Supplemental \$244,051</p> <p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Special Education \$10,020</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title I 0</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Special Education 0</p> <p>4000-4999: Books And Supplies Lottery 0</p> <p>This program was not offered for 2019-20 due to COVID</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Special Education 0</p>
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**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

2.5 Additional classes and program resources will be provided to ensure that students with behavioral challenges are receiving appropriate support and instruction.

1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title I \$24,249

1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title I 0

Bridge Programs  
RTI Process (Counseling for Tier II and Tier III)  
Program Specialist  
Behavior Specialist  
SARB  
Materials and supplies  
Adaptive PE  
5000-5999: Services And Other Operating Expenditures LCFF Base \$1,200

Bridge Programs  
RTI Process (Counseling for Tier II and Tier III)  
Program Specialist  
Behavior Specialist  
SARB  
Materials and supplies  
Adaptive PE  
5000-5999: Services And Other Operating Expenditures LCFF Base \$1,220

1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$268,487

1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Special Education \$239,118

1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Special Education \$458,793

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$241,567  
4000-4999: Books And Supplies Special Education \$294

2.6 Coaching in how to fully implement RTI Model will be provided to administrators, teachers, and support staff. This training will include how staff can support the needs of students with behavioral challenges.

CLT  
Training  
One Oakley Mentoring/Middle Schools  
Mind Up  
Materials and Supplies

CLT  
Training  
One Oakley Mentoring/Middle Schools  
Mind Up  
Materials and Supplies

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>2.7 The Student Services Department will facilitate collaboration between our District, foster youth, case managers, foster parents, group homes, schools, student services, educational partners, community organizations, and governmental agencies.</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$82,787</p> <p>Student Services Staff Certificated Staff</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Base \$2,419</p> <p>Student Services Staff Certificated Staff</p>
<p>2.8 Homeless and Foster Youth will be supported by a team to include site administrators, teachers, school counselors and others to monitor student achievement and provide interventions and work with identified families of Homeless and Foster Youth to offer parent/community engagement opportunities to increase students' academic and social-emotional achievement.</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Student Services Staff Certificated Staff</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,873</p> <p>Student Services Staff Certificated Staff</p>
<p>2.9 The District will continue its communication to ensure all eligible students participate in Pre-K and TK.</p> <p>The Educational Services Department in collaboration with the Student Services Department, the (new position) Teacher on Special Assignment for Preschool, and site administrators will develop professional development presentations and training on our District's Early Literacy Support programs and other programs to inform parents and families of early educational opportunities.</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Student Services Staff/TSA Educational Services Staff/TSAs Site Administrators</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Base \$830</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,873</p> <p>Student Services Staff/TSA Educational Services Staff/TSAs Site Administrators 4000-4999: Books And Supplies LCFF Base \$830</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,074</p>

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>2.10 The Coordinator of Interventions and English Language Programs (new position), will oversee the development and implementation District-wide interventions for elementary and middle schools to address the academic needs for all students.</p> <p>The Coordinator of Interventions will work alongside site administrators to monitor academic progress and develop a tiered level of support and resources for elementary and middle schools.</p>	<p>Coord., Interventions and EL Programs Certificated Staff Site Administrators Counselors, School Psych.</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$638</p> <p>Coord., Interventions and EL Programs Certificated Staff Site Administrators Counselors, School Psych.</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$12,619</p>
<p>2.11 Our District will provide enhanced and extended learning opportunities for high achieving and Gifted and Talented (GATE) students.</p>	<p>Certificated Staff Classified Staff</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>This program was not offered for 2019-20 due to COVID</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p>

**Goal Analysis**

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

Due to the Coronavirus pandemic some actions/services were not implemented. The funds for this items were reallocated in 20/21 to help support students with technology needs for distance learning, particularly focusing on services for EL, Foster Youth, Homeless and Low income as well as pupils with Unique needs.

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

**Success:** Some of the successes OUESD experienced was the implementation of virtual family support, community outreach with needed resources, virtual drop in support; online homework academies; Instructional Paras provided individual and small group supplemental instruction to support low-income, English learner, and foster youth support. School administration conducted home visits to re-engage families and students.

**Challenges:** One of the challenged we faced was moving from in-person learning to distance/remote learning due to COVID due to the lack on connectivity and ability to utilize devices. We had students not engaged and/or not participating in the virtual learning. In addition the lack of social interaction caused additional stress on students, parents, and staff.

## Goal 3

Technology: All students will have equitable access to technology to improve their learning outcomes and to prepare them for college and career readiness in a global society.

State and/or Local Priorities addressed by this goal:

- State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:    Strategic Plan 1, 2, 3, 4, Technology Plan

### Annual Measurable Outcomes

#### Expected

#### Metric/Indicator

1. Statewide Assessments (4a); English proficiency as measured by CELDT/ELPAC (4d);
2. English Learner Reclassification rates (4e);
3. Enable English learners to access the CCSS and the ELD standard (2b);
4. Broad course of study (7a);
5. Other pupil outcomes (8a)

#### Actual

1. Due to Covid this ELPAC was not administered.
2. Due to COVID this data was not released.
3. 100% of our students had access to courses in Illuminate.
4. All students received a broad course of study.
5. All teachers received a two hour training on the student information system.

**Actual**

**Expected**

**19-20**

1. Improve achievement on the CAASPP assessments in ELA and Math by 1% (4a, d); Achieve a yellow or higher on the data dashboard in ELA and Math for all students; maintain increase one performance level for all subgroups in ELA and Math.

Obtain a status and change rate of +3 points.(4a,d);

Maintain green or move up on the English Learner Program Indicator. Obtain a status and change rate of +2% (4d); Get Baseline data for ELPAC (4a,d)

2. Increase numbers of EL students being Reclassified by 2%. (4e)

3. Grade and course assignments in Illuminate will continue to indicate access to courses for all students. (2b)

4. All students will receive new Digital Citizenship instruction. (7a)

5. All teachers will receive two hours of professional development dedicated to student data reporting on Illuminate. (8a)

**Expected**

**Actual**

**Baseline**

1. CAASPP and Data Dashboard: ELA and Math Yellow with Red for SWD, Status and Change Report ELA +6.5, Math +4.9, Orange for ELI Status and Change -2.3%; CAASPP Scores Percent of students who met or exceeded standards: ELA 44%, Math 27%; (4a); No ELPAC data is available at this time (4d).

2. Reclassification rate at 8.4% (4e).

3. All English Learners have access to courses in Illuminate (2b).

4. All students have participated in Digital Citizenship but new content and instruction is being developed to be aligned to district Scope and Sequence (7a).

5. Continue training teachers to use Illuminate to consistently monitor pupil outcomes (8a).

**Actions / Services**

**Planned  
Actions/Services**

3.1 Student achievement monitoring will be supported by technology and training to ensure that multiple data sources are used to determine the effectiveness of the school's academic programs in meeting the needs of the under served students.

**Budgeted  
Expenditures**

Director of Technology  
Technology Specialists  
Applications Analyst  
Coordinator of  
Testing/Assessments  
Equipment (Technology  
replacement plan/additional  
technology)  
Training/CLT (data analysis,  
Illuminate)  
Contracts (Illuminate)  
District data support (Illuminate)

**Actual  
Expenditures**

Director of Technology  
Technology Specialists  
Applications Analyst  
Coordinator of  
Testing/Assessments  
Equipment (Technology  
replacement plan/additional  
technology)  
Training/CLT (data analysis,  
Illuminate)  
Contracts (Illuminate)  
District data support (Illuminate)



**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>3.2 A focus on examining English Learner, Low Income, Foster Youth, and Reclassified Fluent Proficient data on benchmark tests and report cards will occur during CLT times to assure students are making progress at a reasonable pace.</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$119,686</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Supplemental \$67,407</p> <p>6000-6999 Capital Outlay</p> <p>5800: Professional/Consulting Services And Operating Expenditures Lottery \$194,895</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title II \$13,996</p> <p>2000-2999 Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title III \$21,773</p> <p>CLT/Data Analysis Illuminate Training Materials and Supplies</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Supplemental \$33,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$211,895</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$37,857</p> <p>5800: Professional/Consulting Services And Operating Expenditures Lottery \$242</p> <p>4000-4999: Books And Supplies Lottery \$3,084</p> <p>2000-2999 Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title III \$0</p> <p>CLT/Data Analysis Illuminate Training Materials and Supplies</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$35,453</p>
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**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

After School Education and Safety (ASES)	Not Applicable
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title II \$13,996	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title II \$0
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title III \$21,773	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title III \$0

3.3 Technology will be aligned with 21st century learning skills in CCSS, ELD standards, and NGSS. Staff will be trained in Google Suites for Education.

TSA/Tech Tech Curriculum Specialists Training CLT Technology replacement plan Increased bandwidth/wireless capabilities Technology specialists Additional Technology (Adding 300 Chromebooks, etc.)	SATech Tech Curriculum Specialists Training CLT Technology replacement plan Increased bandwidth/wireless capabilities Technology specialists Additional Technology (Adding 300 Chromebooks, etc.)
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1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures Base \$363,006	2000-2999: Classified Personnel Salaries LCFF Base \$268,796
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6000-6999: Capital Outlay Locally Defined \$250,000	2000-2999: Classified Personnel Salaries Other \$14,147
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3.4 Technology lead teachers will collaborate with the Technology Department and District office staff to expand professional learning opportunities for administrators and teachers, including Google Apps for Education.

TSA/Tech Tech Curriculum Specialists Training CLT	TSA/Tech Tech Curriculum Specialists Training CLT Technology specialists
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### Planned Actions/Services

Technology lead teachers will provide coaching cycles to model the use of digital tools. Collaboration may include co-planning and co-delivery of instruction and job-embedded professional development.

### Budgeted Expenditures

Technology specialists  
1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits, 4000-4999:  
Books And Supplies  
Supplemental \$10,000

### Actual Expenditures

4000-4999: Books And Supplies  
Lottery 35  
1000-1999: Certificated  
Personnel Salaries, 3000-3999:  
Employee Benefits LCFF Base  
\$385

## Goal Analysis

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

Due to the Coronavirus pandemic some actions/services were not implemented. The funds for this items were reallocated in 20/21 to help support students with technology needs for distance learning, particularly focusing on services for EL, Foster Youth, Homeless and Low income as well as pupils with Unique needs.

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

**Success:** A few of the successes we experienced was when we obtained the necessary technology (Chromebooks, Hotspots) to support students in Distance/Remote Learning. Teachers embraced the challenges of Remote Learning becoming more proficient in the use & integration of technology to support the curriculum and their students. Online virtual meetings provided opportunities for parents to access and participate in meetings that would otherwise be challenging to attend. Focus of professional development was on providing teachers with online instructional strategies and additional apps with an emphasis on meeting the needs of low income, English learners, and foster youth.

**Challenges:** One of the challenges we faced was moving from in-person learning to distance/remote learning due to COVID. We had students not engaged and/or not participating in the virtual learning. The lack of social interaction caused additional stress on students, parents, and staff.

## Goal 4

School Climate: All students will be provided with a safe and inclusive learning environment that supports their physical, social, and emotional well-being.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)

Local Priorities: Strategic Plan 1,2,3,4

### Annual Measurable Outcomes

#### Expected

#### Metric/Indicator

1. Student attendance rates (5a); Chronic absenteeism rate (5b); Middle School dropout rate (5c)
2. Suspension rates (6a); Expulsion rates (6b); Counseling services and survey results (6c);
3. Parent input in decision making (3a); Parent participation in programs for unduplicated students (3b); Parent participation in programs for students with exceptional needs (3c);
4. Condition of school facilities (1c).

#### Actual

1. Due to COVID/Shelter-in-place, student attendance rates are not accurate.
2. Due to COVID/Shelter-in-place, student discipline data is not accurate.
3. Parent attendance and input in decision making for unduplicated students and students with exceptional needs increased by 5%.
4. All school sites met the exemplary rating as measured by the FIT.

**Expected**

**Actual**

**19-20**

1. Chronic absenteeism rate will drop by .5% district wide (5b); Attendance rate will increase by 1% district wide (5a); Maintain Middle School dropout rate of 0% (5c).
2. Maintain Suspension rate (6a); Maintain Expulsion rate (6b); Counseling services will be increased by .5% (6c); Increase parent input on surveys, district advisory, parent participation policy and site decisions by 10% (3a, b, c, 6c); Increase staff participation in surveys by 10 (6c); Maintain student participation in surveys (6c).
3. Increase parent attendance/participation at school events by 5% (measured by sign in sheets) (3b); Maintain parent classes offered in English and Spanish at sites (measured by calendar/sign in sheets) including parents of students with special needs. (3b, c).
4. Achieve overall summary of facility conditions as exemplary at all sites. (FIT) (1c).

**Expected**

**Actual**

**Baseline**

1. Chronic Absenteeism rate is 9.0% (5a, b); Attendance Rate is 95.00% (2017-2018) (5a, b); Middle School Dropout Rate is 0% (5c)
2. Suspension Rate is 1.3% (6a); Expulsion Rate is 0.1% (6b); Students receiving counseling is 190 general education students and 90 students per IEP for a total of 286 students or 5.6% (6c); 224 Parents responded to the parent survey and 67.6 % feel the district actively seeks parent input before making important decisions; 221 staff members participated in the staff survey; 768 students participated in the student survey (6c);
3. Three parent classes per week were offered at each of the 6 sites by Parent Community Liaisons (3a); Parent Participation: at Read to Grow was 400, at Congreso Familiar was 200, at Family Math and Family Literacy Nights were approx. 300 families each (3b, c);
4. 7 out of 8 schools had an exemplary overall rating on FIT (1c)

**Actions / Services**

**Planned  
Actions/Services**

- 4.1 Each site will ensure that students are instructed in appropriate and expected behavior and that sites exhaust all means of support and intervention prior to exploring alternative programs or placement requirements and district goals.

