Live Oak Charter School

2023-24 LCAP
Local Control Accountability Plan
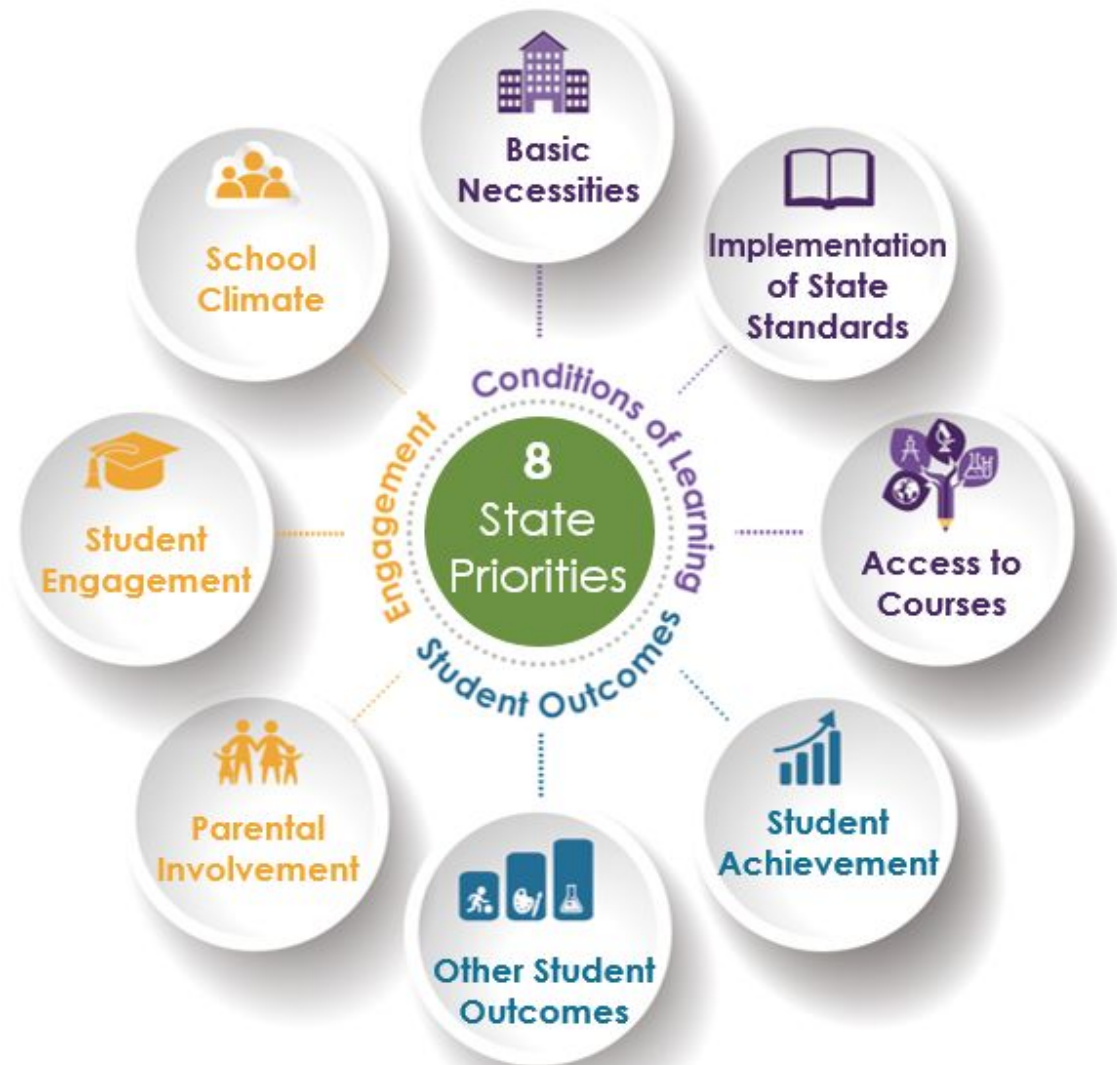and Annual Update

Approved: June 27, 2023 Board Meeting

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Mission Statement:

To ensure the humanity and potential of its students through an education resonant with their unfolding awareness and capacities, and supportive of the full and integrated development of body, heart, and mind. LOCS provides a K-8 program inspired by Waldorf education to children and families of Petaluma and surrounding communities. Waldorf inspired education is a developmental approach to learning that cultivates the innate capacities of each child through age-appropriate curriculum. Live Oak educates the whole child – head, heart, and hands, through an education that integrates each child's creative, intellectual, emotional, physical, and social domains. Live Oak offers an interdisciplinary liberal arts program where art, music, and movement are integrated with core academic instruction. Exploration of the natural world, human culture, language and mathematics enlivens curiosity which is the foundation of intellectual growth, conceptual flexibility, empathy and sense of connectedness.

