

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Orick School District
CDS Code:	12629680000000
LEA Contact Information:	Name: Amanda I Platt Position: Superintendent/Principal Email: aplatt@orickschool.org Phone: 707-488-2821
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$404181
LCFF Supplemental & Concentration Grants	\$59741
All Other State Funds	\$56712
All Local Funds	\$784
All federal funds	\$70972
Total Projected Revenue	\$532,649

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$532649
Total Budgeted Expenditures in the LCAP	\$470150
Total Budgeted Expenditures for High Needs Students in the LCAP	\$74057
Expenditures not in the LCAP	\$85312

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$27684
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$27684

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$14,316
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Central office costs which include: Supplies Legal Fees Utilities Services Co-op contract Prop 39 Audit fees INS fees

	Admin Consult
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orick School District

CDS Code: 12629680000000

School Year: 2021-22

LEA contact information:

Amanda I Platt

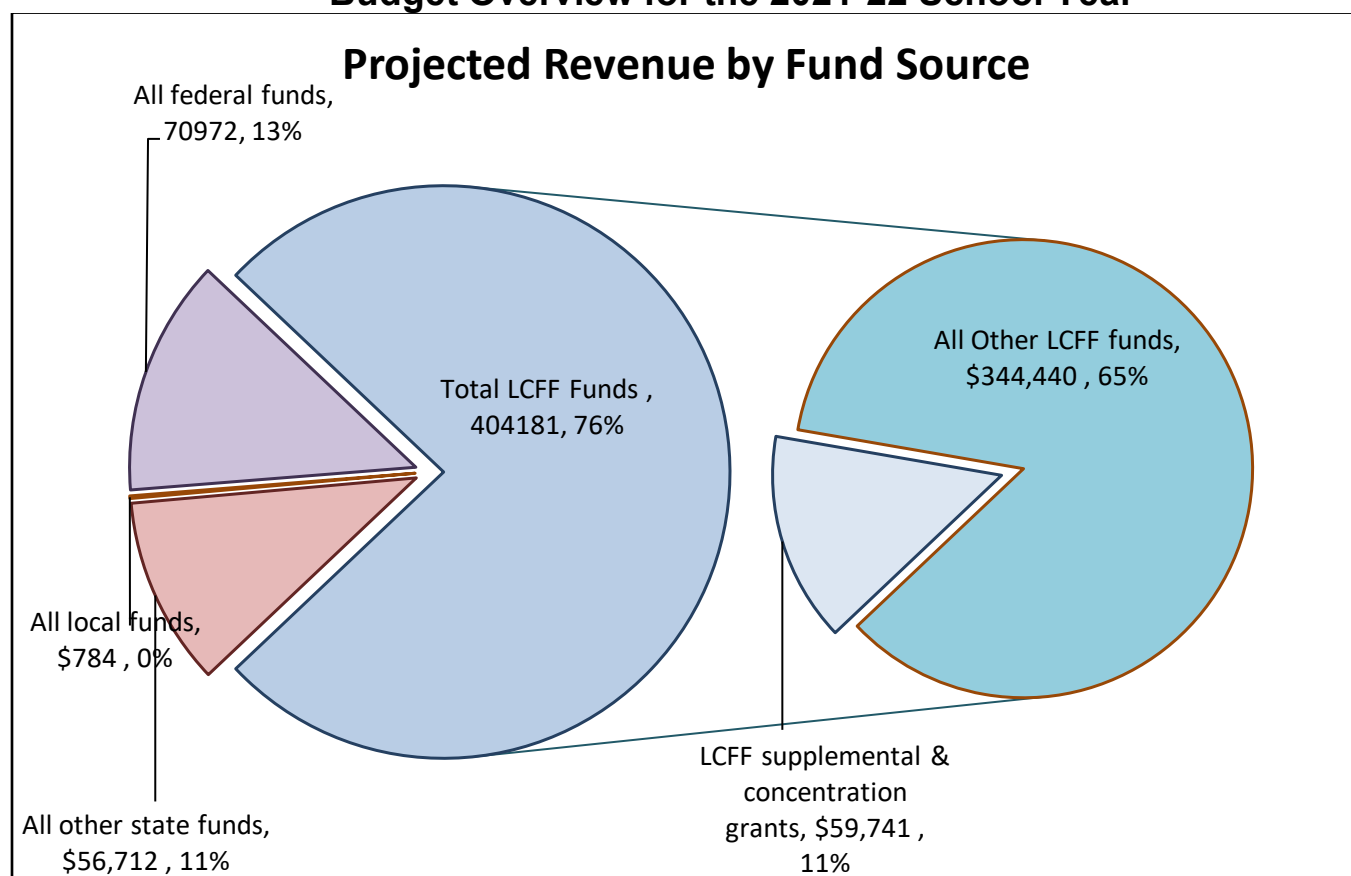
Superintendent/Principal

aplatt@orickschool.org

707-488-2821

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

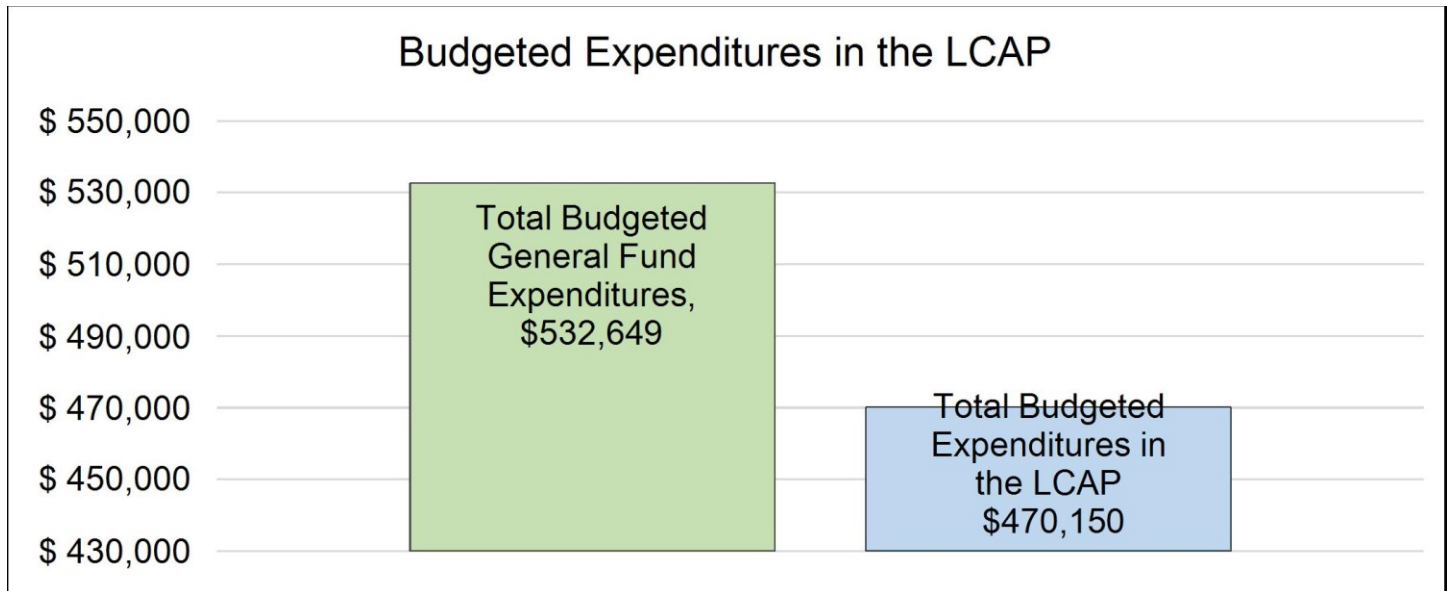


This chart shows the total general purpose revenue Orick School District expects to receive in the coming year from all sources.

The total revenue projected for Orick School District is \$532,649, of which \$404,181 is Local Control Funding Formula (LCFF), \$56,712 is other state funds, \$784 is local funds, and \$70,972 is federal funds. Of the \$404,181 in LCFF Funds, \$59,741 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 Orick 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.

Orick School District plans to spend \$532,649 for the 2021-22 school year. Of that amount, \$470,150 is tied to actions/services in the LCAP and \$85,312 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Central office costs which include:

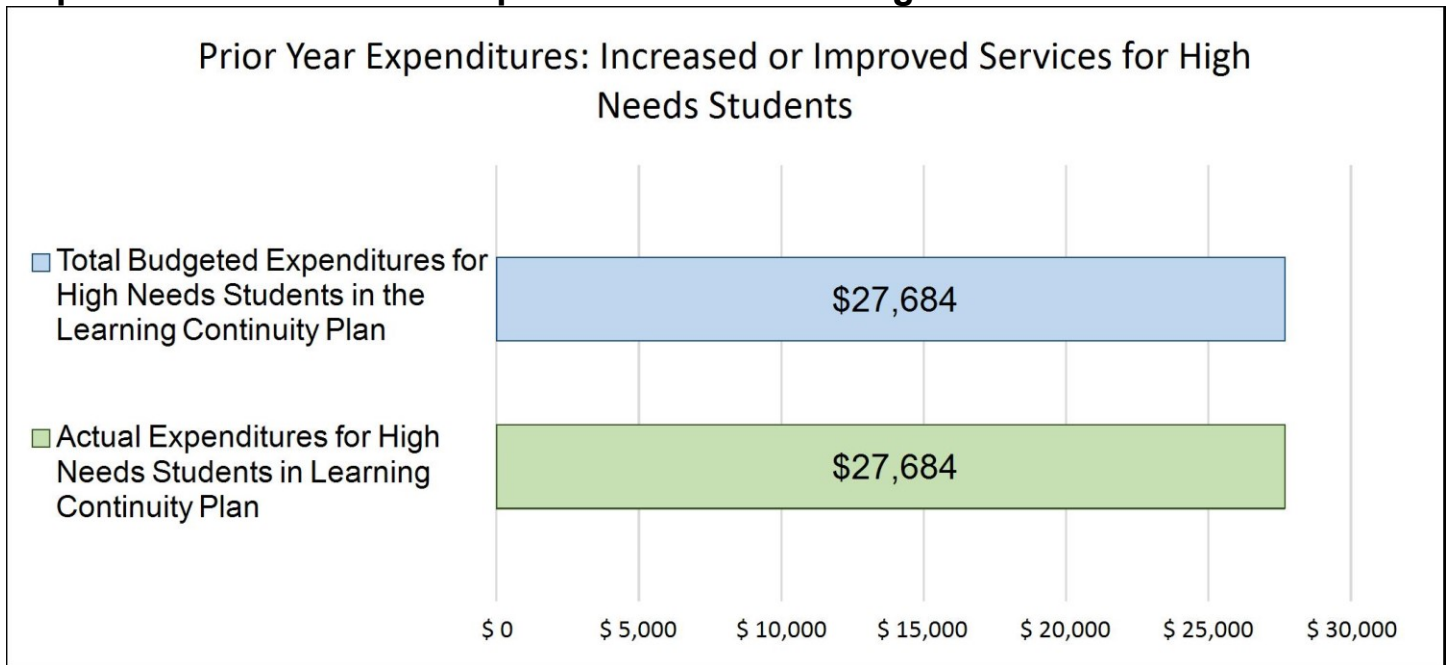
- Supplies
- Legal Fees
- Utilities
- Services
- Co-op contract
- Prop 39
- Audit fees