**Budgeted  
Expenditures**

RTI/ Behavior/ Attendance Interventions  
Attendance works  
Training/Consultants  
Behavior Specialist  
Curriculum life skills, anti-bullying, character education  
Quest Program for Middle School Advisory  
SARB  
Counseling/RTI Intervention

**Actual  
Expenditures**

RTI/ Behavior/ Attendance Interventions  
Attendance works  
Training/Consultants  
Behavior Specialist  
Curriculum life skills, anti-bullying, character education  
Quest Program for Middle School Advisory  
SARB  
Counseling/RTI Intervention

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

Assistant Bilingual Elementary Counselor One Oakley Mentoring/Middle Schools Materials and supplies	Assistant Bilingual Elementary Counselor One Oakley Mentoring/Middle Schools Materials and supplies	Assistant Bilingual Elementary Counselor One Oakley Mentoring/Middle Schools Materials and supplies 5000-5999: Services And Other Operating Expenditures LCFF Base \$30,702
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Base \$103,616	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Base \$103,616	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Base 0
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Supplemental \$188,800	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Supplemental \$188,800	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,225
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title II \$3,169	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title II \$3,169	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$118,934
Middle School Mentoring Programs CLT/Staff Development Materials and supplies Training/Consultants/Workshops	Middle School Mentoring Programs CLT/Staff Development Materials and supplies Training/Consultants/Workshops	Middle School Mentoring Programs CLT/Staff Development Materials and supplies Training/Consultants/Workshops
5800: Professional/Consulting Services And Operating Expenditures Base \$4,000	5800: Professional/Consulting Services And Operating Expenditures Base \$4,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits,	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits,	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits,

4.2 District will provide training in cultural competency to increase staff understanding of diversity and ability to appropriately address students' and families' needs.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Underserved students will have additional opportunities for behavioral interventions to increase attendance and participation at school.	<p>4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures Supplemental \$22,270</p> <p>Training/Workshops RTI Behavior Interventions</p> <p>RTI Intervention Assistant Curriculum life skills, anti-bullying, character education assemblies</p> <p>Middle School Advisory - Quest Program SARB Counseling One Oakley Mentoring Program</p> <p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$130,882</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$3,169</p>	<p>4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25,456</p> <p>Training/Workshops RTI Behavior Interventions</p> <p>RTI Intervention Assistant Curriculum life skills, anti-bullying, character education assemblies</p> <p>Middle School Advisory - Quest Program SARB Counseling One Oakley Mentoring Program</p> <p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$125,414</p> <p>5000-5999: Services And Other Operating Expenditures Title II 0</p>
4.4 Safety Plans will be updated and reviewed annually. All staff will receive mandated training each year (i.e. child abuse reporting, internet safety, blood born pathogens, anti bullying, sexual harassment).	<p>Staff Development/CLT Materials and supplies Trainers Crossing Guards Campus Supervisors</p>	<p>Staff Development/CLT Materials and supplies Trainers Crossing Guards Campus Supervisors 5000-5999: Services And Other Operating Expenditures LCFF Base \$31,770</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$415,542	2000-2999: Classified Personnel Salaries LCFF Base \$55,731
4.5 School sites will be inspected annually to monitor safety of all students and staff.	Deferred maintenance plan Security Cameras, Fencing ,Gates Director of Maintenance Routine Maintenance and repair  6000-6999: Capital Outlay Base \$400,000 5000-5999: Services And Other Operating Expenditures Locally Defined \$938,126	Deferred maintenance plan Security Cameras, Fencing ,Gates Director of Maintenance Routine Maintenance and repair  6000-6999: Capital Outlay LCFF Base \$404,462 5000-5999: Services And Other Operating Expenditures Locally Defined \$395,349
4.6 Sites will provide timely two-way communication in a format and language understandable to parents/families and community members about student achievement, academic and behavioral expectations, accountability requirements, and how parents can support their students' academic success.	SARC Illuminate Parent Portal District and School Websites (School Loop) Translation services and equipment Materials and supplies 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$15,051 Translation 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000	SARC Parent Portal District and School Websites (School Loop) Translation services and equipment Materials and supplies 5000-5999: Services And Other Operating Expenditures LCFF Base \$87,363 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Base 0 Translation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.7 Policies and practices will be implemented to enhance transitions between grade spans, including meetings and screenings of incoming kindergarten families, incoming sixth grade families, and transitional meetings for EL and SWD students.</p>	<p>4000-4999: Books And Supplies Special Education \$1,648</p> <p>Coord., Interventions and EL Programs Site Special Education Leads ELL Liaisons Translations Substitutes Stipends Bilingual Office Clerks</p>	<p>5000-5999: Services And Other Operating Expenditures Lottery \$44,770</p> <p>Coord., Interventions and EL Programs Site Special Education Leads ELL Liaisons Translations Substitutes Stipends Bilingual Office Clerks</p>
	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Base \$69,914</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,048</p>
	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Supplemental \$58,147</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$49,882</p>
	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Lottery \$10,798</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,691</p>
<p>4.8 Parent training and workshops (i.e. Read to Grow, Math Parent University, CBET Second Cup of Coffee) will be offered to support family engagement with the District and school sites. District and sites will fully implement parent involvement policies and programs that meet all federal and state requirements and district goals.</p>	<p>Coaches Coord., Interventions &amp; EL Programs Lead stipends Parent liaisons Training Parent Ed Classes, English for Adults</p>	<p>Coaches Coord., Interventions &amp; EL Programs Lead stipends Parent liaisons Training Parent Ed Classes, English for Adults</p>

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

Math Nights Literacy Nights Latino Family Literacy Project Congreso Familiar Materials and supplies Childcare Lunch and Learn Read to Grow	Math Nights Literacy Nights Latino Family Literacy Project Materials and supplies Childcare Read to Grow
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$186,022	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$118,934
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title I \$5,615	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,820
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title III \$25,960	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,786
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Lottery \$14,740	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Lottery 0
4.9 District and school sites will actively recruit parents and families to participate in site and district level decision making advisory groups (i.e. participation in SSC, DAC, ELAC, DELAC, PTA, LCAP Advisory).	Extra hours classified Translation Materials and supplies Daycare  2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,547

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>4.10 The Parent Community Liaisons will develop a program and meeting schedule that will increase EL parent participation in school events, conferences and interventions such as SES services provided to students who qualify.</p>	<p>4000-4999: Books And Supplies Base \$2,712</p> <p>Translation 5000-5999: Services And Other Operating Expenditures Supplemental \$16,900</p> <p>4000-4999: Books And Supplies Special Education \$1,712</p> <p>4000-4999: Books And Supplies Title III \$186</p> <p>Coaches Lead stipends Parent liaisons Training Parent Ed Classes Adult English Classes Materials and Supplies Childcare Lunch and Learn Read to Grow Latino Literacy Project</p> <p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures Supplemental \$71,519</p> <p>(Object 1200) 1000-1999: Certificated Personnel Salaries,</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$489</p> <p>Translation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$52,727</p> <p>Translation 5000-5999: Services And Other Operating Expenditures Other \$609</p> <p>4000-4999: Books And Supplies Title III 0</p> <p>Coaches Lead stipends Parent liaisons Training Parent Ed Classes Adult English Classes Materials and Supplies Childcare Read to Grow Latino Literacy Project</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$670</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title II 0</p>
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**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>3000-3999: Employee Benefits Title II \$5,615</p> <p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Title III \$25,960</p>	<p>1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits Title II 0</p>
<p>Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>	<p>Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>
<p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>	<p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>

4.11 Our District and sites will use a system-wide approach toward reducing disproportionality in school discipline by transforming school cultures and moving from punitive to restorative practices in school discipline, including providing teacher training in culturally responsive classroom management strategies.

4.12 Sites will implement programs and strategies to engage, encourage, and empower African American and Latino male students who are historically the group with the highest number and rate of suspensions.

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

<p>4.13 Our District will coordinate the work of embedded mental and behavioral health staff to provide training in trauma-informed practices, crises management, and de-escalation techniques.</p>	<p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>Coaches Counselors Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>	<p>5000-5999: Services And Other Operating Expenditures Lottery \$1,500</p> <p>Coaches Counselors Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>
<p>4.14 Our District will implement Social Emotional Learning (SEL) practices into middle schools and expand SEL at all elementary schools to build site and teacher capacity around high-leverage instructional practices.</p>	<p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>	<p>1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Materials and Supplies Childcare</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.15 Our District Office staff along with site administrators will closely monitor dashboard data (illuminate) related to suspensions, office referrals; disaggregate data by school, race/ethnicity, foster status, English fluency, special education status, etc. to address gaps and monitor progress.	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$5,000  Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Childcare	1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0  Coaches Certificated Staff Substitutes Lead stipends Parent liaisons Training Parent Ed Classes Childcare
	1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies Supplemental \$5,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0

**Goal Analysis**

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

Due to the Coronavirus pandemic some actions/services were not implemented. The funds for this items were reallocated in 20/21 to help support students with technology needs for distance learning, particularly focusing on services for EL, Foster Youth, Homeless and Low income as well as pupils with Unique needs.

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

**Success:** Some of the successes OUESD experienced was the implementation of virtual family support, community outreach with needed resources, virtual drop in support; online homework academies; Instructional Paras provided individual and small group supplemental instruction to support low-income, English learner, and foster youth support. School administration conducted home visits to re-engage families and students.

**Challenges:** One of the challenges we faced was moving from in-person learning to distance/remote learning due to COVID due to the lack on connectivity and ability to utilize devices. We had students not engaged and/or not participating in the virtual learning. In addition the lack of social interaction caused additional stress on students, parents, and staff. Students were challenged with a new way to learn using technology and limited peer interactions,



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expenditures for PPE supply needs for staff and student return: Face shields, desk shields, masks, gloves, hand sanitizer, thermometers, sanitization equipment, solutions, sprays, etc.	95,000	575709.84	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was a huge increase in expenditures due to all the safety requirements, students materials and PPE needs required to safely re-open schools to in person instruction this year.

### Analysis of In-Person Instructional Offerings

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

On July 6, 2020 the Oakley Union Elementary School District Board of Education voted and approved our district to provide instruction via 100% Distance Learning. When it is deemed safe by our state and local officials to provide in-person instruction, OUESD has created a return to school plan with a hybrid model of instruction. This plan includes part of the day with students physically in classrooms receiving live instruction and part of the day at home, participating in asynchronous learning online. The hybrid model of instruction students attending our elementary schools would attend smaller grade level AM or PM cohorts. This model would have about half the students at a time present for in person learning, for a portion of the day. Students would complete additional asynchronous assignments at home, to complete the required daily instructional minutes. Students attending our Middle Schools would be split into groups that would attend on A/B days to allow for smaller groups during in person class instruction and to decrease the total number of students on campus at one time.

OUESD prioritized small group teacher instruction for students with the greatest needs-including English Learners, foster and homeless youth and students with IEPs/504s. Once we are able to open classrooms, there will be opportunities for longer hours in a school day or additional days of in person instruction for our most vulnerable student groups.

In addition, OUESD has a dedicated Designated ELD time in all delivery models, and integrated ELD in all delivery models. There is an extra period for small group Designated ELD to meet the needs of our students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff Development and curriculum instructional planning time: Additional dedicated staff collaboration and planning time, allocation of time to develop student connections/engagement.	625,279	801,939.29	Yes
Online tools, apps and learning resources for students and intervention including: Webex, SLP Boomcards, Scholastic Storyworks, Newsela, Brainpop, Learn 360, Discovery Streaming, Learning Ally and Screencastomatic.	66,373	102,066.16	Yes
Additional technology equipment including Chromebooks, document cameras, headphones and wireless access/hotspots to be used by staff and students.	1,294,304	1,301,419.50	Yes
Monthly subscription to Wi-Fi Hotspots	59,400	36,724.56	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The money originally allocated to Wi-fi Hotspots was not as high as needed and moved to cover costs in learning apps and online tools and resources for student learning during remote instruction.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction (EC43503(b)(2)).

OUESD will be starting the year in a 100% Remote Learning format. Protocols are in place to ensure that the quality of instruction is of similar quality to an in-person experience. First, adherence to all of the SB98 guidelines will be followed. These guidelines provide for

a robust manner of accountability. Protocols such as clear attendance and engagement measures have been created to ensure we are accountable that each child is accessing the educational program being provided. Our OUESD Remote Learning plan is designed to easily pivot to a Hybrid learning model when it is deemed safe to do so by our state and local agencies and our School Board. Our students will receive a daily combination of synchronous and asynchronous learning opportunities to meet the CDE instructional requirements set forth for each grade level. Remote Learning also relies on appropriate student motivation and engagement in addition to a partnership with our families, to support the continuity of learning for students.

Our plan provides tiered reengagement strategies for students who are not appearing or engaging in live, online class sessions or who are not completing asynchronous assignments. Some of the strategies include home visits, support from school site administrators and Parent Community Liaison, 1:1 monitoring from our Homeless/Foster Youth or EL/Intervention Coordinator with direct outreach to EL students and Foster or Homeless Students who are not attending Remote Learning.

Our district behavior specialists provide support to sites admin, teachers, students and parents by providing online resources on the Parent Padlet, conducting online parent workshops and support groups. They also create lesson plans for teachers to use with an emphasis on relationship building, personalization, frequent and direct interaction, and inclusive community building.

OUESD has a partnership with the community organization, Care Parent Network. Through the FACT Grant we are able to partner to provide educational family engagement opportunities in Spanish and English including: 3 virtual family night events and 4 virtual family academies related to Remote Learning, Social Emotional Learning and mental health/wellness.

#### Access to Devices and Connectivity

According to (EC 43503(b)(1)) we must provide access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

In the spring of 2020, 986 student devices were distributed to families for students requesting a device. During the COVID-19 Shelter In Place we were unable to obtain Wi-Fi Hotspots for our families.