8 State Priorities

Conditions of Learning

Engagement

Student Outcomes

Basic Necessities

Implementation of State Standards

Access to Courses

Student Achievement

Other Student Outcomes

Parental Involvement

Student Engagement

School Climate

8 State Priorities

1. Basic Services

2. Implementation of State Standards

3. Parent Involvement

4. Pupil Achievement

5. Pupil Engagement

6. School Climate

7. Course Access

8. Pupil Outcomes

Live Oak Budget Priorities

- **Balanced budget. No intentional deficit spending.**

- **Do not be aggressively optimistic about enrollment, ADA, and state funding.**

- **Incorporate Specialty classes to meet the spirit of our Waldorf intentions.**

- **Limit modification to staffing as much as practicable.**

- **Limit reductions to classroom budgets as much as practicable.**

5 LCAP goals for LOCS

Goal 1: Basic Services and Implementation of CCSS

Goal 2: Parent Involvement

Goal 3: Student Achievement, Outcomes, and Course Access

Goal 4: Student Engagement and School Climate

Goal 5: Local Goals

Goal One - Basic Services and Implementation of CCSS

1. Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Teachers will be appropriately assigned per credentialing requirements.
2. Students have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum
3. School facilities are maintained clean, safe and in good repair.
4. All students, including Students With Disabilities (SWDs), have free access to two meals a day via the National Lunch Program.

Actions:

1. Live Oak conducts credential review, monitoring, and audits of teacher credentials.
2. Core teachers have materials and training on implementing Waldorf and CCSS.
3. Executive Director ensures adequate budget for (1) Instructional and reference materials, and (2) classroom equipment. LO continues to invest in computers and instruments.
4. General cleaning by custodial services and school community to maintain campus.
5. Participate in the National Lunch Program

Goal Two - Parent Involvement

1. Live Oak will continue to provide opportunities for parent involvement through: volunteer opportunities; input on the school's board and on school committees; and input for goals, priorities and decision-making.

Actions:

1. Continue parent volunteers for: field trips, school festivals, class plays, school fundraising, and other events.
2. Continue cultivating volunteer opportunities in the classroom per the class teacher.
3. Continue opportunities for school governance, working groups and other programs.
4. Continue annual surveys for feedback and input.
5. Continue to listen to parent ideas, concerns, and input.
6. Continue opportunities for parent education, community events, and activities.

Goal Three - Student Achievement, Outcomes and Course Access

1. Live Oak students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in CAASPP Statewide assessments
2. Live Oak students, in grades 3-8 will take quarterly benchmark assessments with at least 90% participation rate.
3. Maintain a balance between Waldorf practices and Common Core State Standards
4. Positive Student Character Development, social emotional proficiency, and Restorative Justice practices
5. School culture that cultivates, engages and inspires participation

Goal Three - Continuation

Actions:

1. Provide up to a nine hour day of instruction (TK-6) conducive to student learning with appropriate CCSS instructional materials throughout the school year.
2. Review and monitor progress towards standards, assess needs, and implement RTI as necessary.
3. Students acquire and practice a range of essential skills that are based on Waldorf pedagogy and CCSS that teachers evaluate as part of grade reports.
4. Teach practices social inclusion, development of positive attitudes and tolerance of differences.
5. Participate in a rich school culture including: community projects, festivals, field trips, theater and drama, and musical performances.

Goal Four - Student Engagement and School Climate

1. Student attendance rate at or above 93%
2. Chronic absenteeism rate under 10%
3. No Middle School dropouts.
4. Suspension rate lower than 3% and expulsion rate lower than 1%
5. Provide a healthy, supportive school climate for academic, social, and emotional growth

Actions:
1. Live Oak will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents.
2. Parents and students will be informed of our attendance policies, and LO will communicate (e.g. mail, phone, emails) with parents of chronically absent students to improve attendance.
3. Our middle school teachers will have time to discuss and collaborate on best practices with middle school students on a weekly basis.
4. Live Oak will annually review and be proactive in developing alternatives to suspension and expulsion and will formally administer feedback surveys to students, staff, and families annually on school climate.

Goal Five - Local Goals

1. Provide high quality Public Waldorf programs, faculty, staff, and administration.
2. Ensure the long-term sustainability and financial stability of the school.
3. Continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS).
4. Continue to develop Special Education expertise, resources, and overall program.
5. Develop a robust social emotional learning support program.

Goal Five - Continuation

Actions:

1. Maintain competitive faculty and staff salaries and benefits; deliver a quality core Public Waldorf educational program along with a multi-tiered system of support, enhanced Waldorf educational programs, school operations and support functions, and effective school management and administration.
2. Recruit and retain highly qualified and high quality teachers and staff. Hire experienced teachers and staff as needed.
3. Provide opportunities for professional development and training, including Waldorf academic and professional conferences.
4. Use collaborative approach model within the loop groups to develop content and curriculum, best practices, and data analysis.
5. Provide stipends for school leadership and other vital functions outside of normal duties.

Goal Five - Continuation

Actions:

5.2.1: Develop positive and collaborative relationship with sponsoring district. Have a LOCS BOD representative to attend PCS board meetings. Provide audits/reports in a timely manner.