- INS fees
- Admin Consult

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

In 2021-22, Orick School District is projecting it will receive \$59,741 based on the enrollment of foster youth, English learner, and low-income students. Orick School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orick School District plans to spend \$74,057 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 Orick 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 Orick 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, Orick School District's Learning Continuity Plan budgeted \$27684 for planned actions to increase or improve services for high needs students. Orick School District actually spent \$27684 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
Orick School District	Amanda I Platt Superintendent/Principal	aplatt@orickschool.org 707-488-2821

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

To be better prepared for their academic school day, students will have their nutritional needs met.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Orick is a low- income area and the school is the center of the community. The school will assist families with meeting their nutritional needs after the school day by providing breakfast and lunch for students.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Breakfast/lunch count 19-20 100% of students will be offered meals Baseline 100% of students	100% of students were offered Breakfast and Lunch

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines. Kitchen Equipment will be updated and purchased as needed.	7000-7439: Other Outgo LCFF Supplemental and Concentration \$4,934	7000-7439: Other Outgo LCFF Supplemental and Concentration 3821
1.2 Backpack program will utilize local resources rather than contracting with Food for People, thus reducing costs.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 70

Goal Analysis

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

The district made reductions in Spring 18/19, the backpack program was reduced to \$500 and was fully implemented without contracting the service. New kitchen equipment was not purchased. LCFF Supplemental and Concentration funds budgeted but not used in these actions, were used for teacher salaries.