For the start of the 2020-2021 school year, we ordered 3,500 new student devices. We acquired 330 Wi-Fi Hotspots through CDE and Empowered Ed with T-Mobile to provide Wi-Fi to students in need for access to all online live synchronous learning and asynchronous assignments.

As part of our welcome back registration process, families completed a "Student Tech Needs" survey at each site. Within the first month of the school year, 3,040 student Chromebooks and 285 Wi-Fi Hot-spots were provided to students. All members of the OUESD, including but not limited to, teachers, school office staff, administrators, technology department employees, and district office personnel have worked to provide technological support for families in the areas of internet connectivity, software applications, and curricular programs. Our district and school websites have links to our OUESD Parent Padlet to support families with information and resources for technology/connectivity, "how to" videos, district computer adaptive programs, and parent live or recorded

webinars/training. Our district is sending a Parent Needs Survey out prior to the Fall Break to get input on what additional programs, training and support our families need throughout the school year.

In addition to our district Technology Departments, our two elementary Tech Prep Teachers are providing technical support for families and staff, creating "How To" videos, providing open office hours and workshops on uses of technology programs and tools. This year we created a Parent Tech Help Hotline for parents to call for support in English and Spanish. The technology department with support from our Bilingual Aides, Parent Community Liaison and Library Media Techs regularly communicate with families, students and teachers to ensure equipment, materials, internet and supplies are adequate for students to participate in Remote Learning.

Our teachers and paras have district devices to support their daily online activities and interaction with students. We purchased 170 new teacher devices in addition to headsets, webcams, ladybug doc cameras and other technology to support online teaching and learning this year. Our site administrators worked with staff to create a plan for supporting each other if there is a power outage or internet connection issues. We also trained substitute teachers and provided them with devices to help cover online classes if the classroom teacher is sick or unable to teach a class.

#### **Pupil Participation and Progress**

Teachers will collect formative data regarding student knowledge of concepts through the use of participation strategies such as check-ins, interviews, polls, and exit tickets to name a few. Just as teachers did in the classroom, they will continue to take anecdotal notes about student progress based on whole class participation and small group encounters. Weekly assignments that include the completion of tasks or the recording of their work will be used to assess student participation, redirect instruction and address individual student needs in order to provide ongoing support for student progress.

Teachers will be taking daily attendance for all live class time provided via Zoom or Webex with their classes and this will be recorded into our student information system (POWERSCHOOL). Parents are expected to call into the main office at each school site should their child be sick or absent for the school day as if we were in regular session. Live, online synchronous instruction is considered school time and all students are expected to attend those sessions. In grades 6-8, teachers will be using the content/grade level priority standards to guide instructional planning. All grades will be based on assignment/project completion, assessments, class expectations and site department grading policies reviewed with students and parents at the start of each grading period. At the TK-5 level, standards-based grading will be continued this school year based on the mastery of the grade level priority standards. At the TK-5 level, distance learning may include a combination of instructional paper/pencil learning packets and online live teacher interaction. Google Classroom, SeeSaw and Classlink will be used to assign and track completion of daily assignments. Students will receive feedback from the teacher and the assignments will be used as part of their daily participation record.

#### **Distance Learning Professional Development**

**At the start of the year, the Educational Services and Student Services department teams created a menu of online training modules and asynchronous learning opportunities for teachers/staff. There was a wide-selection of topics available in order to increase their**

knowledge on our district selected platforms: Google Classroom & Seesaw, computer adaptive programs and several short online modules or live training to support using our district approved curriculum. Teachers were also provided online modules from CDE/CCCOE highlighting the Five Key Principles of Successful Distance Learning which included additional print and online video resources for each of the following five principles; student/teacher connections, learning structure and sequence of instruction, content presentation, collaboration opportunities and feedback opportunities.

At the start of the school year, our teachers were given three full professional development days and one full teacher work day to prepare for Remote Learning in addition to the first eight student days. These eight student days were focused on the utilization of learning packets to allow additional time for teachers to make student/family/teacher connections, to plan with grade level teams and to learn/practice the new online tools for instruction. Teachers participated in synchronous and asynchronous learning sessions designed to prepare them to use the

digital tools necessary to provide high quality instruction for students. Our teachers had access to live and online curriculum training, including learning how to utilize our newly adopted Science curriculum, TWIG(GradesK-5 and TK pilot) and McGraw Hill (Grades 6-8). We offered additional online and live training for tech tools like: Zoom, Webex, FlipGrid, Kahoot, Screencastomatic, Lexia, Dreambox, Imagine Math, Reading Plus, AR/STAR, Seesaw and other digital tools. As each teacher is in a different place in the terms of Technology knowledge and ability, creating a menu of different online module offerings provided the opportunity for our teachers to choose what they needed to learn, at their own pace and time.

Our district TOSAs provide on-going support to all teachers and grade levels during online collaboration, webinars and curriculum planning for addressing the needs of all students, including EL, Foster and Homeless Youth and our students with unique needs. Our EL Coordinator provides support to site admin, teachers and classified staff to address the needs of EL students and parents by hosting online training and individual meetings at the sites. Our EL Coordinator provides online videos and targeted training to admin on what to look for in quality EL instruction and engagement, etc. Teacher collaboration time is set aside during the modified instructional day on Wednesdays to provide Collaborative Learning Time(CLT) to support teachers with training and planning focused on student engagement and using data to inform instruction to help support our At-Risk Students, ELs, Homeless and Foster Youth and students with unique needs.

OUESD will continue to use the district-wide Collaborative Learning Time on Wednesdays to have teachers participate in ongoing professional development and teacher collaboration throughout the school year focused on English Language Arts, Math, Science, Social Science/History, Technology Platforms/Apps, Student Engagement, ELD Strategies, UDL/MTSS, Supporting students with special needs, Social Emotional Learning and RTI/Data Analysis. In addition, all staff will participate in the following required training: COVID-19 Safety Measures, Mandated Reporter, Blood borne pathogens and Sexual Harassment plus additional trainings based on the role they serve in our district.

#### **Staff Roles and Responsibilities**

The emergency school closure due to COVID-19 in Spring 2020 and the resulting transition to a 100% Remote Learning model in the 2020-2021 school year have impacted the roles and responsibilities of the OUESD staff. Roles and responsibilities are fluid and will continue to evolve as the district prepares to reopen the school for hybrid, in-person instruction when it is deemed safe for staff and students according to all state, county and local guidelines. The following are the changes to roles and responsibilities of staff, organized by area.

**Special Education Staff:** recognizing the potential learning loss due to the school closure and lack of in-person instruction and the need for the creation of new Individual Remote Learning Plans for Students with IEPs. Additional safety measures, materials and procedures were developed by the Contra Costa SELPA and used to design the OUESD one-on-one, in person assessment protocols. Special Education Teachers, Support Staff, Counselors, Speech and Language Pathologists, Occupational Therapists, Behaviorists, Counselors and School Psychologists are meeting with students and families in addition to providing services online through virtual platforms.

**Food Service Staff** are assigned to assist with meal preparation and distribution. In addition, Campus Supervisors assist with traffic flow during meal pick up times. Our custodial staff has overlapping hours to support the extra cleaning and sanitizing taking place multiple times per day at every site and at the district office.

**Parent Community Liaisons and Bilingual Paras** are providing support to parents in Spanish and English with the Parent Technology Hotline. They also support classroom teachers to ensure student engagement by making phone calls to communicate with parents when a student is not in attendance or missing assignments. They also support our school community by attending online parent meetings or assisting with trainings. Our Instructional paras will offer support during live virtual sessions and during small group intervention sessions. Bilingual paraprofessionals will be available for interpreting during IEP meetings and parent committee meetings.

**Our Library Media Techs (LMTs)** collect and distribute curriculum for Remote Learning, support the Parent Technology Hotline calls, maintain site websites for up to date information for parents, support virtual library sessions and read alouds to enhance the online learning experiences for students.

**Our teachers** engage weekly in collaboration and planning with peers and our Math, ELA and Special Ed TOSAs and our EL and Intervention Coordinator and across department planning in other academic departments. Specific time to collaborate with staff to support planning for lessons with a focus on the 20-21 Priority Standards and Considerations for each grade level and department.

#### **Supports for Pupils with Unique Needs**

Students with exceptional needs will receive additional online curriculum based on their individual levels. In conjunction with in-class, live streaming from the teachers, the teacher and support staff will additionally connect with students virtually either individually or in small groups, to deliver instruction to address students' learning losses. Students with IEP or 504 plans will participate in the virtual classrooms with supports, additional paper/pencil materials may also be provided. School counselors will check-in on students

requiring behavior support strategies with an IEP or 504 plan. We are also using the Unique to You curriculum to differentiate for students with exceptional needs who are having difficulty with technology and Remote Learning. Parents are provided paper copies of the materials for use at home.

Differentiated curriculum based on IEP goals is pushed out to students with exceptional needs to special education teachers' Google Classrooms. Additional support time will be scheduled in the afternoon after general instructional time to provide instruction based on the IEP goals. Assisted technology will be provided to students as needed.

All OUESD Teachers will receive additional guidance and training on supporting ELs students during Remote Learning. Newcomer students are receiving extra help from teachers and paras during Office Hours. At times, they are being provided additional one-on-one or small group opportunities by their teacher.

In addition to the support all students receive with our Computer Adaptive Programs with Spanish and other languages as support and scaffolding, Newcomers get an extra support with access to Imagine Learning, an online computer adaptive program that supports their language development. Our Long Term EL students receive help from their teachers and our Bilingual Paras during Office Hours and Advisory classes.

All OUESD Elementary EL students receive an additional 20 minutes of Designated ELD on top of the integrated ELD during Core Subjects. All Middle School EL students are part of an extra English Learner Support Class with a particular focus on Language Development.

Both services use our EL Board Approved Curriculum. In terms of our Integrated ELD, all teachers have access to an ELD/Distance Learning framework provided by WestEd in combination with our district approved curriculum.

Students in foster care and those who are experiencing homelessness will receive extra support from the District Liaison and site personnel. The liaison will monitor attendance, make sure students have access to site meal distribution and access to school supplies needed for distance learning. The District liaison will communicate with site admin and ensure they have current lists of students. Sites will collaborate with our district and site mental health professionals to provide direct assistance to students experiencing homelessness or those in the foster care system. These students will also be given priority to participate in additional intervention or tutoring programs. Site admin will be in contact with the district liaison to monitor the students, attend parent conferences, provide staff training and to help support the needs of the students. The district liaison will also make sure that the students have access to district provided technology and will provide a hotspot for connectivity if needed.

The group, "Parents in Education," meets every Wednesday, starting on September 2, 2020, and ending on May 12, 2021, from 9:00 a.m. to 10:00 a.m. This group is facilitated by a psychologist and other guests to inform our Spanish speaking parents about school/social-emotional topics. This year, all of our topics will be related to Distance Learning targeting the Hispanic Community. Our district Parent Community Liaisons target all of our Spanish-speaking families who receive special education services to invite them to attend these events.



[Redacted content]

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional online tools described in previous section also provides resources for students and intervention	0	44,522.94	Yes
Docusign Subscription for IEP meetings and District required Documents	2,400	200.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Additional funding was allocated to provide online resources for the extended period of time students remained in remote learning, includes app/tools for teachers to record lessons for families and students to watch lesson during asynchronous learning. We purchased Seesaw for grades TK-2 to allow access for students to complete online assignments. To identify student needs expanded REN STAR Math and Reading online assessments for progress monitoring data to support intervention with data.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

All students will participate in initial placement assessments using the district computer adaptive programs. Each student is expected to complete daily time online using the district provided computer adaptive programs for both ELA and Math. These programs will current data and information on student progress. The use of this ongoing data and progress monitoring assists classroom teachers with creating individualized and differentiated instruction for students. In addition to these district wide placement tests, teachers will use formative assessments throughout the year within their instructional time giving teachers the information needed in order for them to provide just in time support so that all students can access grade level content. District wide assessments, aligned to the grade level priority standards, will be administered throughout the course of the year to glean information needed by the district, site and most importantly the teachers. This data will guide the decisions making process when determining targeted focus, instructional strategies and small groups to support the needs of the students.

### Pupil Learning Loss Strategies

OUESD will evaluate all students using multiple district measures including District Computer Adaptive Programs(Lexia, Dreambox, Imagine Math, Reading Plus) and the STAR Reading Assessment. We will address student learning by meeting the needs of all

students through a Multi-tiered System of Support(MTSS). This system will incorporate RtI methodology to address learning gaps, based on student needs and then employ grouping strategies to address similar areas of needs. Classroom teachers will provide intervention strategies and small group supports. Additional classified staff will be utilized to support the classroom teacher with small group instruction.

We will compare and contrast the assessments from last year to this year's initial placement assessment. We will separate students in 3 tiers based on their level of loss, with a special focus on the performing below grade level. Our ELs, Foster Youth, and students experiencing homelessness will also be supported with additional social and emotional support by our Behavior Specialist and Site Counselors. Teachers will use weekly student data available from our computer programs; teachers have within their daily schedule time to work with selected students in small groups. Also, we have implemented a district RtI plan that will support teachers and sites with monitoring the data and creating student learning goals. During the 6-8 week RTI data cycles, each site will create an intervention plan to support struggling students based on data. Some examples might include, having additional Interventions for targeted learning groups during two-week breaks and possibly conducting a summer program at the end of the year if it is deemed safe to schedule in-person teaching with small learning cohorts.