5.2.2.: Continue membership and participation in leading charter school advocacy and support organizations (AFPWE and CSDC).

5.2.3: Continue strong governance tradition and continue board development and recruitment.

5.2.4: Continue strong history of prudent fiscal management. Continue with and look at new business services consortium model opportunities with our sister Waldorf charter schools to leverage and share financial leadership resources more effectively.

5.2.5: Conduct Annual Audit and prepare filing of IRS Form 990 and CalFTB Form 199. The Forms 990 and 199 will be prepared by business services consortium staff.

Goal - Five continued

Actions:

5.3.1: Further develop RTI program in 2021-22

5.3.2: Identify specific options for new grade level benchmark assessments of ELA and Math to determine student RTI need.

5.3.3: Provide General Education RTI activities including hearing and vision screening.

5.4.1: Collaborate with PCS SPED team to align student services with needs.

5.5.1: Continue to develop RJ practices, provide student counselors and/or grade level appropriate social emotional learning within the classroom.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Live Oak Charter School

CDS Code: 49708546119036

School Year: 2023-24

LEA contact information:
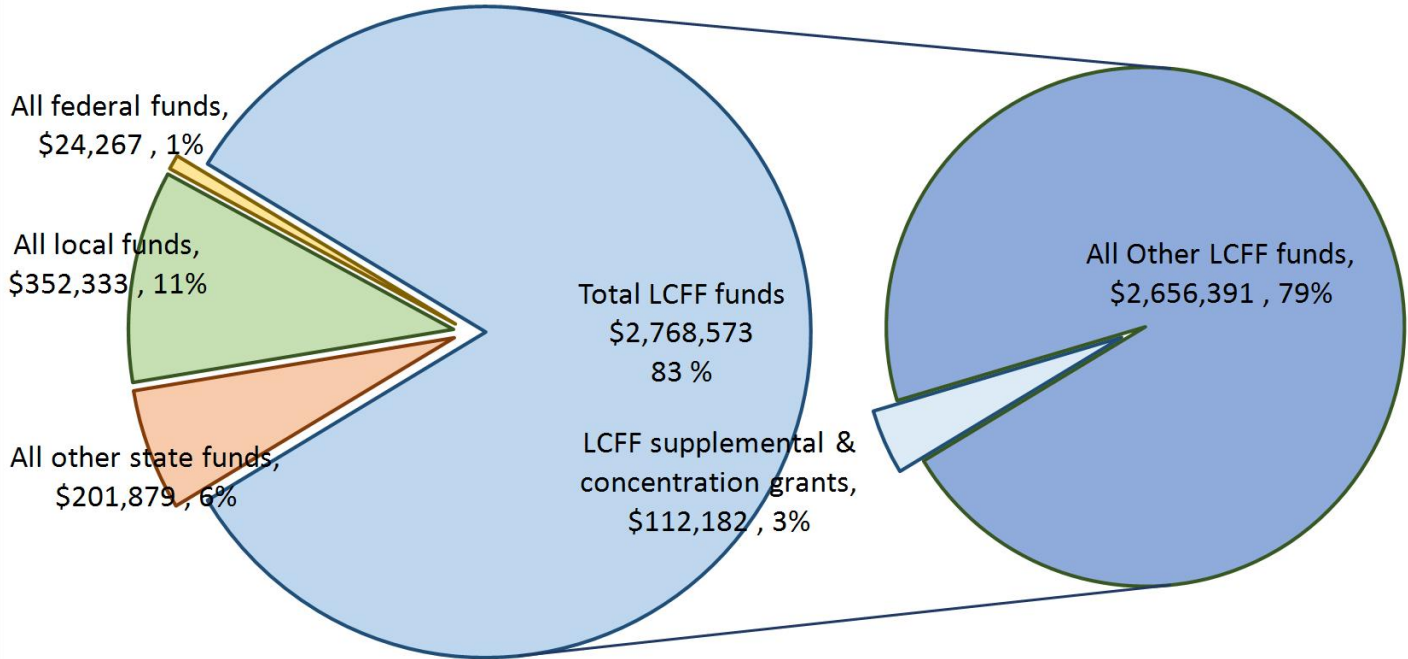
Justin Tomola

Executive Director

justin.tomola@liveoakcharter.org

707-762-9020

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $24,267 , 1%

All local funds, $352,333 , 11%

All other state funds, $201,879 , 6%

Total LCFF funds $2,768,573 83 %

LCFF supplemental & concentration grants, $112,182 , 3%
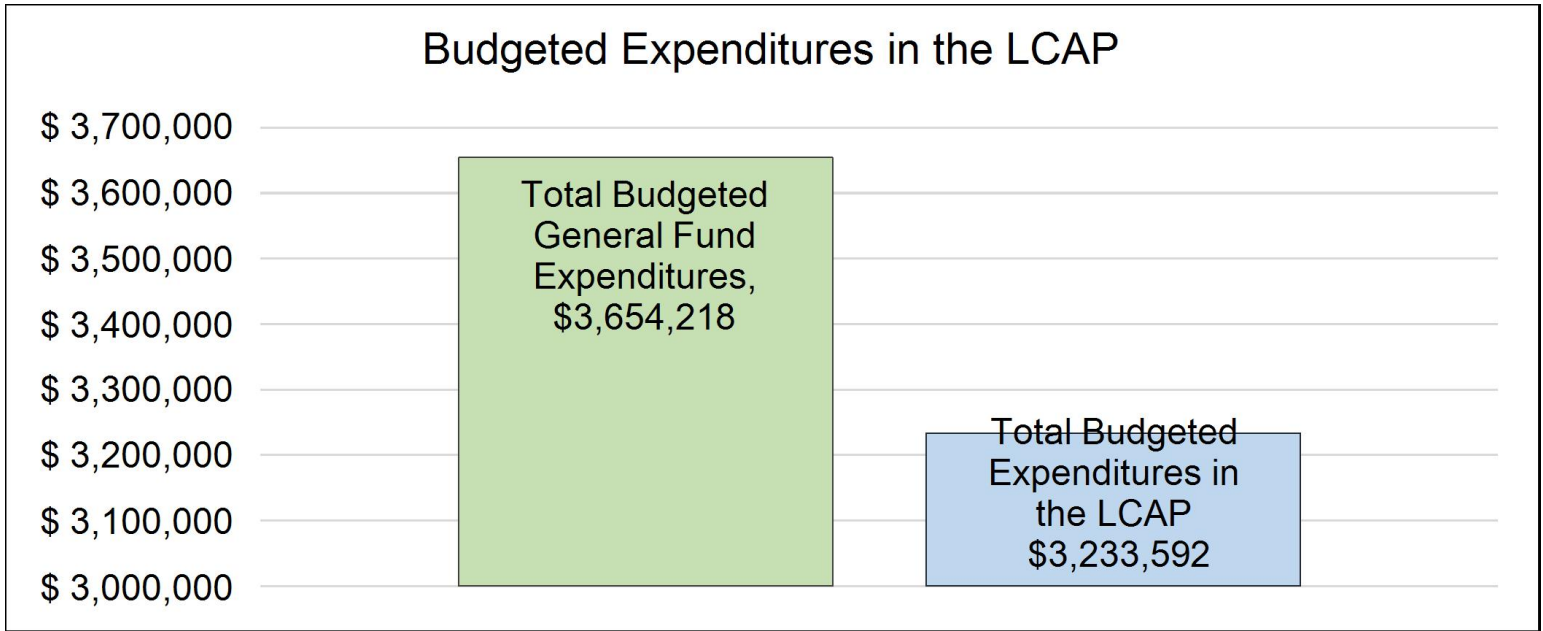
All Other LCFF funds, $2,656,391 , 79%

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

The text description for the above chart is as follows: The total revenue projected for Live Oak Charter School is $3,347,052, of which $2768573 is Local Control Funding Formula (LCFF), $201879 is other state funds, $352333 is local funds, and $24267 is federal funds. Of the $2768573 in LCFF Funds, $112182 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 3,700,000	
$ 3,600,000	Total Budgeted General Fund Expenditures, $3,654,218
$ 3,500,000	
$ 3,400,000	
$ 3,300,000	
$ 3,200,000	Total Budgeted Expenditures in the LCAP $3,233,592
$ 3,100,000	
$ 3,000,000	