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

Orick School continues to offer a nutritious Breakfast and Lunch program. One challenge is funding this important program. The backpack program was very small this year, due to our small enrollment, and COVID school closure.

Goal 2

Students will have access to standards -aligned materials, well- maintained school facilities and highly qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Personnel records and SARC 19-20 100% of teachers are properly credentialed and assigned Baseline 100% of teachers are properly credentialed and assigned	100%
Metric/Indicator 2,b Annual board resolution of sufficiency of materials, IM inventory and SARC. 19-20 100% of students have access to State standards- aligned instructional materials/textbooks and supplemental materials. Baseline 100% of students have access to State standards-aligned instructional materials/textbooks and supplemental materials.	100%
Metric/Indicator Annual facilities/safety inspection tool (FIT) ratings 19-20 Facilities/safety inspection ratings will be rated as good or better Baseline Facilities/safety inspection ratings rated as good or better	FIT checklist overall rating is GOOD. Two the the 8 items were FAIR, those have been or are in the process of being replaced and repaired.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District will employ 2.5 certificated staff including a resource program teacher who are appropriately credentialed and assigned to provide quality education for all students.	LCFF, EPA, Title 1, Title II, REAP (RS 0000,1400, 3010, 4035,5820,7690) 1000-1999: Certificated Personnel Salaries Locally Defined \$179,774	LCFF, EPA, Title 1, Title II, REAP (RS 0000,1400, 3010, 4035,5820,7690) 1000-1999: Certificated Personnel Salaries Locally Defined \$183,891
Instructional materials, including software, instructional contracts and state adopted textbooks/supplemental materials will be purchased. (Social Studies priority)	4000-4999: Books And Supplies Lottery \$1000 1000-1999: Certificated Personnel Salaries Lottery \$7,585 5000-5999: Services And Other Operating Expenditures LCFF \$5,014	4000-4999: Books And Supplies LCFF 302 NOTE- Total includes 7388 1000- 1999: Certificated Personnel Salaries Lottery 5476.30 LCFF, Lottery 5000-5999: Services And Other Operating Expenditures Locally Defined 3312
Facilities will be well maintained and cleaned. All supplies, general repairs, and services, will be included for this purpose.	2000-2999: Classified Personnel Salaries LCFF \$30,782 4000-4999: Books And Supplies LCFF \$3,892 5000-5999: Services And Other Operating Expenditures LCFF \$3,384	LCFF and Maintenance 2000- 2999: Classified Personnel Salaries LCFF 30397 LCFF, Maintenance 4000-4999: Books And Supplies Locally Defined 4372.06 LCFF, Maintenance, RS0230 5000-5999: Services And Other Operating Expenditures Locally Defined 11943.22

Goal Analysis

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

COVID-19 changed the way we spent funds this year. We had a decrease in instructional materials, contracts and textbook adoptions due to COVID 19 and school closure. There was an increase in maintenance with increased cleaning and safety precautions due to COVID-19, Social Studies texts were not purchased, the funds budgeted but not used for this action were used for teacher salaries.

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

A new challenge this year, was the increase in cleaning and maintenance for combating COVID-19.

Goal 3

Students will be engaged and active learners through hands-on, California Standards aligned instruction.

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 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3.a MMARS/CAASP and local assessment indicators will determine school- wide student progress towards state standards. (Accelerated Reader, DIBELS San Diego Quick, Accelerated Math,Read Live, State adopted textbook assessments)</p> <p>19-20 Student progress from prior year will show 50% of students made positive growth in both ELA and math</p> <p>Baseline 2017-2018 Dataquest Report 27.27% of students were proficient in ELA. 18.18% of students were proficient in math.</p>	<p>NOT MET - 2018-2019 Dataquest Report 45% proficient in ELA, more than 50% positive growth. 9% proficient in Math, negative growth.</p>
<p>Metric/Indicator 3.b P1 and P2 Attendance reports and CALPADS</p> <p>19-20 Attendance will be 90%</p> <p>Baseline '15/16 schoolwide attendance was 87%.</p>	<p>NOT MET - The 2018/19 P2 CALPADS attendance report reflects an 86% attendance rate</p>

Expected	Actual
Metric/Indicator 3.c Chronic absenteeism rate in CALPADS 19-20 Chronic absenteeism will decrease from 55% to 35% Baseline Chronic absenteeism for '15/16 was 50%	MET - The 2018-2019 CALPADS Chronic Absenteeism rate was decreased to 31.25%
Metric/Indicator Middle School Dropout rate 19-20 Maintain 0% Baseline 0%	MET - 0%
Metric/Indicator 3.e. Class schedules and teacher lesson plans 19-20 Maintain 100% Baseline 100% of students will have access to a course of study which includes P.E. visual and performing arts, science and history/social science as well as learning experiences which integrate many subject areas	MET - 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 a Administrator/lead teacher will actively seek enrichment activities for students including Park Ranger presentations, LEAP activities, volunteers in visual and performing arts. 3.1b Any needed materials and supplies will be provided.	3.1a See 4.4 3.1b See 2.2	3.1a See 4.4 3.1b See 2.2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.a The district will fund professional development across all curricular areas including technology to enhance instruction in California State Standards.	Travel for PD Obj. 5207, 5210 5000-5999: Services And Other Operating Expenditures LCFF \$1,100	5000-5999: Services And Other Operating Expenditures LCFF 2585
(ACTION UNCHANGED, BUDGET UPDATED) 3.c Field trips to a variety of venues, including swimming lessons, visual and performing arts opportunities and other curriculum related opportunities will enhance the instructional program.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2,250	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 340
3.d Teacher and staff will provide increased incentives for; attendance, behavior and academic performance through Cougar Bucks that can be spent at the student store.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000	Supplies MG 8000 4000-4999: Books And Supplies LCFF Supplemental and Concentration 713
(ACTION UNCHANGED, BUDGET UPDATED) 3.e The district will identify and serve students who qualify for Special Education by purchasing special education software, materials, HCOE contracts and services, online intervention programs, and will maintain a .3 FTE Resource Teacher. ACTION, UNCHANGED. Budget is reduced. A .3 FTE Certificated teacher will be hired to increase proficiency goals in ELA and math.	1000-1999: Certificated Personnel Salaries Special Education \$19,055 2000-2999: Classified Personnel Salaries Special Education \$128 4000-4999: Books And Supplies Special Education \$500 5000-5999: Services And Other Operating Expenditures Special Education \$10,092 Chargeback 7000-7439: Other Outgo Special Education \$276 .3FTE certif sal/benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18,381	1000-1999: Certificated Personnel Salaries Special Education 18841 2000-2999: Classified Personnel Salaries Special Education 151 4000-4999: Books And Supplies Special Education 0 5000-5999: Services And Other Operating Expenditures Special Education 5279 Chargeback 7000-7439: Other Outgo Special Education 275 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 17684