#### Effectiveness of Implemented Pupil Learning Loss Strategies

During the closure last spring due to COVID 19, all schools had to transition from traditional in-person instruction to distance learning. This transition from our traditional model to the new models of remote learning, hybrid and in-school cohorts has necessitated the need to rely heavily on online reports and online assessment results. The ability to rely on summative assessments (CAASPP, CAA and ELPAC) results from the past spring to drive who immediately gets placed into various classes for support and enrichment will not be happening this year nor will we be able to create our strategic plans based on dashboard data. As a result, alternative metrics will be used along with traditional data points in order to monitor and evaluate the effectiveness of our programs and services. Alternative data metrics will include some of the following: student engagement in learning, support for family and student wellbeing, access to technology, and teacher self reports. We will use multiple measures to monitor program effectiveness and evaluate student learning including the use of teacher formative assessments, district developed assessments, curriculum embedded assessments, and computer adaptive reports from programs such as Lexia, Dreambox, Imagine Math and Reading Plus assessments (including the use of STAR/AR for monitoring progress in reading fundamentals with elementary students). Once our district is able to compare and contrast the data, our Intervention Coordinator will meet with each site Admin Team to analyze student, grade level and site data.

Results from these assessments will allow teachers, counselors and site administrators to evaluate the effectiveness of interventions provided to mitigate learning loss. Modifications to these interventions will be made if they are found to be ineffective at accelerating learning. Counselors and site administrators will work together with teachers to create learning goals and action for students.

Going into this school year, master schedules for this school year at all schools, whether in person, hybrid or in distance learning, have the ability to address learning loss and accelerate learning through our Multi-Tiered System of Support (MTSS) for academics. Differentiated instruction will occur in all classrooms during Tier 1 with small groupings. During distance learning, small group times

have been purposely built into the daily schedule at grades TK-5 to address student learning needs. Student engagement logs demonstrating active student engagement during distance learning will be reviewed weekly, and daily attendance through Powerschool will be tracked by administration and attendance support staff.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

**Original Plan:** Our counselors developed a Parent Needs Survey and a Student Needs Survey to help inform the site counselors of the needs of the families and students to provide the authentic information needed so counselors can offer targeted support on topics relevant to the families at the sites. Classroom teachers are using daily or weekly check-ins via google docs for student wellness checks and to help build student/teacher connections.

The Ed Services Department Team provided curriculum materials for all students for the start of the school year emphasizing building relationships, character traits and community connections.

OUESD uses the Mindup program to support the SEL needs of all students in our district. Zones of Regulation is also being used as a tier 1 support in gen ed classes and a tier 2 push-in support through behaviorist lessons, parent education nights and teacher training. We have Second Step lessons incorporated into counseling groups, advisory in middle school and SEL blocks in the elementary general education classrooms. Currently, Kimochis is used during live instruction in the preschool-transitional kindergarten grade level to support students with understanding emotions and to help foster student and family connections at home. Teachers can request additional support from Student Services and Educational Services to support units/lessons that incorporate social and emotional Learning during class meetings online.

There is a counseling tab on the District Website with parent and student social emotional resources for both elementary and middle school students and parents. We also offer a Social Emotional Google classroom open for special education students with mental health and behavior needs. Weekly social emotional newsletters created by our district behaviorists are sent to parents of students with behavior needs at sites to support remote learning. This is sent to parents of students with "behavior impedes learning" marked on their IEP, students with BIPs, behavior goals, or students who are needing extra support emotionally, socially or behaviorally. Additionally, the behaviorists and counselors are creating virtual wellness rooms focusing on mindfulness and growth mindset, as well as pushing out pre-recorded lessons for teacher use focusing on social emotional needs.

The group, "Parents in Education," meets every Wednesday, from September 2, 2020, to May 12, 2021 from 9:00 a.m. to 10:00 a.m. This group is facilitated by a psychologist and other guests to inform our Spanish speaking parents about school/social-emotional topics. This year, all of our topics will be related to Distance Learning targeting the Hispanic Community. Our Parent Community Liaisons personally invite all of our Spanish-speaking families who receive special education services to attend. Spanish Speaking Parents learn the same coping skills that the students are learning at home.

OUESD participates in the FACT Grant with Care Parent Network to host 3 Family Night Events and 4 Family Academies related to Remote Learning/Social-Emotional Learning/Positive Behavior Supports. Our first FACT Social Night event is scheduled for September 24, 2020. This event is open to all of our families—Spanish and English, with topics selected by our parents. The three family night events are in the evening intending to invite all families to participate together. This is an event in which Parents and

Students in tandem, participate in several activities and chats about social-emotional topics that the students learn during the day in their classrooms. The four family academies are targeted for 6 to 8 families that need additional support related to the topics covered at the FACT Social Night Events. The social night event is our Tier Two support for families, and our Family Academies become our tier 3 support for our families that need additional help.

#### Social Emotional Learning Support for Staff

During the Coronavirus pandemic staff was required to quickly pivot into a very different and new style of teaching, in addition to the stress of the pandemic. This created an opportunity for our district to provide some Professional Development in the area of Self Care for all staff. Staff meetings and check ins were done weekly or bi-weekly with all staff where mindful breaks and other strategies were modeled and implemented. In addition counselors presented self care strategies for staff. Personal outreach and connections were encouraged by all administrators with all staff as needed. Electronic resources were shared as well as resources that could be viewed at the choice of the staff member.

#### Successes:

OUESD is proud of the efforts provided to increase pupil and family engagement and outreach to bridge the disconnect that arose from the mandated distance learning for the most students in 20-21. A series of Parent Academies and FACT nights were offered in the fall using Zoom/Webex. These Parent academies were hosted by guest instructors including staff and Board Certified Behavior Analysts and focused on topic including accessing the digital curriculum and information systems during distance learning, setting up structure and routines in the home to support students' learning, strategies to manage challenging behaviors, and supporting social engagement with peers during distance learning. In addition to these academies, support was provided directly to families who were having significant difficulties in managing distance learning by providing individualized behavior management consultation services weekly with families. School site engagement teams met weekly to analyze attendance and engagement of students and followed the designed tiered intervention procedures for family outreach including follow up home visits with counselors and admin. School admins and leadership teams hosted school-wide social online activities where students could log-on to interact, play games, and "hang-out" virtually.

#### Challenges:

Addressing the mental health and social and emotional well-being of students was a challenge due to the social isolation associated with distance learning mandated by the COVID-19 pandemic and associated public health. In addition, measuring and evaluating students' mental well-being proved extremely difficult in virtual environments. The greatest challenge in addressing mental health and social and emotional well-being was in working with those students whom we lost contact. Logs were maintained on students' attendance and multiple steps including Student Study Teams, home visits, and well-child checks were taken to engage students who were not attending school, interacting with teachers and staff, or in learning. However, there continued to be a small number of students and families who were unreachable despite the efforts.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Original Plan: Prior to school starting there were several district wide and site based robocalls and emails sent to families regarding the start of the school year including Remote Learning information and schedules, material/device pick-ups and teacher information. During the first two weeks of school, teachers and principals reached out to all families either by phone, email, Class Dojo/Remind text, or through an online platform information meeting to start to establish a virtual relationship. Parents also attended Back to School Night online to learn about their child's teachers and school plan for Remote Learning.

We use social media and computer programs to update information and reach parents, using simultaneous translations: Remind and Class Dojo, Facebook, Twitter and District and/or School Website.

At the start of school, teachers, support staff, administrators contacted each family to check in with families to review the start of the year plan and remote learning information. We have access to designated home language personal and mechanisms (including translation apps for teachers and parents ) to support two way communication. With the leadership of the EL Coordinator, Bilingual Aides and Parent community Liaisons communicated with families of students who were minimally engaged in distance learning (Spring), the phone call provided description of online learning, review parent/student expectations, inform about resources available and methods of communication. These phone calls and outreach will continue for the 20-21 school year.

There are on-going opportunities for online webinars and parent training provided by our Technology Teachers, Ed Services Team and Student Services Team on supporting students academically, behaviorally and emotionally during remote learning. In addition, we created a Parent Padlet for online support for our families with technology, curriculum and social-emotional resources located on OUESD website.

It is the expectation that students are engaged in learning every day. Throughout the COVID-19 closure much of the instruction will be synchronous (live) online and some will be asynchronous (not live). OUESD teachers will tag attendance daily during the synchronous classes. Attendance will be taken for daily participation in school and also student engagement per subject at the middle school level. Should a student not be engaged in a class for one to two times, teachers will reach out to the family of the student via text, email or phone to find out what is happening. On the third time of non-engagement of the student within any class, an email from the teacher will be sent to the designated student re-engagement site admin, determined at each school site. This person will reach out to the families to find out what is going on and how we can assist them to get the student back engaged in daily learning. Should the re-engagement staff admin not have any success contacting the family or student, this will trigger the next level of re-engagement outreach, a wellness home visit by a site admin or local support agency. Once the re-engagement admin or staff designee connects with the student, he or she will document this information in our (SIS) Powerschool. Lastly, if the student shows up again on the re-engagement sheet, the teacher will alert the site administrator and/or counselor to schedule an online re-engagement meeting with parents and students to develop a plan for online daily engagement in learning. This will be documented on a student re-engagement tracking sheet and in our SIS (Powerschool). For regular daily participation, a parent will need to call the main school office designee if

a student will not be in school for a day or one period, this will be the same whether we are in person or on the distance learning schedule. All attendance rules apply to school and students are expected to attend all classes on any given day.

### Successes

Oakley Union Elementary School District worked intentionally through the constant changes and shifts during the 2020-2021 school year to create a safe learning environment for students to return to in-person learning. On April 15, 2021 students began to return to campus in phases by grade bands, nearly 51% of students returned to in person instruction. The district installed and implemented successful health and safety measures and protocols to protect students and staff, adding layers of protection above and beyond the county and state guidance, including clear plastic shields for all student desks. Families were accommodated in their choice to return to campus or continue distance learning, with OUESD staff and teachers committed to prioritizing keeping students with their same teacher. flexibly changing assignments to provide the options for families. OUESD provided Grab and Go meals for all students in the district.

### Challenges

The greatest challenge for in-person instructional offerings was the timeline and CDC/County Health restrictions for opening, OUESD was not able to return to campus until mid April of 2021. Transportation was not accessible for students, requiring many students to remain on full remote learning. The hybrid instructional model when students returned to in-person learning held many challenges for teachers, families, and students. To accommodate all requests most teachers taught both in-person and distance learning in the same instructional day. Teachers worked preparing and delivering both synchronous and asynchronous learning daily. Reduced instructional minutes from SB 98 allowed for the district to utilize an AM/PM hybrid schedule four days a week, but also challenged teachers to provide learning opportunities in a shorter and limited time frame.

## Analysis of School Nutrition

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

Original Plan: OUESD Food Services Department continues to provide Grab and Go Meals to all students during distance learning. OUESD provides lunch for the day and breakfast for the following morning. Meals may be picked up Mondays and Wednesdays Friday from 10:00am-12:00pm at all of our school sites or from 4:30-6:30pm at Gehringer Elementary and Delta Vista Elementary. All our meals follow the required nutritional guidelines. All meals are prepared in a manner that is consistent with Federal nutritional guidelines and safe handling procedures. When students return to campus, the OUESD Food Services Department will provide breakfast and lunch to the students on campus. They will continue to serve Grab and Go Meals for students not on campus, or leaving campus directly after instruction.



**Successes:**

OUESD provided Grab and Go style meals for all students during both distance learning and continuing through in-person hybrid instructional days. For the cohorts of students in the Learning Hubs, Food Services provided morning snack and lunch for all students who attended which was delivered by site staff to the students. Meals were delivered consistently by district volunteers for families that did not have transportation and could not come to a school campus for pick-up. Meals are offered throughout the summer at designated sites and by delivery to Summer Boost and ESY programs.

**Challenges:**

The biggest challenge in providing school nutrition during the 2021-2022 school year was the ever-changing process and routines for food delivery. The planning, ordering, preparing, and delivering meals processes changed constantly depending on site and students needs. Getting food to students with transportation issues was a challenge as well. Keeping up with flex in family demand throughout the year since it varied.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	0	0	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In the overall analysis there were no additional expenditures in this action.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

This year's remote learning experience helped identify the ongoing need for 1:1 computer use as we begin the 2021-22 school year. Due to the remote learning circumstances and in person restrictions this past year, we have established goals going forward that will ensure all students have an opportunity to interventions that will support their access to grade level content. Knowing the impact the pandemic has had on the student learning environment we have programs and actions planned to meet students social and emotional needs as we return to full in person instruction.