This chart provides a quick summary of how much Live Oak Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Live Oak Charter School plans to spend $3654218 for the 2023-24 school year. Of that amount, $3233592 is tied to actions/services in the LCAP and $420,626 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
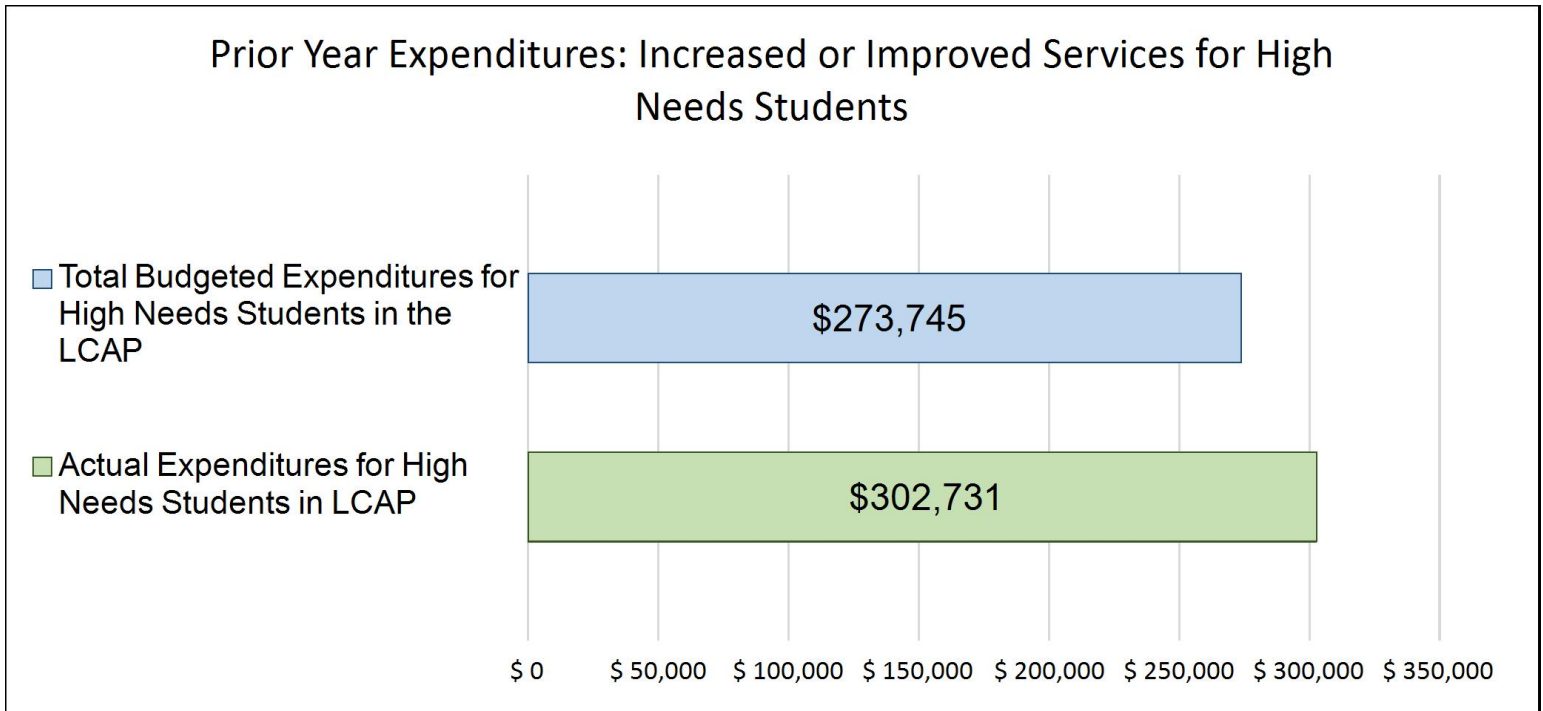
Expenditures not included in the LCAP: 54xx Insurance; 55xx (excl Jani) Utilities and other Site Expenses; 56xx Rent and Maintenance; 4350/4390 (excl programs) Office/Other Supplies; 59xx Telephone and Network costs

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Live Oak Charter School is projecting it will receive $112182 based on the enrollment of foster youth, English learner, and low-income students. Live Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Live Oak Charter School plans to spend $117833 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 2022-23

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP** — $273,745
- **Actual Expenditures for High Needs Students in LCAP** — $302,731

(Axis: $ 0, $ 50,000, $ 100,000, $ 150,000, $ 200,000, $ 250,000, $ 300,000, $ 350,000)

This chart compares what Live Oak Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Live Oak Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Live Oak Charter School's LCAP budgeted $273745 for planned actions to increase or improve services for high needs students. Live Oak Charter School actually spent $302731 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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
Live Oak Charter School	Justin Tomola Executive Director	director@liveoakcharter.org 707-762-9020

Plan Summary [2023-24]

General Information

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

Live Oak Charter School is a K-8 program that can serve up to approximately 300 students in the Petaluma area. Live Oak is Chartered by the Petaluma Elementary School Districts (PCS). Its most recent charter was approved for 5 years from 2019-2020 to 2024-2025 (with a granted two year extension due to the pandemic). Live Oak is a 501c(3) non-profit direct funded independent charter school and operates with a 7 person board. Live Oak's campus is on the Sonoma Marin Fairgrounds at 100 Gnoss Concourse, Petaluma CA.

Live Oak Charter School is a community dedicated to using educational methods guided by the Core Principles of Public Waldorf Education. Data from our most recent SARC outline that our students are 21.5% socioeconomically disadvantaged, 3.1% are English Learners and 10% are Students with disabilities. Demographics include 76.2% White, 14.2% mixed race/ethnicity, 7% Hispanic, 1% Asian, 1% African American. The majority of students reside in the Petaluma vicinity, however, there is a significant portion of students that commute from towns more than 10 miles away to attend the school and 20% qualify for free and reduced meals.

We integrate the Core Principles of Public Waldorf Education with current best educational practices and California Common Core State Standards. Our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The child's intellect is appropriately challenged in the middle years and through 8th grade. This education places equal emphasis on a solid academic foundation, artistic expression, social/emotional development, and attention to the inner life of the child. An integrated project-based approach to learning emphasizes the child's relationship to the natural world thereby promoting respect for the environment and humankind. We nurture the whole child with the objective of enabling students to become self-motivated, competent life-long learners.

Live Oak offers an interdisciplinary liberal arts program where art, music, and movement are integrated with core academic instruction. Exploration of the natural world, human culture, language and mathematics enlivens curiosity which is the foundation of intellectual growth, conceptual flexibility, empathy and sense of connectedness.