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(ACTION UNCHANGED, BUDGET UPDATED) The District will fund .6625 Instructional Aide(s) to assist all students.	1000-1999: Certificated Personnel Salaries Title I \$18,523	NA, reduced in 2018-19, not included in actual 2019-20 budget. Title I expended in G2A1 1000-1999: Certificated Personnel Salaries Title I 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.

The District eliminated the .6625 Teacher's Aide position in 2018-19, Title 1 funds were used for teacher wages.

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

COVID-19 created barriers to implementing support services like Tiny Eye, used for speech and OT therapy. Students without connectivity and support at home experienced challenges completing their sessions. Naturally our end of the year field trips and programs were postponed due to Shelter-in-Place orders, disappointing to both students and staff.

Goal 4

Stakeholders will become more engaged in their students' education by increased awareness of school priorities and through participation in school events, and school services.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 4.a Meeting minutes of LCAP stakeholder input sessions and school board meetings. 19-20 100% Baseline Participation rate of a representative of each required stakeholder group and school board meetings was 100%	MET - All stakeholder groups were represented at LCAP meetings
Metric/Indicator 4.b Expulsion Rate 19-20 Rate of 0% will be maintained. Baseline Expulsion rate for 15'/16 was 0%.	MET - 0%
Metric/Indicator 4.c Suspension rate 19-20 Suspension rate will reduced by 35%, from 50% to 32.5% Baseline Local suspension rate of 15'/16 was 0%. Dashboard rate (15/16) was 0%	MET - 5.6% as reported on Dataquest for 19/20 school year, 21.4% for 2018/19 as reported to the CA Dashboard

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The school will hold community building events such as Back to School Night, and community lunches and dinners approximately 4 times annually. (Food and materials will be purchased to support these events)	4000-4999: Books And Supplies LCFF \$750 5000-5999: Services And Other Operating Expenditures LCFF \$1,748	4000-4999: Books And Supplies LCFF 609 5000-5999: Services And Other Operating Expenditures LCFF 2010
New administrator will continue to keep parents informed and up to date through digital media such as the website, mass phone communications via text, or voice through call 'em all', Facebook, and electronic signboard. Parent Conferences will also be utilized to communicate with parents regarding district goals	Admin Asst, sal/bene 2000-2999: Classified Personnel Salaries LCFF \$62,907	2000-2999: Classified Personnel Salaries LCFF 59654
The administrator and lead teacher will facilitate services for at-risk students, will participate at staff meetings (SST, Intervention), and maintain all parent communications.	2000-2999: Classified Personnel Salaries LCFF \$15,101 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,054	2000-2999: Classified Personnel Salaries LCFF 14790 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 16652
Administrative Assistant and new Superintendent/Principal will monitor and record attendance, discipline, suspension and expulsion rates, state reports including cumulative folders will be maintained and filed.	See 4.1 1000-1999: Certificated Personnel Salaries LCFF \$21,744 1000-1999: Certificated Personnel Salaries LCFF \$14,496	See 4.1 NOTE - Total includes 7690 1000-1999: Certificated Personnel Salaries LCFF 37344.47 NOTE - Total includes 7690 1000-1999: Certificated Personnel Salaries LCFF 24895.90

Goal Analysis

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

All actions budgeted were implemented.

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

Community events continue to be well attended and an excellent way to gain input and share goals with all our stakeholder groups. The call'em all app and electronic sign board are effective in communicating important information to families. Communication between staff and parents has improved and increased frequency with the use of text messaging. We are pleased with a decreased suspension rate, and will continue to support the efforts to continue this trend.

Goal 5

Students will work towards appropriate digital literacy for state testing and to prepare for high school, college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual technology inventory 19-20 1:1 ratio computer to student Baseline 1:1 ratio computer to student	MET - 1:1 ratio maintained
Metric/Indicator 5.b Annual software inventory 19-20 Up to date software in ELA and math are available Baseline Up to date software in ELA and math are available	MET - All Software is up to date
Metric/Indicator Records of attendance of professional development in technology 19-20 Two participants Baseline One participant	MET - Classroom teachers participated in technology focused PD.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district will inventory current technology hardware and software and determine if there is sufficient, up to date equipment for all students. All equipment will be maintained and purchased as needed.	4000-4999: Books And Supplies LCFF \$1,000 5000-5999: Services And Other Operating Expenditures Lottery \$1,400	4000-4999: Books And Supplies LCFF 582.86 NOTE - Includes RS 0015 5000- 5999: Services And Other Operating Expenditures Lottery 3390
Training of certificated teachers/para professionals in digital literacy will occur through Professional Development opportunities. Mileage for articulation and other PD meetings will be provided.	See 5.1 above	See 5.1

Goal Analysis

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

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

The district contracted for Technology services, this ensured we had updated software for computers and enough devices for 1:1 ratio. Humboldt County Office Of Education provided a instructional coach for Technology Professional Development allowing teachers to begin implementation of Google classroom and apps for education.