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

Administration of STAR Reading and Math assessments will be given to identify students academic needs. MTSS TSAs will be in place at every site to support student interventions and ALL educators will receive professional development to increase their understanding of student learning loss, strategies and best practices for instruction and the appropriate tools for monitoring student progress.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was a huge increase in expenditures due to all of the safety requirements, student materials and PPE needs required to safely reopen schools to in-person instruction. The money originally allocated to Wi-fi Hotspots was not as high as needed and moved to cover costs in learning apps and online tools and resources for student learning during remote instruction. Additional funding was

allocated to provide online resources for the extended period of time students remained in remote learning, includes app/tools for teachers to record lessons for families and students to watch lesson during asynchronous learning. We purchased Seesaw for grades TK-2 to allow access for students to complete online assignments. To identify student needs expanded REN STAR Math and Reading online assessments for progress monitoring data to support intervention with data. The district received \$3,264,429 in supplemental grant funds and spent \$2,744,021 to provide increased and/or improved actions and services to unduplicated students. Unspent supplemental grant funds were carried over to 2021-2022.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A thorough analysis of the 2019-2020 school outcomes and 2020-21 local benchmark data has informed the development of the 2021-2024 LCAP. As we look in the next three years of our LCAP, the district will ensure a strong instructional practice of regularly reviewing frequent assessments that provide information to inform instruction, especially students with unique needs. Additionally, teacher collaboration to determine priority standards, continued research based tier 2 interventions and progress monitoring will be important aspects of the LCAP goal #1 focused on deep learning. Actions to support student mental health and social emotional needs will be critical aspects of goal #2 as our students return to full time in person instruction after the trauma and isolation of the pandemic. OUESD has learned the value of embracing our stakeholders in an effective partnership to support student learning. The actions in the LCAP goal #3 will continue to support actions in the LCAP goal #3 will continue to empower all stakeholders to work towards high impact engagement.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021–22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

### **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

### **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

### **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

### **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	41,290,068.00	28,604,365.00
Base	34,489,613.00	0.00
LCFF Base	1,200.00	23,181,859.00
LCFF Supplemental and Concentration	75,951.00	1,847,830.00
Locally Defined	1,193,376.00	665,766.00
Lottery	781,842.00	336,235.00
Other	144,034.00	155,097.00
Special Education	637,096.00	2,253,424.00
Supplemental	3,563,334.00	0.00
Title I	103,932.00	74,154.00
Title II	151,546.00	75,762.00
Title III	148,144.00	91.00
Title IV	0.00	14,147.00
	0.00	14,147.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	41,290,068.00	28,604,365.00
1000-1999: Certificated Personnel Salaries	72,801.00	2,844,023.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	959,968.00	767,843.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures	1,446,684.00	25,456.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	13,032,852.00	137,724.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	23,014,582.00	22,174,294.00
2000-2999: Classified Personnel Salaries	0.00	663,993.00
4000-4999: Books And Supplies	518,809.00	615,132.00
5000-5999: Services And Other Operating Expenditures	994,855.00	912,845.00
5800: Professional/Consulting Services And Operating Expenditures	599,517.00	58,593.00
6000-6999: Capital Outlay	650,000.00	404,462.00
	650,000.00	404,462.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	41,290,068.00	28,604,365.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	510,854.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	72,801.00	314,368.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	17,208.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	2,001,593.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Base	632,941.00	0.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	741,348.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Locally Defined	0.00	1,756.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Other	0.00	24,739.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Special Education	10,020.00	0.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Supplemental	165,882.00	0.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Title I	72,468.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Title II	48,253.00	0.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Title III	30,404.00	0.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures	Base	363,006.00	0.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	25,456.00
1000-1999: Certificated Personnel Salaries, 2000-2999: Classified Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies, 5000-5999: Services And Other Operating Expenditures	Supplemental	1,083,678.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Base	11,951,078.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	LCFF Base	0.00	385.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	123,192.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Lottery	28,477.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Special Education	50,195.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Supplemental	850,470.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Title I	25,849.00	0.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Title II	68,963.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Title III	57,820.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits	Title IV	0.00	14,147.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Base	21,106,075.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	LCFF Base	0.00	21,505,302.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	382,070.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Lottery	68,660.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Other	144,034.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Special Education	573,521.00	245,823.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Supplemental	1,025,782.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Title I	5,615.00	0.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Title II	31,161.00	41,099.00
1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits, 4000-4999: Books And Supplies	Title III	59,734.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	536,422.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	48,811.00
2000-2999: Classified Personnel Salaries	Other	0.00	14,147.00
2000-2999: Classified Personnel Salaries	Title I	0.00	64,613.00
4000-4999: Books And Supplies	Base	32,513.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	43,289.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	23,791.00
4000-4999: Books And Supplies	Locally Defined	5,250.00	251,453.00
4000-4999: Books And Supplies	Lottery	477,500.00	288,503.00
4000-4999: Books And Supplies	Other	0.00	1,855.00
4000-4999: Books And Supplies	Special Education	3,360.00	766.00
4000-4999: Books And Supplies	Title I	0.00	5,384.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	35,456,417.00	25,552,824.00
Goal 2	1,947,046.00	863,768.00
Goal 3	1,109,532.00	571,894.00
Goal 4	2,777,073.00	1,615,879.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$95,000.00	\$575,709.84
Distance Learning Program	\$2,045,356.00	\$2,242,149.51
Pupil Learning Loss	\$2,400.00	\$44,722.94
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,142,756.00</b>	<b>\$2,862,582.29</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$95,000.00	\$575,709.84
Distance Learning Program	\$2,045,356.00	\$2,242,149.51
Pupil Learning Loss	\$2,400.00	\$44,722.94
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,142,756.00</b>	<b>\$2,862,582.29</b>





## 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
Oakley Union Elementary School District	Greg Hetrick Superintendent	ghetrick@ouesd.k12.ca.us 925-625-0700

## Plan Summary [2021-22]

### General Information

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

The city of Oakley, located in far east Contra Costa County, is one of California's youngest and fastest growing cities. With a population of 43,991 residents (US Census, 2020), Oakley, once a quiet delta farming town, is now a rapidly expanding community of landscaped parks, new and developing neighborhoods, planned businesses and commercial development. The Oakley Union Elementary School District (OUESD) serves 4,939 students and includes seven elementary schools for students in grades transitional kindergarten through 5th grade: Almond Grove Elementary, Gehringer Elementary, Laurel Elementary, Iron House Elementary, Summer Lake Elementary, Vintage Parkway Elementary and Oakley Elementary which also hosts our special education and state preschool students. Our students in 6th-8th grade

attend one of our two middle schools; Delta Vista Middle School or O'Hara Park Middle School. A majority of Oakley Union Elementary School District 8th grade students matriculate to Freedom High School in the Liberty Union High School District. Knowing a second language is a gift that many of our students share; almost 900 students in OUESD speak at least one language other than English. Currently twenty-four (24) different languages are spoken throughout our District and 13% of our students are English Learners. Within our diverse student population, 42% of our students qualify for the National School Lunch Program, <1% are Foster Youth, and 16% receive special education services. Our ethnic distribution breakdown is as follows: 46% Hispanic, 32% White, 10% Black or African American, 5% Filipino, 3% Asian, and 1% multi-racial(Data Quest, CDE 20-21).

The Oakley Union Elementary School District is focused on high academic achievement and committed to serving the whole child by providing nutritious meals, school-based health services, and teaching social-emotional skills. We are proud to be "a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment."

Note: As a TK-8 elementary school district, the following Priorities do not apply: Priority 4B, 4C, 4D - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate.

## Reflections: Successes

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

Due to Covid-19 and shelter in place from March to June of 2020 many of the scores were not updated due to that CAASPP as not administered because of the school closures. This year the CA Data dashboard is only able to provide data for 2019, therefore we will need to use this data in combination with our local data for some of our baseline metrics of successes.

According to the most current CA Data Dashboard 2019:

51.1% of students that met or exceeded standard in ELA. We did not have any students groups in the red performance level in ELA.

Our English Learners increased by 8.4 points and our reclassified English Learners increased 4.9 points and are above standard. Overall, 51.1% of our English Learners are making progress towards proficiency.

We had three groups within the yellow performance level: Asian students, students of two or more races and socioeconomically disadvantaged students.

39.73% of students that met or exceeded standard in Math. We did not have any students groups in the red performance level in Math. We had two groups within the green performance level: Asian students and Filipino students.

Our chronic absenteeism rate for Foster Youth declined by .8% to 6.3% which placed us in the green performance level.

Our student suspension rates had three groups in the green performance level: Students on two or more races(3.9%), Pacific Islander students(2.8%) and students with disabilities(5.3%)

According to our local district assessments for 2020 for grades 3-8 was the STAR READING and STAR MATH assessments:

Our overall district participation rate for the STAR READING assessment was 90.1% and for the STAR MATH assessment was 91.5%. Our 5th grade students had the participation rate for Reading(95.4%) and Math(96.3%). As a district, 39.7% of our students score at or above grade level in Reading and 46.8% of our students scored at/above grade level in math.

Increased collaboration and participation :

Online IEP , Board Meetings, Family Events (Fact).

During Remote Learning, OUESD was able to quickly pivot to remote learning for the majority of the 20-21 school year. In April we were able successfully welcome in approximately 50% of our students to a hybrid model of learning. Students opting not to return in person were offered an equally rigorous learning plan fully remote until the end of the year.

## **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.

Due to Covid-19 and shelter in place from March to June of 2020 many of the scores were not updated due to that CAASPP as not administered because of the school closures. This year the CA Data dashboard is only able to provide data for 2019, therefore we will need to use this data in combination with our local data for some of our baseline metrics of successes.

According to the most current CA Data Dashboard 2019:

The ELA and Math performance indicators are in the orange overall. We do not have any student groups in the red performance. When reviewing the distance from the standard, which refers to how far, on average, students are from the lowest possible score to meet the standard we noticed the following areas that needs significant improvement:

However, overall all students in ELA we were on average 29.5 points below standard; students with disabilities increased 4.4 points but were still 114.3 points below the standard, English Learners were 61.6 points below the standard, African American students were 57.7 points below the standard and socio-economically disadvantaged students although the score increased 4 points it was 53.3 points below the standard.

However, overall all students in Math we were on average 62.4 points below standard; students with disabilities increased 5.3 points but were still 145.6 points below the standard, English Learners were 94.3 points below the standard, African American students were 57.7 points below the standard and socio-economically disadvantaged students were 87.3 points below the standard.

Our coverall chronic absenteeism rate was 10.1% which is in the orange performance level. Our students of two or more races had the largest increase in the chronically absent rate of 13.5% which is in the red performance level. We had several groups in the orange performance level with high levels of chronic absenteeism(above 10%): African American students(18.7%), Students with disabilities(15.4%), Homeless students(37.5%), Pacific Islander(11.8%) and socioeconomically disadvantaged students(14.2%).

Our overall student suspension rates are in the orange performance level with 3.7%(1.1% increase) of our students being suspended at least once. We are seeing a significant increase suspensions for our African American students(9.1%, increased 4%) and our homeless students(12.5%, increased 3.4%).

Additional steps taken to address these areas include: professional development on Multi-Tiered Systems of Support(MTSS)TSS-positive behavior supports, restorative practices, intervention and social-emotional learning. Additional home visits with site administrators and parents meetings to develop attendance plans, increased opportunities for students and families to work with support staff available for counseling.

## **LCAP Highlights**

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

The OUESD LCAP provides a description and implementation plan for a variety of programs to meet the needs of our students, families, and staff.

The programs are carried out through actions and services tied to four goals:

Goal 1: High Quality Instruction: All students will receive high quality instruction aligned to state standards. State priorities addressed by this goal are: 1, 2, 4, 7

Goal 2: Interventions: All students will be provided with targeted intervention, learning acceleration and/or enrichment opportunities that use research-based strategies to meet their academic, behavioral, and/or social-emotional needs. State priorities addressed by this goal are: 1, 2, 4

Goal 3: Technology: All students will have equitable access to technology to improve their learning outcomes and to prepare them for college and career readiness in a global society. State priorities addressed by this goal are: 1, 2

Goal 4: School Climate: All students will be provided with a safe and inclusive learning environment that supports their physical, social, and emotional well-being. State priorities addressed by this goal are: 1, 3, 5, and 6

Key features of these goals include:

Increased professional development on equity, SEL, trauma informed practices and project based learning

Focus on Multi-Tiered Systems of Support especially SEL, RTI including a site based MTSS-TOSA to support intervention

1:1 Devices for students to increase integrated learning opportunities

Increase staff development to support learning acceleration and SEL

Increase of before and after school learning opportunities, intervention and enrichment for students

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

**Not Applicable for OUESD.**

**Support for Identified Schools**

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

Not Applicable for OUESD.

**Monitoring and Evaluating Effectiveness**

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

Not Applicable for OUESD.

## Stakeholder Engagement

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

Stakeholder engagement is a vital component of the LCAP. OUESD used a combination of online stakeholder meetings and surveys for input on our LCAP goals, actions and services. Due to COVID-19 and CDC safety guidelines for the 20-21 school year, the stakeholder meetings were conducted online via Webex and online google forms were used for the stakeholder surveys. We gathered stakeholder input from 7th grade students using the CA Healthy Kids Survey. Notifications were sent to staff and parents with meeting dates, times, and Webex information. This year additional district and site meetings were conducted for staff, PAC, SSC, PTA, ELAC, DELAC including involvement of parents of unduplicated students. All fliers and surveys were translated to Spanish and additional designated meeting times were held for our Spanish speaking families. In addition, we recorded the information and provided the link to all stakeholders in case they were unable to attend any of the live Webex meeting. In total we had 114 LCAP surveys completed by our the following Stakeholders; 50.9% OUTA, 16.7%CSEA, 20.2% Parents,6.1% Local 1, 4.4% Admin Council, 1.8% Member of two of the groups. All stakeholder input was reviewed and arranged by LCAP goal area of focus, actions/services.

A summary of the feedback provided by specific stakeholder groups.

The input from parents, teachers, classified staff, site principals, co-administrators, district administrators, SELPA, community members and students was prioritized by the frequency of the responses. Those with the highest number of responses are listed below:  
Intervention opportunities for all students, including enrichment opportunities for our students who are not struggling. Before and after school programs for students for intervention and enrichment  
Teacher collaboration and planning time to support lesson design, curriculum and use data to guide instruction  
Access to 1:1 technology devices for all students TK-8 to be used as a tool during daily instruction Increased Wifi/Connectivity to allow for large amounts of devices to be utilized at the same time  
MTSS framework, tier 1 and tier 2 supports, RTI, SEL, PBIS and data analysis  
Increase Mental health supports at every site  
PE teachers at the elementary schools Intervention teachers and paras at sites  
Provide training and professional development for staff (MTSS, SEL, ELD, RtI, Equity/Diversity/Inclusion, Curriculum Support & Instructional strategies)  
Additional family events to build community Improved family engagement  
Consistent communication to families  
Increase parent partnerships, inclusive culture

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

OUESD Stakeholder input influenced the following: additional social-emotional learning and mental health supports, access to 1:1 technology and project based learning, before and after school intervention and enrichment, professional development for staff, Multi-Tiered Systems of Support, additional family engagement, workshops and communication, training on diversity, inclusion and equity focus.