Through the engagement and support of our families and local community, Live Oak is able to extend the scope of public education beyond the academic cores. Parent involvement creates a seamless experience for students, wherein family life and academic life are unified and mutually supportive. A broad system of volunteer parent coordination including quarterly parent meetings, twice monthly parent coordinator meetings, multiple communications systems, calendaring, frequent seasonal events, and performances create a vibrant embedded culture of parent/guardian engagement.

We are committed to working out of our School's Core Values of:
Wisdom
Strength
Purpose
Compassion
Action

While adhering to our Core Values along with the Core Principles of Public Waldorf Education, we are committed to fulfilling our Mission Statement: To ensure the humanity and potential of its students through an education resonant with their unfolding awareness and capacities, and supportive of the full and integrated development of body, heart, and mind. LOCS provides a K-8 program inspired by Waldorf education to children and families of Petaluma and surrounding communities. Waldorf inspired education is a developmental approach to learning that cultivates the innate capacities of each child through age appropriate curriculum. Live Oak educates the whole child – head, heart, and hands, through an education that integrates each child's creative, intellectual, emotional, physical and social domains. Live Oak offers an interdisciplinary liberal arts program where art, music, and movement are integrated with core academic instruction.

Exploration of the natural world, human culture, language and mathematics enlivens curiosity which is the foundation of intellectual growth, conceptual flexibility, empathy and sense of connectedness.

Reflections: Successes

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

Due to the impacts of COVID-19, the 2022-23 CAASPP results will not be used for accountability reporting via the Dashboard this year. It is expected that the California Dashboard will publish Live Oak Charter School results in the format as reported below in the fall of the 2023 - 2024 school year.

In comparing from our last dashboard data from 2019, the 21/22 data will be side by side with with dashboard data denoted by parenthesis (). The fall of 2019 is the most recent California Dashboard data that represents the color system we have used in the past. The charter school is pleased to report the following results:

Our overall English Language Arts score is labeled as Blue, the highest level. For All Students, the overall result was 32.6 (38.5) points above standard. We experienced an overall increase in our score over last year by 16.2 points. The State of California average score is 2.5 (12.2) points below standard. A group of students labeled Socioeconomically Disadvantaged, scored at 4.6 (24.5) points above standard, which was an increase of 31.3 points over last year. A group of students labeled White, scored 34.4 (40.3) points above standard, which was an increase of 16.4 points over last year. A group of students (14 pupils) labeled Two or More Races, scored 29.1 (51.7) points above standard, which was a increase of 9.5 points over last year. A group of students labeled Students with Disabilities (32 pupils), scored 58.5 (23.6) points below standard, which was an increase of 16 points over last year. Based on the CAASPP website results, for the 21/22 school year, 67% of students met or exceeded the standard for ELA.

Our overall Math score is labeled as Blue, the highest level. For All Students, the overall result was 7.6 points above (7.6 below) standard. We experienced an overall increase in our score over last year by 15.4 points. The State of California score is 33.5 (51.7) points below standard. A group of students (33 pupils) labeled Socioeconomically Disadvantaged, scored at 24.9 (18.2) points below standard, which was labeled green as increased with an increase of 43.8 points. A group of students labeled White, scored 9.9 points above (3.8% below) standard, which was an increase of 14.7 points over last year. A group of students(14 pupils) labeled Two or More Races, scored 7.7 (2.4) points above standard, which was an increase of 41.7 points over the previous year. A group of students labeled Students with Disabilities (24 pupils), scored 60.7 (70.1) points below standard, which was an increase of 22.7 points over last year. Based on the CAASPP for the 21/22 school year, 46% of students met or exceeded the standard for Math.

Our overall suspension rate is labeled as Orange (second lowest level). For All Students, the overall result was "1.6% suspended at least once" out of 297 students. We experienced an overall decrease in our suspensions over last year by 0.7%. The State of California has "3.4% suspended at least once." We believe that the restructuring of our discipline system to a restorative discipline process has successfully avoided some suspensions. The 21/22 dashboard data is 0% out of school suspended at least one day.

The remaining sub groups of students; African American, Asian, English Learners, Foster Youth, Hispanic, and Homeless all have less than 11 students and data that is not displayed for privacy.

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the impacts of COVID-19, the 2020-21 CAASPP results will not be used for accountability reporting via the Dashboard this year. It is expected that the California Dashboard will publish Live Oak Charter School results in the format as reported below in the fall of the 2023 - 2024 school year.

The fall of 2019 is the most recent California Dashboard data that represents the color system we have used in the past. However, as previously noted, we do have some dashboard metrics (only in purple) and we have overall CAASPP data.

Live Oak Charter will augment student learning and enhance learning opportunities related to our LCAP goal #3. The first area of need will go towards supporting math, and early literacy by providing Aide support who will provides direct services to the identifiable sub groups which scored lower on the most recent California Dashboard data. This instructional support will be for small group and individual help in the area of math and early literacy intervention per the classroom teacher discretion. Also, the aide position supports students who have been identified as struggling with early math and ELA literacy and concepts focusing on number sense and manipulatives, reading, decoding, phonics, and writing. These students will be identified by the teachers at the beginning of the year per our Fountas and Pinnell Assessment data and Lucy Calkins writing rubrics as well as a grade level math assessment.