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
Chromebooks	\$1,500	1500	Yes
Teacher's Aide Increase in Custodial increase in supplies for cleaning	\$20,645	18286	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.

Expenditures were not substantially different than budgeted.

Analysis of In-Person Instructional Offerings

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

Orick is a rural and remote, finding qualified employees is an ongoing challenge. We hired a teacher's aide in the fall, who resigned shortly after. The position was vacant for some time and is now filled. Unfortunately, the new teacher's aide was the cafeteria manager and that position is now vacant.

Orick School is proud to be open for in-person instruction. Our staff implemented all the necessary safeguards and procedures to have students safely on campus. Our screening process and close monitoring of local Public Health Guidance, has allowed the school to remain open without any cases of COVID-19.

The community has supported the decision to keep school open for in-person instruction, creating an environment of trust and safety. Student surveys indicate healthy social and emotional well being of our students. This is one of our biggest successes during these unprecedented times.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks Instructional supplies	\$2,839	6698	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.

Actual expenditures were greater than budgeted. The additional costs include headphones and licensing for the chromebooks, ELA and Math workbooks and instruction supplies.

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.

Distance learning is very difficult in our rural district. Distance Learning compounds the problems our already taxed families face. Families we serve deal with homelessness, and financial stability regularly. Wifi connectivity is not available in some of our student's neighborhoods, making paper packets the main form of instruction. Our board made the difficult decision to re-open as planned on August 24, 2020 for in-person instruction with Distance Learning available to families who desired the program. By November 1, all students were back on campus for in-person instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development days	\$1,500	0	Yes
IXL Read naturally (live) Teachers Assistant	\$1,200	1200	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.

Professional Development days are planned for May and June.

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.

Staff has used Thursday afternoons to work collaboratively on analyzing student assessments and learning loss. Our challenge has been maintaining an employee in the Teacher's Aide position. Teachers have been reporting benchmark assessment data from their ELA and Math Assessments. Mathematics curriculum assessments for Grades 5-8 indicated 18% of students achieving grade level proficiency, and 55% achieving grade level proficiency in ELA as assessed with Read Live and curriculum assessments. In Grades tk-4 40% of students are achieving grade level proficiency in mathematics using McGraw Hill curriculum assessments, and 33% of students are achieving grade level proficiency using Fountas and Pinnell curriculum assessments.

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.

Orick School is proud to have a positive school culture. Students responded to a confidential survey and indicated overwhelming positive social and emotional well-being while on campus. 100% of respondents report feeling safe, having a trusted adult and friends at Orick School. Use of the Second Step curriculum in the primary class continues to prove beneficial in creating an atmosphere of trust and safety among peers.

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.

Orick School continues to have strong communication with families. Use of direct calling, call em all text app and in-person socially distant methods allow outreach and engagement. Creative methods, like a Pick -up Dinner Event, allowed community and families to complete surveys and provide stakeholder input to school priorities.

Analysis of School Nutrition

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

Orick School has been in-person since August 24, allowing us to be successful in providing breakfast and lunch to the majority of our students each day. Our challenge continues to be finding employees, the cafeteria manager position is currently vacant.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A No Additional Actions were planned.

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.

Orick School has learned valuable lessons from the in-person and Distance Learning (DL) programs in 2020-21. We are confident in our decision to re-open school August 24, 2020 for in-person learning and allow families to choose DL if that was their individual need. We understand how important our program is to the mental and social well being of our students and are proud to showcase the results of student surveys indicating our school culture is safe and trusted. Our food program continues to be important to our families and will continue as our maintenance goal. Our focus on student learning and achievement, has highlighted the need for Mathematics and ELA multi-graded curriculum, especially in the primary class. Our regular staff meetings have proved to be needed and valuable for the communication and coordination of services to assist the highest need students in Special Education and other unique areas, such as homelessness.

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

Pupil learning loss will be assessed using our curriculum embedded assessments, CAASPP data, and other local assessment tools. We will be increasing the frequency of reporting achievement to families, by adding a progress report each trimester. We will continue to focus Professional Learning and Development on full implementation of adopted curriculum and intervention materials and participate in professional learning to study best practices for multi-graded classrooms, coordination with our Special Education program resources and providing assistance to our Homeless youth.

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 were no substantive differences in the delivery of programs and actions planned as contributing to increasing or improving services.

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.

Orick School focused on improving teaching and learning of mathematics in a multi-graded classroom during the 2019-2020 school year. We will continue supporting staff in Professional Learning in this area and expand to Social Studies and ELA, with a focus on best practices for multi-graded classrooms with collaboration with our Special Education resources. Attendance and chronic absentees continue to be a focus and we will offer incentive programs to encourage perfect attendance. We are proud that our students have a positive school image and feel connected to the staff and their peers. We will continue to foster this social/emotional connection and build upon it with including events and athletics.

Stakeholders have indicated improving student learning and achievement, Physical Education/Athletics, art and music as as important areas to address in the new plan. As well as continued support for our breakfast and lunch program.

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.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

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	446,870.00	449,380.81
LCFF	161,918.00	173,170.23
LCFF Supplemental and Concentration	46,619.00	39,280.00
Locally Defined	179,774.00	203,518.28
Lottery	9,985.00	8,866.30
Special Education	30,051.00	24,546.00
Title I	18,523.00	0.00

* 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	446,870.00	449,380.81
1000-1999: Certificated Personnel Salaries	296,612.00	304,784.67
2000-2999: Classified Personnel Salaries	108,918.00	104,992.00
4000-4999: Books And Supplies	8,142.00	6,578.92
5000-5999: Services And Other Operating Expenditures	22,738.00	28,519.22
5800: Professional/Consulting Services And Operating Expenditures	5,250.00	410.00
7000-7439: Other Outgo	5,210.00	4,096.00
	5,210.00	4,096.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	446,870.00	449,380.81
1000-1999: Certificated Personnel Salaries	LCFF	36,240.00	62,240.37
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	35,435.00	34,336.00
1000-1999: Certificated Personnel Salaries	Locally Defined	179,774.00	183,891.00
1000-1999: Certificated Personnel Salaries	Lottery	7,585.00	5,476.30
1000-1999: Certificated Personnel Salaries	Special Education	19,055.00	18,841.00
1000-1999: Certificated Personnel Salaries	Title I	18,523.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	108,790.00	104,841.00
2000-2999: Classified Personnel Salaries	Special Education	128.00	151.00
4000-4999: Books And Supplies	LCFF	5,642.00	1,493.86
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	1,000.00	713.00
4000-4999: Books And Supplies	Locally Defined	0.00	4,372.06
4000-4999: Books And Supplies	Lottery	1,000.00	0.00
4000-4999: Books And Supplies	Special Education	500.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,246.00	4,595.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	15,255.22
5000-5999: Services And Other Operating Expenditures	Lottery	1,400.00	3,390.00
5000-5999: Services And Other Operating Expenditures	Special Education	10,092.00	5,279.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	5,250.00	410.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	4,934.00	3,821.00
7000-7439: Other Outgo	Special Education	276.00	275.00