# Goals and Actions

## Goal

Goal #	Description
1	<p>High Quality Instruction: All students will receive high quality instruction aligned to state standards.            State priorities addressed by this goal are:            Priority 1: Basic (Conditions of Learning)            Priority 2: State Standards (Conditions of Learning)            Priority 4: Pupil Achievement (Pupil Outcomes)            Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

The district recognizes the on-going importance of prioritizing student performance and progress in all academic areas. This goal was developed to focus on the Multi-Tiered Systems of Supports (MTSS) framework. We know that high quality instruction is the MTSS Tier 1 key factor for student progress and success in the classroom. Teacher instruction that is robust and cohesive with teaching the core foundational skills in all academic areas for all students is essential to reduce the amount of referrals for SSTs and special education assessments. In order to provide high quality instruction all staff need on-going training in core curriculum, project based learning, current teaching and engagement strategies, universal design for learning lessons, culturally relevant and inclusive practices to support student achievement and addresses areas of inequity.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Students have access to CCSS aligned curriculum(1-B)	20-21 100% of students have access to standards aligned instruction materials. Williams Report				100% of students have access to standards aligned instructional materials
Math Performance on CAASPP (P-4A)	2019 Dashboard: 26.53% of students				Increase the amount of students that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Performance on CAASPP (P-4A)	met/exceeded standard 2019 Dashboard: 39.45% of students met/exceeded standard				meet/exceed standard in Math by 10% points Increase ELA 10 points to be closer to standard and move to yellow or higher performance level.
Implementation of a broad course of study, including programs and services for unduplicated students, and students with exceptional needs, as measured by master schedule, electives offerings, and student placement. (P-7A,B,C)	20-21 We are currently providing access to a broad course of study for all students including our unduplicated and students with exceptional needs				Increase broad course of student to include elective opportunities such as world language and STEAM related coursework.
Provide high quality professional learning/training as measured by professional development agendas.(local indicator)	20-21 Reading Fundamentals training started.				Complete CORE-Science of Reading training in grades TK-5.
Weekly Collaborative learning Time(CLT) for training, teacher collaboration and planning. (local indicator)	2020-2021 Monthly CLT Calendar with focus areas and online PD padlet with teacher PD menu choice listed in feedback form				Maintain CLT Monthly Calendar

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner plan implementation and EL access to standards, as measured by English learner matrix. (P-2B)	2020-21, English learner plan is being developed.				A complete and finalized EL plan with all components articulated and established.
Teachers appropriately assigned and credentialed (P-1A)	20-21 Due to Covid-19 and the state-wide teacher shortage our HR data shows : 8 teachers with intern permits 3 teachers with emergency permits 4 credentialed teacher with emergency permits for other subject areas.				100% Teachers appropriately assigned and credentialed
Implementation to State Board content and academic standards as measured by local indicator. (P-2A)	20-21 100% of students have access to state board academic content and performance standards.				Maintain 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CCSS aligned instructional materials in all subjects; maintain and adopt state-approved curriculum	2021 Pilot Studies Weekly (K-5) to provide current, cultural relevant supplemental history materials. Included is print and online materials/activities. Instructional Materials/books/supplies Learning Ally- textbooks and other titles read aloud	\$233,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	The district is offering courses beyond ELA, Math, Science, Social Studies and PE for all students which is made available through the master scheduling process. Our District will continue to offer "0" Period, co-teaching and push in support among several options.	Zero Period Band teacher Co-teaching at Middle School PE Teachers (3) to share at elementary sites Music Teachers (2) to share at elementary sites	\$608,724.00	No
3	MTSS Sub Release Time	Release time for each MTSS Site Cohort/once per month (4 people per site=5 days/year) Time to attend professional learning conferences/training/planning/collaboration to create MTSS Site Plans ELO Funding	\$52,000.00	No
4	English Learners will be appropriately placed according to their ELPAC levels and receive high quality, explicit ELD instruction aligned to CCSS and ELD standards. Training in ELD standards, EL Toolkit, and GLAD	EL Coordinator EL Site LEADS at every site to support ELPAC & ELD Strategies training ELPAC Testing Paras/Materials Dually Identified students Training and Support (EL/SPED) Multiple funding sources	\$182,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
	strategies will be provided.			
5	Teacher Stipends	Middle School Dept. Leads: Math, ELA, SS/History, Science, Elective, PE per middle school Organize/lead Department meetings in collaboration with site admin Lead Academic focus on the work of improving instructional practices and student engagement strategies, alignment/standards, equity/grading processes, common assessments, learning acceleration, and analyzing student data.	\$11,882.00	Yes
6	CORE Fundamentals Science of Reading Training	Training for Tier 1 foundational reading Instruction CORE Trainers (All TK-2 & LCM) 2 trainers/ 3 sessions Material Staff PD Calendar Days (Aug/Nov) CLT WED. ELA TOSA support demo lessons/teacher coaching Multiple funding sources	\$925,669.00	Yes
7	Beginning teachers will participate in the Far East County Induction Program and be matched with a mentor.(qualifying teachers) training/Professional Development.	FECCC Induction Program-MOU Induction Mentors Substitutes for release days 3 days/year per mentor and 1 day/year for mentees/year Estimate 20 Mentees and Mentors/year	\$80,240.00	No
8	Districtwide administration of Grade 3 NNAT Online Administration (includes	3rd Grade NNAT3 Online Administration (includes Implementation/Scoring/Reporting)	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Implementation/Scoring/Reporting) to identify GATE students			
9	Enrichment programs for students who are identified as GATE and/or high performing.	Teachers Materials and Supplies	\$11,025.00	No
10	MTSS TRAINING FOR SITE MTSS COHORTS	SITE MTSS COHORT TRAINING Director, Ed Services Site Admin plus certificated staff team (4-6 people) Coaching/Training/PD	\$210,502.00	No
11	Early Release days for Collaborative Learning Time (CLT)-MTSS/PLC	WED. CLT for site staff meetings, training, data analysis, teacher collaboration & planning with a MTSS & PLC(Professional Learning Community) focus. PLC PD	\$0.00	No
12	EL New Comer Support Programs	Imagine Learning EL Newcomer Materials Imagine Learning Online Computer Adaptive Program Middle School Newcomer Classes/Teachers/ Bilingual Paras	\$161,475.00	Yes
13	Library Program/Services	Destiny/Follet System Books/materials/supplies Library Media Techs	\$343,447.00	No

## **Goal Analysis [2021-22]**

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

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

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

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

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**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	Interventions: All students will be provided with targeted intervention, learning acceleration or enrichment opportunities that use research-based strategies to meet their academic, behavioral, and/or social-emotional needs. State priorities addressed by this goal are: Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is developed to support all students and student groups utilizing the MTSS framework to support RtI with a focus on analysis and disaggregation of assessment data to identify student needs, implement research-based programs and services scaffolds, leaning acceleration/intervention, and supports to accelerate learning and fill gaps in learning due to Covid-19 .

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR MATH DATA (P- 8)	2020 Star MATH Districtwide Data for grades 3-8, 39.7% at/above standard, including our high needs students (SPED- 15%, EL- 18%, Foster- 6.7%, Homeless- 30.8%, Low-Income- 28.4%) 21.2% of students districtwide scored in the urgent intervention needed range.				Increase STAR MATH at/above for grades 3-8 by 10% Decrease the amount of students in the urgent intervention range by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
STAR ELA DATA (P-8)	2020 Star READING Districtwide Data for grades 3-8, 46.8% at/above standard including our high needs students (SPED- 12,2%, EL- 12.7%, Foster- 6.7%, Homeless- 46.2%, Low-Income- 25.3%) 21.3% of students districtwide scored in the urgent intervention needed range.				Increase STAR READING at/above for grades 3-8 by 10% Decrease the amount of students in the urgent intervention range by 10%
Imagine Learning Data (P-8)	2020 Imagine Learning status report shows that 20% of the English Language Learners are using the program at grade level.				According to the the Imagine Learning status report 45% or more of the English Learners using the program will be working at grade level.
Lexia CORE 5 (P-8)	20-21 TK-5 Core progress indicator report shows 60% of students working at or above grade				TK-5 Core progress indicator report will show 75% of students working at or above grade
Lexia Power Up (P-8)	20-21 Introduction of Lexia Power Up-Skill Status Report indicated the following				Lexia Power Up-Skill Status Report will indicate the following percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	percentage of 6-8 students at/above grade level : 11% word study, 16% grammar, 35% comprehension				students at/above grade level at least : 50% word study, 50% grammar, 50% comprehension
Dreambox TK-5 (P-8)	20-21 Predicted Insight Report indicates that 26.2% of TK-5 students utilizing Dreambox are on track to meet or exceed grade level content standard.				Predicted Insight Report will indicate that 50% of TK-5 students utilizing Dreambox are on track to meet or exceed grade level content standard.
Imagine Math data 6-8 (P-8)	20-21 Imagine Learning data indicates 27% of students have passed common core standards lessons.				As indicated on the Imagine Math data report, 50% of students will have passed common core standards lessons.
English learner progress toward English proficiency , as measured by the ELPAC (P4-E)	2019-20 51.1 % of English Learners are making progress on the ELPAC				Above 60% English Learners are making progress on the ELPAC
English language learner progress on the reclassification rate (P4-F)	2019-2020 6.6% of English Language Learners reclassification rate				10% of students will be reclassified on the ELPAC

# Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Site Rtl/intervention TOSA	Each site will have an MTSS Rtl TOSA to support RTI/Intervention staff and students.	\$928,493.92	No
2	Paraeducators Support at every site to support students with Math and ELA	Sites will have push-in student supports: Instructional Paras Early Lit Paras Kindergarten Paras	\$676,662.00	Yes
3	All students will have access to online computer adaptive programs	Computer adaptive programs support intervention and enrichment as each student is working on their individual learning pathway and needs. Lexia TK-8 Dreambox Tk-5 Imagine Math 6-8	\$156,054.00	Yes
4	Tutoring Services for unduplicated students based on academic need	Tutors for America- up to 10 hours of one on one tutoring per student as determined by assessment data/needed. ELO Grant	\$72,000.00	No
5	Read 180 Tier 2 Intervention Curriculum Program for Middle school	Program to support students with IEP goals with identify needs in reading	\$60,891.00	No
6	Math 180 Tier 2 Intervention Curriculum Program for Middle school	Program to support students with IEP goals with identify needs in math	\$51,251.00	No

Action #	Title	Description	Total Funds	Contributing
7	Before and after school intervention programs at each school site	Certified and classified staff will direct student supports before and after school based on benchmark data/students needs with a focus on support SED, EL , Foster and Homeless students.	\$284,024.00	No
8	STAR MATH & STAR READING ONLINE ASSESSMENTS	K-8 District-wide Benchmark & Progress Monitoring Assessments Powerschool Performance Matters data/assessment	\$33,628.00	No
9	Attendance monitoring for Chronic Absenteeism	Coordinator of Special Projects A2A Online Program Powerschool Performance Matters data/assessment SARB Assistant principals monitor and work with families on attendance plans	\$1,255,405.00	Yes
10	Language Live Reading Tier 2 Intervention for Middle School	This Tier 2 program will be used during the Reading Intervention block of the Master Schedule for general education students identified to participate based on STAR Reading Benchmark Data Materials and supplies	\$15,642.00	Yes
11	Additional classes and program resources will be provided to ensure that students with behavioral challenges are receiving appropriate support and instruction.	Bridge Programs N2Y Unique Curriculum RTI Process (Counseling for Tier II and Tier III) Program Specialist Behavior Specialist SARB Materials and supplies Adaptive PE	\$423,018.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	The Student Services Department will facilitate collaboration between our District, foster youth, case managers, foster parents, group homes, schools, student services, educational partners, community organizations, and governmental agencies.	Student Services Staff Certificated Staff *Already accounted for in another goal	\$0.00	No
13	Homeless and Foster Youth will be supported by a team to include site administrators, teachers, school counselors and others to monitor student achievement and provide interventions and work with identified families of Homeless and Foster Youth to offer parent/community engagement opportunities to increase students' academic and social-	Student Services Staff Certificated Staff Counselors	\$1,073,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	The Student Services Team, Ed Services team, Coordinator of Intervention & EL Programs with site administrators, Ed Service Team and MTSS Site TOSA to support staff with monitor academic progress, data analysis and training to support students supports using research based materials/resources for elementary and middle schools.	Coordinator of Intervention & EL Site MTSS TOSAS Site Admin ELA TOSA MATH TOSA Data & Assessment Program Specialist Powerschool Performance Matters data/assessment Beyond SST	\$301,207.00	Yes
15	Our District will provide targeted professional development for certificated and classified staff on inclusive practices for special education students.	Program Specialist/Behaviorist Training/CLT calendar Materials and supplies Consultants/SELPA Second Step	\$39,115.00	No
16	Coaching/PD in how to fully implement RTI Model will be provided to administrators, teachers, and support staff. This training will include how staff	CLT MTSS-RtI TOSA PD- Learning Acceleration/RtI Tier 1 Training- CCCOE/MTSS Training/PD Materials and Supplies	\$12,500.00	No

Action #	Title	Description	Total Funds	Contributing
	can support the needs of students with academic and behavioral challenges.			
17	Sonday Systems Program for Tier 2 ELA/Reading Support for Elementary LCM	LCM Staff Sonday Program Training for paras and certificated staff Sped TOSA will support the site teams with implementation	\$149,781.00	Yes
18	Michael Heggerty Intervention and Supplemental Reading Materials TK-2	Intervention Coordinator ELA TOSA MTSS TOSA Paras- Intervention TK-2 Materials/Supplies/Online lesson Access Training/PD	\$35,000.00	No
19	Delta Math Tier 2 Intervention Program Materials	Intervention Coordinator MATH TOSA MTSS- TOSA Paras-intervention instruction Math Intervention Kits Materials/Supplies/Online lesson Access	\$12,000.00	Yes
20	Summer Boost Academy	Students will be provided with additional targeted instructional support beyond the school year to improve student achievement- priority is unduplicated students based on academic data/need. Certificated staff Classified	\$246,747.00	No