We also will continue support of our English learner students. Although our EL data is statistically insignificant, we are gaining more EL students and it is imperative that we support them early on in the language acquisition process. These students will be identified through our home language survey. This fits within our MTSS/Response to Intervention (RTI) program that specifically addresses academic support for targeted students. We plan to use Federal funds to support student Academic Aide support. The Academic Content Aide will provide direct service to students with priority to underperforming student subgroups. Additionally, we plan to continue math professional development in the elementary grades to increase number sense and mathematical computation skills as well as come to an agreement around math resources and curriculum.

The third area is mental health. During the pandemic we have seen an increase in requests for mental health supports from our general education population. We would like to offer counseling services to our students with priority given to unduplicated students. Goal 4 and 5 in

our LCAP outlines student services and supports both academic and social emotional learning. Two counselors were available for students during five days a week throughout the 21/22 and the 22/23 school years.

Lastly, we want to continue monitoring our overall Chronic Absenteeism rate. In comparing from our last dashboard data, 21/22 data will be side by side with with dashboard data (%). Chronic Absenteeism was labeled as Yellow (third lowest level). For All Students, the overall result was "7.9% (7.8%) chronically absent. The State of California has 10.1% (30%) for chronically absent. We experienced an overall increase in this category over last year at 1.1%. A group of students labeled Socioeconomically Disadvantaged were 9.1% (13.8%) chronically absent, which was an decrease of 3%. A group of students labeled White (258 pupils) were 8.1% (7.5%) chronically absent, which was maintained at 0%. A group of students labeled Two or More Races were 7.4% (5.4%) chronically absent, which was an decrease of 5.9%. A group of students labeled Hispanic (15 pupils) were 6.7% (NA) chronically absent, which was an increase of 2.3%. A group of students labeled Students with Disabilities were 2.4% (8.8%) chronically absent, which was a decrease of 5.7% (Blue). Many of these absences were due to extra absences beyond the days school was closed related to the local fires and resulting evacuations. We have made improved efforts with our communication platforms with parents by adding Parent Square and we expect improved results. For the 22/23 school year, we were still experiencing lower than desired attendance due to COVID, a vigorous flu season, and immunizations.

LCAP Highlights

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

Goal 1: Basic Services and CCSS implementation:
1.1. Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Teachers will also be appropriately assigned per credentialing requirements as these pertain to Charter Schools.
1.2. Students have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum
1.3. School facilities are maintained clean, safe and in good repair.
1.4 All students, including Students With Disabilities (SWDs), have free access to two meals a day via the National Lunch Program.

Goal 2: Parental Involvement:
2.1. Live Oak will continue to provide opportunities for parent involvement through: volunteer opportunities, including field trips, plays, festivals, celebrations, class parent, two way communication via ParentSquare and input on school's board and parent surveys for goals and priorities.

Goal 3: Pupil Achievement, Outcomes and Course Access
3.1 Live Oak students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy and Math in CAASPP Statewide assessments
3.2. Live Oak students, in grades 3-8 will take quarterly benchmark assessments with at least 90% participation rate.

3.3 Maintain a balance between academic achievement and Waldorf practices in English, social sciences, physical education, science, mathematics, and visual and performing arts.
3.4. Waldorf and Common Core State Standards-based instruction
3.5. Positive Student Character Development, social emotional proficiency, and Restorative Justice practices
3.6. School culture that cultivates, engages and inspires participation

Goal 4: Pupil Engagement and School Climate
4.1. School Attendance rates of higher than 93%
4.2. Low levels of chronic absenteeism
4.3. No middle school dropouts
4.4. Suspension rates of less than 3%; and
4.5. Expulsion rates of less than 1%.
4.6. LOCS will generally strive to reduce the number of absences

Goal 5: Local Goals
5.1. Provide high quality Public Waldorf programs, faculty, staff, and administration.
5.2. Ensure the long-term sustainability and financial stability of the school.
5.3. Continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS).
5.4. Continue to develop Special Education expertise, resources, and overall program.
5.5. Develop a robust social emotional learning support program.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

Generally speaking, the charter school engages its stakeholders and solicits and receives feedback from stakeholders on an ongoing basis. Specifically, the charter school consulted with and received feedback from teachers, administrators, staff, parents, and students on school culture, performance, and needs in a variety of ways including but not limited to: surveys, faculty meetings, board meetings, facility planning meetings, staff meetings, classroom discussions, class parent meetings, class coordinator meetings, Town Halls, and one-on-one and small group discussions. Teachers, staff, and administrators meet regularly with parents, both individually and as a class group and that feedback is factored into school planning. Additionally, we have begun our strategic planning process which is led by our Board and engages all stakeholders including parents, BOD members and Ed Foundation members, faculty/staff, and Admin. The purpose is to review and discuss community values, strengths, weaknesses, opportunities and strengths and address any questions or concerns and provide feedback and input on the future planning of the school in the coming 7 year(s) .