* 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	7,934.00	3,891.00
Goal 2	231,431.00	239,693.58
Goal 3	71,305.00	45,868.00
Goal 4	133,800.00	155,955.37
Goal 5	2,400.00	3,972.86

* 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	\$22,145.00	\$19,786.00
Distance Learning Program	\$2,839.00	\$6,698.00
Pupil Learning Loss	\$2,700.00	\$1,200.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$27,684.00	\$27,684.00

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		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,145.00	\$19,786.00
Distance Learning Program	\$2,839.00	\$6,698.00
Pupil Learning Loss	\$2,700.00	\$1,200.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$27,684.00	\$27,684.00

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
Orick School District	Amanda I Platt Superintendent/Principal	aplatt@orickschool.org 707-488-2821

Plan Summary [2021-22]

General Information

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

Orick School is a small, rural elementary school serving students in Transitional Kindergarten to Grade 8. Currently, we have 27 students enrolled. Our site is located at the entrance to the Redwood National Park, where it is common to have herd of Roosevelt Elk and Bald Eagles grace our campus. The Orick School has multi-graded classrooms, that foster a sense of family. Communication with stakeholder groups is supportive and events are well attended. All staff members are educators at Orick School and together provide a caring and enriching experience for all students. Orick School is averaging 20% of students in the Special Education Program. We have students experiencing homelessness and a significant low-income enrollment. Orick School does not have any English Language Learners at this time; therefore, metrics related to serving ELs are not included in this LCAP. High School metrics do not apply to our K-8 grade district.

Reflections: Successes

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

Orick School's small enrollment does not yield statistically viable dashboard data. We rely on local assessments, curriculum based assessments and Humboldt County's own Core Growth Assessment for TK-3rd grade. The largest success is in Social Emotional Well being, a 2021 survey to students in Grades 4-8, show 100% of these students feel safe, have a trusted adult and friends at Orick School. Preliminary data for 2020-2021 shows attendance improvement due to incentives and increased communication with families.

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.

Orick School has identified the need for ongoing assessment in ELA and Mathematics, as well as a focus on improving instructional strategies. Data from curriculum assessments completed this year show that in Grades 5-8, 18% of students are at grade level proficiency in mathematics and 55% for ELA. In Grades TK-4th 40% of students are at grade level proficiency in mathematics and 33% for ELA. This data is from our McGraw Hill Mathematics and Fountas and Pinnell ELA curriculum assessments. We continue to have poor attendance, with chronic absenteeism being the biggest problem. The 2018/19 data, shows ADA at 86% and Chronic Absentee rate of 58%. Professional

development in mathematics was a priority for 2019-2020 and attendance incentives have been added this year to address these areas. We will focus professional learning on best practices for multi-graded classrooms and collaboration with Special Education resources.

LCAP Highlights

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

Orick School and stakeholder groups have identified the need for a simpler LCAP. Synthesizing our mission for increasing student achievement and improving instruction, as well as maintaining a safe campus in physical and emotional capacity, we have two overarching goals. We believe this will allow school leaders, staff and board members to communicate with families and community in an easy to understand format.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

Orick School has engaged with stakeholders to provide input for the LCAP. We have shared our progress on goals and surveyed for areas of improvement, during every opportunity. We hosted community events during 2019-2020 school year before COVID-19, and continued to share surveys with families, staff and community through the 2020-2021 school year. Staff meetings and board meetings have had standing agenda items to discuss goals and actions for the LCAP.

Stakeholder input was gathered in a variety of ways. Beginning on January 21, 2021 a LCAP survey was emailed to all families and staff. On February 25, 2021, a staff meeting to look at old goals and identify goals for the new LCAP was held with both classified and certificated staff. On March 9 2021, we held a drive through dinner to distribute more LCAP surveys to community and families. On March 25, 2021 our Site Council/Parent Advisory Group met to discuss LCAP goals. Again, on April 9, 2021 our classified and certificated staff met to discuss LCAP goal. On April 30th, a survey for the Extended Learning Opportunities grant was collected during an outdoor event.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback indicated strong support for continuing the school meal program, recognizing the importance of hot meals for our students. The need to improve student achievement continues to be a priority identified by stakeholders. Additionally, interest in developing an athletics program and/or athletic opportunities was suggested as a strategy for engaging students which could lead to increased attendance and/or support for academics.

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

Simplifying the LCAP into two goals is at the heart of our stakeholder input, support for improving student achievement and support for student well being are the two aspects that guide our district.

Goals and Actions

Goal

Goal #	Description
1	To increase learning and achievement for all students in order to prepare them for high school, college and careers using California State Standards aligned materials, research-based instructional practices and current technology.

An explanation of why the LEA has developed this goal.