Action #	Title	Description	Total Funds	Contributing
		Admin Clerk Custodian Materials/Supplies Training/PD		

### Goal Analysis [2021-22]

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

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

# Goals and Actions

## Goal

Goal #	Description
3	<p>Goal 3: Technology: All students will have equitable access to 1:1 technology to improve their learning experiences and outcomes to prepare them for college and career readiness in a global society.</p> <p>State priorities addressed by this goal are:</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

OUESD purchased enough devices for 1:1 access to technology when we were forced into remote learning due to Covid-19. The daily use of technology increased teacher, student and parent comfort and capabilities for integrating technology. This goal is for our students to be college and career ready by creating multiple experiences with technology, throughout the day, to enhance their educational experiences and to provide innovative opportunities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Site technology device counts as provided in the annual OUESD Technology OUESD Board Update (local indicator)	2020-2021 1:1 devices for students at all sites				Use site technology device counts to maintain the 1:1 ratio devices to students.
Online software/apps usage, as measured by software analytics. (local indicator)	20-21 Usage is inconsistent depending on grade level and program.				Increase usage of all computer adaptive programs to above 80% district-wide.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Professional development for staff to support integration of technology and enhanced usage of technology to support student learning as measured by professional development agendas. (local indicator)	20-21 Online professional development for curriculum, apps and programs to students learning were provided during PD days and during CLT.				Increase professional development to include coding, project based learning and innovative uses of technology for learning as measured by the PD calendar and agendas.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	All sites will have access to 1:1 devices for classrooms for students to use as a integrated tool for learning.	Director of Technology Tech Department Staff Library Media Techs- level 1 site needs Tech Leads (1 per elem site & 2 at middle school sites) Devices & Refresh Plan for Devices Charging station/lockers/mobile carts Device Protective Cases Wifi/Bandwidth for increased devices Hotspots Community Hubs	\$1,047,763.00	No
2	Online programs licenses & platforms	Purchase supplemental materials support online programs and apps Ed1 Stop/Brainpop NewsELA (grades 6-8) Storyworks (grades 3-5) Seesaw (grades TK-2) Focused Fitness (PE)	\$101,836.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Quaver Music Learning Ally A2A</p> <p>Beyond SST</p> <p>N2Y Unique Learning System Padlet</p> <p>Screencastomatic</p> <p>ParkBench/Razor sparrow- grade transfer from google</p> <p>Destiny/Follett</p> <p>Classink</p> <p>Webex</p> <p>Microsoft Licensing Suite</p> <p>Powerschool</p> <p>Doc Tracking</p> <p>School Messenger</p> <p>*Multiple funding sources</p>		
3	<p>Student achievement, state reporting and attendance monitoring will be supported by technology and training to ensure that multiple data sources are used to determine the effectiveness of the school's programs in meeting the needs of students.</p>	<p>Data &amp; Assessment Program Specialist</p> <p>Applications Analyst</p> <p>SIS (Student Information Systems) Support</p> <p>Equipment (Technology replacement plan/additional technology)</p> <p>Training/CLT (data analysis, gradebook, report cards, attendance, parent/student portal)</p> <p>Powerschool Contracts (SIS, Performance Matters/Data &amp; Assessment, Unified Classrooms, Test Server)</p>	\$143,548.00	No
4	<p>Site Technology Lead teachers Stipends</p>	<p>Collaborate with Director of Ed Services, Director of Technology and site admin to expand professional learning opportunities for staff, including project based learning, coding/robotics, tech tips during</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		CLTs for integrated technology student opportunities to enhance learning and innovation. Attend Technology Advisory Council(TAC) Meetings Support basic site tech issues Site Tech Leads (1 per elementary sites/2 per middle school sites) CLT Priced out in previous goal*		
5	Expand targeted student enrichment and innovation opportunities for low income students with STEAM, coding and robotics to prepare for college and career readiness.	Site STEAM activities, coding and robotics. Teachers- teach/lead enrichment activities/clubs (before/after school, lunch) Materials/Supplies Training	\$15,000.00	Yes
6	Cyber safety and digital citizenship training and curriculum for staff, students and parents.	Support our staff, students and families with safely navigating the digital world. Online program/Common Sense Media Assemblies/PD/Training Materials	\$0.00	No

## Goal Analysis [2021-22]

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

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# Goals and Actions

## Goal

Goal #	Description
4	<p>Goal 4: School Climate: All students will be provided with a safe and inclusive learning environment that supports their physical, social, and emotional well-being.</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Understanding that students, families and staff have experienced added stress, anxiety and trauma due to COVID-19 this goal is to support the mental health and wellness of all students, staff and our families. This includes positive MTSS- positive behavior support systems, social-emotional learning and training for staff and parents to increase SEL strategies throughout the school day.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA Healthy Kids Survey Results (CHKS) (P-6C)	20-21 CHKS- 62% of 7th grade students reported feeling connected to school, 63% of 7th grade students reported feeling safe at school. 24% of 7th grade students reported feeling emotional distress and 37% experienced chronic sadness.				<p>Results of the CA Healthy Kids Survey: Increase by 15 % the 7th grade students that feel connected to school and feel safe at school.</p> <p>Decrease by 10% the 7th grade students that report feeling emotional distress and chronic sadness.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Parent Survey (P-3A)	20-21 FACT- Training and Topics created for Parent Engagement SEL Meetings, 11 meetings				FACT- Training and Topics created for Parent Engagement SEL Meetings, maintain monthly offerings.
Student attendance rates (P-5A); Chronic absenteeism rate (P-5B); Middle School dropout rate (P-5C) ADA rate	2019 CA Dashboard Data shows that 10.1% students were chronically absent, students of two or more races were chronically absent 13.5%, we have zero middle school drop outs and ADA is 95.9%.				Continue with efforts to decrease chronic absenteeism by 3%, Maintain 0% dropout rates. Increase daily student attendance and increase ADA 1%.
Suspension rates (P-6A) Expulsion rates (P-6B)	2019 CA Dashboard Data shows the following rates: Suspension 3.5% and expulsion rate is .19%.				Decrease rate of suspensions by 1% and expulsion rates by .05%.
Parent input in decision making (P3A) ; Parent participation in programs for unduplicated students (P-3B); Parent participation in programs for students with exceptional needs (P-3C);	20-21 Parent engagement and communication support & trainings offered by Parent Community Liaisons (3a) as measured by the district parent engagement calendar and sign in sheets.				Maintain parent support trainings and parent community liaisons at all sites.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Achieve overall summary of facility conditions as exemplary at all sites. (FIT) (P-1C)	20-21 All sites scored exemplary in the overall conditions as summary on the FIT.				Maintain all sites with exemplary summaries on the FIT.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	District-wide MTSS implementation of Tier 1 Social-emotional Curriculum & Support Strategies	Social-emotional learning curriculum for all students to support students safety, trauma, student engagement, positive peer relationships and mental wellness. Training Mind Up K-8 Online, Tier 1 SEL -Second Step Program Kimochois for Preschool and TK	\$20,623.00	No
2	Site and district mental health professionals to support students and families	Director of Student Services Program Specialist Counselors Behaviorists Psychologists MTSS- Social Worker Nurses Tier 2 Second Step Small Group Supports Tier 3 Supports	\$1,413,147.00	No
3	Site Wellness Center to support Bridge	Support Staff- paras N2Y-Unique Learning System Curriculum	\$175,502.00	No

Action #	Title	Description	Total Funds	Contributing
	Program students at IH & DV and to offer parent support/family counseling	Materials/supplies/furniture		
4	Parent Community Liaisons at all school sites	3 hours/daily at each site to support parent engagement/workshops, communication and community building. PLCs	\$150,538.00	Yes
5	Professional Development on SEL, Equity/Trauma-Informed Education	CCOE- 3 R's Training Cohorts/Turnaround for Children PD Series for staff provided By Unconditional Learning	\$15,000.00	No
6	Safety Plans will be updated and reviewed annually. All staff will receive mandated training each year (i.e. child abuse reporting, internet safety, blood born pathogens, anti bullying, sexual harassment).	Staff Development/CLT Materials and supplies Trainers Crossing Guards Campus Supervisors	\$627,382.00	No
7	School sites will be inspected annually to monitor safety of all students and staff.	Deferred maintenance plan Security Cameras, Fencing , Gates Director of Maintenance Routine Maintenance and repair	\$958,551.00	No
8	Parents will have online access to annual registration/updates,	SARC Powerschool Parent Portal Powerschool online annual registration and e-docs School Messenger- Robocalls, emails, text messages	\$165,327.00	No

Action #	Title	Description	Total Funds	Contributing
	<p>district and site communication for events and information, access to Parent Portal for viewing grades and communicating with teachers. Sites will provide timely two-way communication in a format and language understandable to parents/families and community members about student achievement, academic and behavioral expectations, accountability requirements, and how parents can support their students' academic success.</p>	<p>District and School Websites (School Loop)            Twitter/Facebook            Translation services and equipment            Materials and supplies</p>		
<b>9</b>	<p>After school social emotional learning supports and enrichment programs</p>	<p>Counselors            Teachers            Paras            Clubs            Community Partners</p>	\$50,000.00	No
<b>10</b>	<p>Training on equity, diversity, inclusion</p>	<p>Continue to develop and implement training and professional development equity, diversity, inclusion and cultural competence. Workshops, Assemblies</p>	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	and cultural competence	PD/Training CLT		
11	Reduce Chronic absenteeism	MTSS Social worker Site admin Counselors Psychologists A2A SARB Beyond SST CCCOE/Attendance Works Home Visits Training/Materials/Student Incentives	\$0.00	No
12	Bilingual paras	EL student and family support for increase communication, family engagement and student supports. Site Bilingual Paras	\$200,227.00	Yes
13	CA Healthy Kids Survey	Survey on school climate, safety and supports to be completed by 7th graders, parents and school staff. The results are used to plan site and district programs, services and supports.	\$2,000.00	No
14	Policies and practices will be implemented to enhance transitions between grade spans, including meetings and screenings of incoming	MTSS- Social Worker Counselors Coordinator of EL & Intervention TOSA- Special Education Parent Community Liaisons	\$122,281.00	No

Action #	Title	Description	Total Funds	Contributing
	kindergarten families, incoming sixth grade families, and transitional meetings for new families of Homeless students, Foster students, EL students and SPED students.			
15	District and school sites will actively recruit parents and families to participate in site and district level decision making advisory groups (i.e. participation in SSC, PAC, ELAC, DELAC, PTA)	Webex for online access to district meetings Extra hours classified Translation Materials and supplies Daycare	\$15,390.00	Yes
16	Parent training and workshops (i.e. parent academies, SEL, FACT, ELPAC, CAASPP, Second Cup of Coffee) will be offered to support family engagement with the District and school sites. District and sites will fully implement parent involvement policies and programs that meet all federal and state requirements and district goals.	Coordinator of EL & Intervention MTSS-Social Worker Math TOSA ELA TOSA Family Engagement activities/events Behaviorists Parent Community Liaisons Materials/ Supplies Childcare	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
17	Our District and sites will use a system-wide approach toward reducing disproportionality in school discipline and suspensions by transforming school cultures and increasing restorative practices.	ED & Student Services Team PD/Training PBIS CLT Training/Materials	\$0.00	No
18	Our District Office staff along with site administrators will closely monitor dashboard data (Powerschool) related to suspensions, office referrals; disaggregate data by school, race/ethnicity, foster status, English fluency, special education status, etc. to address gaps and monitor progress.	District & Site Administrators Student Services Team Ed Services Certificated Staff Training Surveys CLT RtI/SSST Meetings	\$0.00	No

### Goal Analysis [2021-22]

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## 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
9.28%	\$3,977,487

**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.

After reviewing student achievement data, key stakeholder input, and analyzing the needs, conditions and circumstances of foster youth, English learners, and low-income students, the following actions have been identified as leading to increased and improved services principally directed towards the previously mentioned student groups.

In goal 1, High Quality Instruction, in order to provide increased and improved services we have identified actions 1, 4, 5, 6 and 12. Action 1 provides for culturally relevant supplemental history materials. Research indicates that students culturally relevant materials lead to greater student engagement and academic achievement especially for our students who historically have been marginalized including English Learners. Action 4 provides funding for an English Learner Coordinator as well as English Learner site leads to support ELPAC and ELD strategies. Action 5 and 6 will allow teachers to improve instructional practice which will support our students currently below standard; in the identified needs section of this document our data shows that our low socio-economic and English Learner students are significantly below standard. Action 12 provides funding or our EL New Comer Support Program to support students new to our community. In Goal 2, Interventions, we have identified numerous actions to support our unduplicated student population. These include action 2 which funds additional paraeducators and Action 3 for computer adaptive programs. Though these are LEA wide, our data show that our unduplicated students are in greatest need these services and will have the greatest impact on these groups. Action 9 provides significant funding to monitor chronic absenteeism; our homeless population had a chronic absenteeism rate of 37.5 % and our low socio-economic students rate was 14.2%, both significantly higher than the district average of 10.1%. Action 10 funds our Tier 2 reading intervention program "language Live" on our Middle School campuses and Action 19 provides similar supports in Math. Action 11 provides additional behavior supports with our homeless student population having a 12.5% suspension rate. Goal 2, Action 13 provides funding to support our Foster and Homeless youth and families through increased outreach and engagement and strengthening social-emotional learning



supports. Actions 14, 17 and 19 all provide for additional staff support and training for a tiered intervention system that will target our academically struggling students that are disproportionately represented by our unduplicated students. In Goal 3, Technology, we have identified action 5 as increasing and improving services and supports for our identified unduplicated students by providing funds for before and afterschool enrichment opportunities via the use of coding and robotics in order to prepare for College and Career readiness. In Goal 4, School Climate, we have identified Actions 2, 4, 5, and 12 as increasing and improving services and supports for our unduplicated students. Action 2 provides funding for site and district mental health professionals to support students and families with a focus on unduplicated students and families. Action 4 provides parent community liaisons at all school sites to increase engagement. Action 5 will provide professional learning on equity/trauma centered education to create a safe learning environment for all students. Action 12 provides bilingual paraeducators to support our EL students. Action 15 provides funding to actively recruit parents to participate in decision making, targeting families from unduplicated populations who have historically been left out including funding for child-care and translation services to remove barriers to engagement. Some of these actions are being provided on an LEA-wide basis and we expect that all students performing below state targets will benefit. However, because of the significant achievement and engagement gap of students experiencing homelessness, English learners, foster youth, and low income students we believe there will be a substantial benefit for these student groups.”