While the small student population does not yield valid and reliable district-wide standardized achievement data, the review of individual student scores on past years' CAASPP and local classroom-based assessments indicates fewer than 40% of students met standard in ELA and less than 20% were at standard in Math. This need makes the continued emphasis on improving performance and providing support for instruction a priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual board resolution of sufficiency of materials, IM inventory and SARC.	100% of students have access to State standards-aligned instructional materials and supplemental materials.				Maintain 100%
Student performance in ELA on CAASPP and local assessment results (Accelerated Reader, DIBELS San Diego Quick, Read Live, State adopted textbook assessments)	2020/21- Local assessments indicate 35% of all students were at standard or above in ELA 2018/19 CAASPP results indicated 45% of 3-8 grade students are proficient or above				Student progress from prior year will show 50% of students made positive growth in both local and CAASPP assessments
Student performance in Math on CAASPP	2020/21 - Local Assessments indicate				Student progress from prior year will show

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and local assessment results (Accelerated Math, State adopted textbook assessments)	17% of all students were at standard or above in math based on local assessments 20218/19 CAASPP results indicated 9% of 3-8 grade students are proficient or above				50% of students made positive growth in both local and CAASPP assessments
Personnel records and SARC	100% of teachers are properly credentialed and assigned				Maintain 100%
Class schedules and teacher lesson plans which document instruction in P.E., visual and performing arts, science and history/social science as well as ELA and Math and include learning experiences which integrate subject areas	100% of students including low income, foster/homeless youth and students with exceptional needs have access to a broad course of study,				Maintain 100%
Breakfast/lunch count	100% of students				100% of students will be offered meals
Annual technology inventory	1:1 ratio computer to student				Maintain 1:1 ratio computer to student
Annual software inventory	Up to date software in ELA and math are available				Maintain Up to date software in ELA and math
Records of attendance of	One participant				All certificated staff and classified staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development in technology					
Records of attendance of professional development in ELA or Mathematics	2 participants				All certificated and classified Paraprofessional Staff
Student performance in Science on CAST	No summary data is available 2018-19 due to small number tested and confidentiality concerns. Compare group performance over 3 years				Increase from 2018-19
Classroom lesson plans, observations and teacher survey results on state survey on implementation of CSS	See Local Indicators on CA Dashboard 2018-19 for ratings on implementation of CSS for all components				Bring all components to "Fully Implemented"
Records showing participation in site, regional or county student events demonstrating academic or VPA successes (such as Science Fair, History Day, Spelling Bee, Music Festival, art contests)	Baseline to be set in 2021-22 of % of 4th-8th grade students participating in one or more site, regional or county student event				50% or more of 4-8th grade students will participate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology	All devices, software and equipment needed for connectivity will be maintained and purchased as needed annually based on an inventory of current technology hardware and software.	\$3,763.00	No
2	Professional Development in use of Technology	Training of certificated teachers and para-professionals in digital literacy will occur through Professional Development opportunities. Mileage for articulation and other PD meetings will be provided.		No
3	Certificated Staff	District will employ 2.0 FTE certificated staff including resource program teacher who are appropriately credentialed and assigned to provide quality education for all students. Plus .2 FTE of Lead teacher. [50% of Lead Teacher cost in this action. 50% in Goal 2, Action 2]	\$152,168.00	No
4	Instructional Materials	Instructional materials, including software, instructional contracts and state adopted textbooks/supplemental materials will be purchased. (Social Studies priority in 2021-22)	\$21,440.00	No
5	PD - Improving Instructional Strategies	The district will fund professional development on best practices in multi-graded classrooms, across all curricular areas, and on instructional strategies for implementing CSS aligned curriculum including the integration of technology and collaboration with Special Education resources.	\$3,550.00	No Yes
6	Field Trips	Field trips to a variety of venues, including swimming lessons, visual and performing arts opportunities and other curriculum related opportunities be scheduled to enhance the instructional program.	\$1,075.00	Yes
7	Special Education	The district will identify and serve students who qualify for Special Education by employing a .3 FTE Resource Teacher, purchasing	\$25,021.00	No

Action #	Title	Description	Total Funds	Contributing
		special education software, materials, online intervention programs and HCOE services.		
9	Student projects and events	Support student participation in site, regional or county events or competitions with supplies and materials, curriculum, instructional support and awards. NOTE - Costs included in lead teacher salary and classroom supplies.		Yes
10	Enrichment Activities	The Lead teacher will schedule enrichment activities for students including Park Ranger presentations, LEAP activities, and volunteers in visual and performing arts. Any needed materials and supplies will be provided.	\$43,136.00	Yes
11	Administrative Leadership	Superintendent/Principal will provide instructional leadership, support learning and coordinate services to enhance the social emotional well-being of all students	\$65,181.00	No
12	Meal Program	The district will serve nutritious meals at both breakfast and lunch following federal nutritional guidelines. Kitchen Equipment will be updated and purchased as needed.	\$3,478.00	Yes
13	Backpack Program	Backpack program will utilize local resources to provide nutritious foods for students to take home on weekends.	\$500.00	Yes
14	Homeless/Foster Youth	The Administrator will serve as Homeless and FY Liaison to ensure school needs are provided and will coordinate services with community agencies for students.		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	To ensure the school is a safe, clean, welcoming environment for students, parents, community members and staff, and to provide for the social/emotional well-being of all students.

An explanation of why the LEA has developed this goal.

Supporting the well being of our students in every way possible is a core belief for Orick School District. Orick School is focused on improving attendance and chronic absenteeism by engaging families in their students academic achievements, as well as continuing to foster student connectedness to peers and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
P1 and P2 Attendance reports and CALPADS	'18/19 schoolwide attendance was 86%.				90% based on 2022-23 full year data
Chronic absenteeism rate in CALPADS & reported on California Dashboard	58.3% reported in 2018-19				35% based on 2022-23 full year data
Annual facilities/safety inspection tool (FIT) ratings	Facilities/safety inspection Overall Rated as Good				Good or better
Middle School Dropout rate	0%				Maintain 0%
Suspension rate	5.6% reported in 2019-20				Maintain 10% or less
Expulsion Rate	0%				Maintain 0%
Meeting minutes and sign-in data documenting stakeholder (parents, students and staff)	100% of stakeholder groups and parents of SED and SWD had representatives participate				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participation at LCAP input sessions and school board meetings which includes parents of low-income students as well as parents of SWD					
% of families attending Parent Teacher Conferences	100%				100%
% of parents attending school events	90% of parents attend all events based on attendance roster/sign-in				Maintain 90% or better
Data from locally developed surveys of school safety and connectedness for students, parents, and staff	100% of students in grades 5-8 feel safe and connected to school based on 2020-21 surveys Note - Parent and Staff surveys not given in 2020-21				Maintain 90% or better for all groups for both safety and connectedness

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Teacher Communication	Teachers will communicate district goals as well as student progress at Parent-teacher conferences, progress reports/report cards will be provided every six weeks.		No

Action #	Title	Description	Total Funds	Contributing
2	Coordination of Services	The administrator and lead teacher will facilitate services for high needs students, will participate at staff meetings (SST, Intervention), and maintain all parent communications. [50% of Lead Teacher cost in this action. 50% in Goal 1, Action 3. Admin Costs included in salaries]	\$21,568.00	Yes
3	Facilities Maintenance	Facilities will be well maintained and cleaned. All supplies, general repairs, and services, will be included for this purpose.	\$43,171.00	No
4	School/Community Events	The school will hold community building events such as Back to School Night, and community lunches and dinners approximately 4 times annually. (Food and materials will be purchased to support these events)	\$750.00	No Yes
5	Home/School Communication	The school Administrator will communicate with families and inform parents of school engagement opportunities using digital media such as the website, mass phone communications via text, or voice through call 'em all', Facebook, and electronic signboard.	\$15,863.00	No
6	Athletics	Opportunities to participate in athletic programs and athletic enrichment activities will be organized and encouraged as a means to engage students in the school and promote attendance		No
7	Attendance & Behavior Monitoring	Administrative Assistant and Superintendent/Principal will monitor and record attendance, discipline, suspension and expulsion rates. [Costs included in Salaries]		Yes
8	Administrative Support	Administrative Assistant will work with Administrator to prepare state and federal reports as well as all other required fiscal and operational	\$67,916.00	No

Action #	Title	Description	Total Funds	Contributing
		documents and will ensure cumulative folders are maintained and filed.		
9	Student Incentives & Recognition	Teachers and staff will provide recognition awards and incentives for attendance, behavior and academic performance through Cougar Bucks that can be earned and then spent at the student store.	\$1,570.00	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.

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

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

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

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

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

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

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
19.38%	\$59,741

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.

Orick School has identified several actions in Goal 1 that directly improve the educational experience for homeless/foster youth and low income students. The district supports enrichment activities and participation in county supported events as effective methods to support our low-income and foster/homeless youth. The District believes that by participating in those activities and events the exposure to diverse cultures, additional caring adults and visiting other communities, broadens these pupils horizons and encourages them to be motivated and set goals based on these experiences. Orick School continues to support the nutritional needs of these pupils by providing two hot meals a day. Additionally, weekend and holiday 'backpacks' are provided for students needing food during times when school is not in session. Orick School has also identified several actions in Goal 2 that will increase services to foster/homeless youth and low-income students. Those actions are the coordination of services and monitoring of attendance and behavior. The district supports Administrative staff collaborating with instructional staff and families to communicate about student achievement, attendance and behavior as an effort to engage parents in their student's educational experience.

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

Orick school plans to increase participation in enrichment activities and county events as way to improve the quality of the educational experience for our low income, foster/homeless and special education pupils. We will continue to support providing two hot meals a day to students who may have limited access to such meals away from school. The coordination of services will be of greatest impact to our special education, foster/homeless and low income youth as a to bridge for communication with families and instructional staff regarding their student's academic achievement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$341,682.00	\$56,712.00	\$784.00	\$70,972.00	\$470,150.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$376,198.00	\$93,952.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Technology	\$3,763.00				\$3,763.00
1	2	All	Professional Development in use of Technology					
1	3	All Students with Disabilities	Certificated Staff	\$89,398.00	\$5,393.00		\$57,377.00	\$152,168.00
1	4	All	Instructional Materials	\$5,875.00	\$12,689.00	\$784.00	\$2,092.00	\$21,440.00
1	5	Students with Disabilities Low Income	PD - Improving Instructional Strategies	\$3,550.00				\$3,550.00
1	6	Low Income	Field Trips	\$1,075.00				\$1,075.00
1	7	Students with Disabilities	Special Education		\$13,518.00		\$11,503.00	\$25,021.00
1	9	Low Income	Student projects and events					
1	10	Low Income	Enrichment Activities	\$43,136.00				\$43,136.00
1	11	All	Administrative Leadership	\$60,968.00	\$4,213.00			\$65,181.00
1	12	Foster Youth Low Income	Meal Program	\$3,478.00				\$3,478.00
1	13	Foster Youth Low Income	Backpack Program	\$500.00				\$500.00
1	14	Foster Youth Low Income	Homeless/Foster Youth					
2	1	All	Parent/Teacher Communication					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	Foster Youth Low Income	Coordination of Services	\$21,568.00				\$21,568.00
2	3	All	Facilities Maintenance	\$22,272.00	\$20,899.00			\$43,171.00
2	4	All Low Income	School/Community Events	\$750.00				\$750.00
2	5	All	Home/School Communication	\$15,863.00				\$15,863.00
2	6	All	Athletics					
2	7	Foster Youth Low Income	Attendance & Behavior Monitoring					
2	8	All	Administrative Support	\$67,916.00				\$67,916.00
2	9	All	Student Incentives & Recognition	\$1,570.00				\$1,570.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$74,057.00	\$74,057.00
LEA-wide Total:	\$73,557.00	\$73,557.00
Limited Total:	\$500.00	\$500.00
Schoolwide Total:	\$73,557.00	\$73,557.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	PD - Improving Instructional Strategies	LEA-wide Schoolwide	Low Income		\$3,550.00	\$3,550.00
1	6	Field Trips	LEA-wide Schoolwide	Low Income		\$1,075.00	\$1,075.00
1	9	Student projects and events	LEA-wide Schoolwide	Low Income	4-8th		
1	10	Enrichment Activities	LEA-wide Schoolwide	Low Income		\$43,136.00	\$43,136.00
1	12	Meal Program	LEA-wide Schoolwide	Foster Youth Low Income		\$3,478.00	\$3,478.00
1	13	Backpack Program	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$500.00	\$500.00
1	14	Homeless/Foster Youth	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		
2	2	Coordination of Services	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	\$21,568.00	\$21,568.00
2	4	School/Community Events	LEA-wide Schoolwide	Low Income		\$750.00	\$750.00
2	7	Attendance & Behavior Monitoring	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[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.

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)).
 - 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.