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

Hiring a district-wide MTSS- Mental Health Social worker to increase support foster youth, English learners and low-income students and their families to connect them with resources, provide family counseling and increase student and family engagement to decrease absenteeism.  
Access to one on one tutoring for foster youth, English learners and low-income students to increase support to mitigate gaps in learning due to Covid-19.

### Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,353,886.00	\$5,355,191.92	\$300,000.00	\$1,884,695.00	\$13,893,772.92

Totals:	Total Personnel	Total Non-personnel
	\$10,460,185.92	\$3,433,587.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1		CCSS aligned instructional materials in all subjects; maintain and adopt state-approved curriculum	\$13,211.00			\$219,950.00	\$233,161.00
1	2	All Students with Disabilities	The district is offering courses beyond ELA, Math, Science, Social Studies and PE for all students which is made available through the master scheduling process. Our District will continue to offer "0" Period, co-teaching and push in support among several options.		\$6,163.00		\$602,561.00	\$608,724.00
1	3	All Students with Disabilities	MTSS Sub Release Time		\$52,000.00			\$52,000.00
1	4	English Learners	English Learners will be appropriately placed according to their ELPAC levels and receive high quality, explicit ELD instruction aligned to CCSS and ELD standards. Training in ELD standards, EL Toolkit, and GLAD strategies will be provided.	\$72,032.00	\$14,610.00		\$95,893.00	\$182,535.00
1	5		Teacher Stipends	\$11,882.00				\$11,882.00
1	6		CORE Fundamentals Science of Reading Training	\$165,055.00	\$760,614.00			\$925,669.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	7	All	Beginning teachers will participate in the Far East County Induction Program and be matched with a mentor. (qualifying teachers) training/Professional Development.				\$80,240.00	\$80,240.00
1	8	All	Districtwide administration of Grade 3 NNAT Online Administration (includes Implementation/Scoring/Reporting) to identify GATE students		\$7,000.00			\$7,000.00
1	9	All GATE	Enrichment programs for students who are identified as GATE and/or high performing.		\$11,025.00			\$11,025.00
1	10	All Students with Disabilities	MTSS TRAINING FOR SITE MTSS COHORTS	\$185,502.00	\$25,000.00			\$210,502.00
1	11	All	Early Release days for Collaborative Learning Time (CLT)- MTSS/PLC					\$0.00
1	12	English Learners	EL New Comer Support Programs	\$161,475.00				\$161,475.00
1	13	All	Library Program/Services	\$343,447.00				\$343,447.00
2	1	All	MTSS Site RtI/intervention TOSA		\$928,493.92			\$928,493.92
2	2		Paraeducators Support at every site to support students with Math and ELA	\$413,135.00	\$263,527.00			\$676,662.00
2	3		All students will have access to online computer adaptive programss	\$106,023.00	\$50,031.00			\$156,054.00
2	4	All	Tutoring Services for unduplicated students based on academic need		\$72,000.00			\$72,000.00
2	5	Students with Disabilities	Read 180 Tier 2 Intervention Curriculum Program for Middle school				\$60,891.00	\$60,891.00
2	6	Students with Disabilities middle schools	Math 180 Tier 2 Intervention Curriculum Program for Middle school				\$51,251.00	\$51,251.00
2	7	All	Before and after school intervention programs at each school site		\$284,024.00			\$284,024.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	All	STAR MATH & STAR READING ONLINE ASSESSMENTS		\$33,628.00			\$33,628.00
2	9		Attendance monitoring for Chronic Absenteeism	\$1,255,405.00				\$1,255,405.00
2	10	English Learners Foster Youth Low Income	Language Live Reading Tier 2 Intervention for Middle School	\$15,642.00				\$15,642.00
2	11		Additional classes and program resources will be provided to ensure that students with behavioral challenges are receiving appropriate support and instruction.	\$136,871.00	\$286,147.00			\$423,018.00
2	12	All	The Student Services Department will facilitate collaboration between our District, foster youth, case managers, foster parents, group homes, schools, student services, educational partners, community organizations, and governmental agencies.					\$0.00
2	13	Foster Youth Low Income	Homeless and Foster Youth will be supported by a team to include site administrators, teachers, school counselors and others to monitor student achievement and provide interventions and work with identified families of Homeless and Foster Youth to offer parent/community engagement opportunities to increase students' academic and social-emotional achievement.	\$945,583.00	\$127,996.00			\$1,073,579.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	14		The Student Services Team, Ed Services team, Coordinator of Intervention & EL Programs with site administrators, Ed Service Team and MTSS Site TOSA to support staff with monitor academic progress, data analysis and training to support students supports using research based materials/resources for elementary and middle schools.	\$234,246.00	\$37,592.00		\$29,369.00	\$301,207.00
2	15	Students with Disabilities	Our District will provide targeted professional development for certificated and classified staff on inclusive practices for special education students.		\$39,115.00			\$39,115.00
2	16	All	Coaching/PD in how to fully implement RTI Model will be provided to administrators, teachers, and support staff. This training will include how staff can support the needs of students with academic and behavioral challenges.	\$2,500.00	\$10,000.00			\$12,500.00
2	17		Sunday Systems Program for Tier 2 ELA/Reading Support for Elementary LCM	\$51,391.00	\$98,390.00			\$149,781.00
2	18	All	Michael Hegerty Intervention and Supplemental Reading Materials TK-2	\$25,000.00	\$10,000.00			\$35,000.00
2	19	English Learners Foster Youth Low Income	Delta Math Tier 2 Intervention Program Materials	\$12,000.00				\$12,000.00
2	20	English Learners, Foster Youth, Low Income	Summer Boost Academy		\$246,747.00			\$246,747.00
3	1	All	All sites will have access to 1:1 devices for classrooms for students to use as an integrated tool for learning.	\$149,354.00	\$225,984.00		\$672,425.00	\$1,047,763.00
3	2	All	Online programs licenses & platforms	\$73,679.00	\$21,157.00		\$7,000.00	\$101,836.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Student achievement, state reporting and attendance monitoring will be supported by technology and training to ensure that multiple data sources are used to determine the effectiveness of the school's programs in meeting the needs of students.	\$79,575.00	\$29,870.00		\$34,103.00	\$143,548.00
3	4	All	Site Technology Lead teachers Stipends					\$0.00
3	5	Low Income	Expand targeted student enrichment and innovation opportunities for low income students with STEAM, coding and robotics to prepare for college and career readiness.	\$15,000.00				\$15,000.00
3	6	All	Cyber safety and digital citizenship training and curriculum for staff, students and parents.					\$0.00
4	1	All	District-wide MTSS implementation of Tier 1 Social-emotional Curriculum & Support Strategies		\$20,623.00			\$20,623.00
4	2	All	Site and district mental health professionals to support students and families	\$185,651.00	\$1,227,496.00			\$1,413,147.00
4	3	Students with Disabilities	Site Wellness Center to support Bridge Program students at IH & DV and to offer parent support/family counseling		\$175,502.00			\$175,502.00
4	4	English Learners Foster Youth Low Income	Parent Community Liaisons at all school sites	\$150,538.00				\$150,538.00
4	5	English Learners, Foster Youth, Low Income	Professional Development on SEL, Equity/Trauma-Informed Education		\$15,000.00			\$15,000.00
4	6	All	Safety Plans will be updated and reviewed annually. All staff will receive mandated training each year (i.e. child abuse reporting, internet safety, blood born pathogens, anti bullying, sexual harassment).	\$627,382.00				\$627,382.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	7	All	School sites will be inspected annually to monitor safety of all students and staff.	\$658,551.00		\$300,000.00		\$958,551.00
4	8	All	Parents will have online access to annual registration/updates, district and site communication for events and information, access to Parent Portal for viewing grades and communicating with teachers. Sites will provide timely two-way communication in a format and language understandable to parents/families and community members about student achievement, academic and behavioral expectations, accountability requirements, and how parents can support their students' academic success.	\$54,153.00	\$110,632.00		\$542.00	\$165,327.00
4	9	All	After school social emotional learning supports and enrichment programs		\$50,000.00			\$50,000.00
4	10	All	Training on equity, diversity, inclusion and cultural competence		\$15,000.00			\$15,000.00
4	11	All	Reduce Chronic absenteeism				\$0.00	\$0.00
4	12	English Learners	Bilingual paras	\$169,757.00			\$30,470.00	\$200,227.00
4	13	All	CA Healthy Kids Survey		\$2,000.00			\$2,000.00
4	14	All	Policies and practices will be implemented to enhance transitions between grade spans, including meetings and screenings of incoming kindergarten families, and incoming sixth grade families, and transitional meetings for new families of Homeless students, Foster students, EL students and SPED students.	\$24,456.00	\$97,825.00			\$122,281.00
4	15		District and school sites will actively recruit parents and families to participate in site and district level decision making advisory groups (i.e. participation in SSC, PAC, ELAC, DELAC, PTA)	\$15,390.00				\$15,390.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	16	All	Parent training and workshops (i.e. parent academies, SEL, FACT, ELPAC, CAASPP, Second Cup of Coffee) will be offered to support family engagement with the District and school sites. District and sites will fully implement parent involvement policies and programs that meet all federal and state requirements and district goals.					\$0.00
4	17	All	Our District and sites will use a system-wide approach toward reducing disproportionality in school discipline and suspensions by transforming school cultures and increasing restorative practices.					\$0.00
4	18	All	Our District Office staff along with site administrators will closely monitor dashboard data (Powerschool) related to suspensions, office referrals; disaggregate data by school, race/ethnicity, foster status, English fluency, special education status, etc. to address gaps and monitor progress.					\$0.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$3,944,636.00	\$5,959,225.00
<b>LEA-wide Total:</b>	\$3,394,388.00	\$4,372,509.00
<b>Limited Total:</b>	\$123,423.00	\$332,316.00
<b>Schoolwide Total:</b>	\$426,825.00	\$1,254,400.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	CCSS aligned instructional materials in all subjects; maintain and adopt state-approved curriculum	LEA-wide		All Schools	\$13,211.00	\$233,161.00
1	4	English Learners will be appropriately placed according to their ELPAC levels and receive high quality, explicit ELD instruction aligned to CCSS and ELD standards. Training in ELD standards, EL Toolkit, and GLAD strategies will be provided.	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$72,032.00	\$182,535.00
1	5	Teacher Stipends	Schoolwide			\$11,882.00	\$11,882.00
1	6	CORE Fundamentals Science of Reading Training	Schoolwide		All Schools	\$165,055.00	\$925,669.00
1	12	EL New Comer Support Programs	LEA-wide	English Learners	Specific Schools: Elementary schools Tk-2 All Schools	\$161,475.00	\$161,475.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Paraeducators Support at every site to support students with Math and ELA	LEA-wide		All Schools	\$413,135.00	\$676,662.00
2	3	All students will have access to online computer adaptive programss	LEA-wide		All Schools	\$106,023.00	\$156,054.00
2	9	Attendance monitoring for Chronic Absenteeism	LEA-wide		All Schools	\$1,255,405.00	\$1,255,405.00
2	10	Language Live Reading Tier 2 Intervention for Middle School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: middle school 6-8	\$15,642.00	\$15,642.00
2	11	Additional classes and program resources will be provided to ensure that students with behavioral challenges are receiving appropriate support and instruction.	LEA-wide		All Schools	\$136,871.00	\$423,018.00
2	13	Homeless and Foster Youth will be supported by a team to include site administrators, teachers, school counselors and others to monitor student achievement and provide interventions and work with identified families of Homeless and Foster Youth to offer parent/community engagement opportunities to increase students'	LEA-wide	Foster Youth Low Income	All Schools	\$945,583.00	\$1,073,579.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		academic and social-emotional achievement.					
2	14	The Student Services Team, Ed Services team, Coordinator of Intervention & EL Programs with site administrators, Ed Service Team and MTSS Site TOSA to support staff with monitor academic progress, data analysis and training to support students supports using research based materials/resources for elementary and middle schools.	Schoolwide		All Schools	\$234,246.00	\$301,207.00
2	17	Sonday Systems Program for Tier 2 ELA/Reading Support for Elementary LCM	Limited to Unduplicated Student Group(s)		Specific Schools: Elementary K-5	\$51,391.00	\$149,781.00
2	19	Delta Math Tier 2 Intervention Program Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00
3	5	Expand targeted student enrichment and innovation opportunities for low income students with STEAM, coding and robotics to prepare for college and career readiness.	LEA-wide	Low Income	All Schools	\$15,000.00	\$15,000.00
4	4	Parent Community Liaisons at all school sites	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,538.00	\$150,538.00
4	12	Bilingual paras	LEA-wide	English Learners	All Schools	\$169,757.00	\$200,227.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	15	District and school sites will actively recruit parents and families to participate in site and district level decision making advisory groups (i.e. participation in SSC, PAC, ELAC, DELAC, PTA)	LEA-wide		All Schools	\$15,390.00	\$15,390.00

### Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
<b>Totals:</b>					
				<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
<b>Totals:</b>					

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