As part of its annual LCAP process the school has instituted an annual survey which is distributed to all parents of the school to obtain specific feedback on school performance as well as input into school goals and priorities, including those specifically in our Local Control Accountability Plan (LCAP). In addition, the school has also implemented an annual survey which is administered to our 6th, 7th and 8th grade students to obtain feedback on performance and input into goals as well as an annual survey to all faculty and staff. For the 22/23 school year, we participated in the Sonoma County Youth Truth survey. Unfortunately, the data shared is not specific to our school as was done in the past with our in-house student survey. For future student survey information, I recommend that we first survey students about their school experience, especially for use with LCAP data, and then offer students to take the Youth Truth survey so their voice can be heard and included at the County level. The results of the surveys have been reviewed and were considered in the creation of the goals and actions of the LCAP. From our previous year's in-house student survey, students reported with a very favorable opinion of their school experience including core academic instruction. The reorganization of the middle school program, continues to be a successful and popular change and was met with increased satisfaction by a majority of the student population. Over 90% of students report that they have not been targeted or harassed by other students. 78% note that if they did feel targeted, they know who they can go to in order to receive help which is important to note with an increase awareness of bullying in today's society. Students again reported low at risk factors include presence of controlled substances, violence or cyberbullying.

The Executive Director and his staff are responsible for factoring all of the above into developing the LCAP, the annual update, and the budget and presenting these to the school community for review and comment. Detailed survey results and commentary were provided as well as presented during a public school board meeting. LCAP Goal Setting was included on all regular board meeting agendas and discussed at those meetings from April through June. All board meeting agendas and related materials are published on the school's website along with board meeting dates and community participation is encouraged. Board meeting dates and times are published on the school's online calendar on its website as well as via our parent communication tool, ParentSquare.

Annual Update: Feedback received over the course of the year, especially from the annual parent, faculty, and student surveys, was factored into the development of the annual update. The survey provided ample space for written comments so that parents could provide detailed feedback on school performance, priorities, and goals.

A summary of the feedback provided by specific educational partners.

Generally speaking, upon our return to "normal" we were confronted with some challenges. Students' high level of anxiety and lack of social norms continued to make returning to a classroom, especially in the younger grades was evident in addition to continuing to provide for a full day of classroom instruction under COVID restrictions due to ongoing presence of the pandemic until at least May of 2022. Throughout the year, we provided information via our communication platform ParentSquare as well as opportunities for input/feedback via Town Hall meetings, and parent Question and Answer (Q&A) email exchanges. Additionally, parents had direct communication both two way and via email to discuss any ongoing concerns with their teachers, Admin staff, and/or school counselors. Throughout the year, parents shared the importance of student mental health and challenges with peer to peer physical and emotional safety.

Additionally, based on our most recent survey results parents and teachers are generally satisfied with the quality of instruction, the breadth and depth of the Waldorf-methods curriculum, the support that their children receive from teachers and staff, and the programs offered by the school. For example, on the Faculty and Staff survey, 93 percent either strongly agree or agree that Live Oak provides for strong Waldorf curriculum and pedagogical methods as well as 87% strongly agree or agree that we provide a rigorous academic program. In terms of our new parent communication platform ParentSquare, 80% of faculty and staff believe they use ParentSquare to communicate effectively and efficiently with parents.

Community stakeholders were generally pleased with the efforts that the school has undertaken to implement a more comprehensive student and community supports. Just over 80% of parents chose Live Oak due to its holistic and Waldorf approach. The highest priorities identified were to continue to offer a quality Waldorf-methods curriculum including Specialty classes to the fullest extent possible and continuing to develop community connection and to plan for long range goals such as facilities. Additional areas of desired focus per our 21/22 and 22/23 Parent Survey included: continuing to offer Social-Emotional Wellness programming, Specialty classes, and improve student support and services including classroom aides. Due to AB 1505, our teacher development includes support in the credentialing process of our Specialty teachers until 2025. Also, we continue to prioritize expanding the gardening/beautification program to the middle school, and continuing to attract/retain high-quality teachers.

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

As we align the 8 State priorities with our Charter goals as outlined in our approved Charter document along with our LCAP, we maintain consistency in our mission and focus. During this year and the previous year, due to COVID, much stakeholder input focused on returning to pre-COVID routines and norms including full implementation of on-site instruction and the mitigation of learning loss that occurred as a result of the extended period of remote learning during the pandemic.

For goal 1, specifically, 1.3. School facilities are maintained clean, safe and in good repair: Parents along with faculty and staff hold a high value on ensuring our facilities is in good physical repair as well as having a safe and healthy school culture.

For goal Goal 2: Parental Involvement: Parent involvement is a cornerstone of our community and school operations. One of the positive results from COVID is that we had an increase of demand for communication and an increase in parent volunteers. We continue to improve our communication efforts and develop and grow through new platforms like Parent Square. This focus is brought into view by feedback from parents and their need to provide feedback. We continue to provide a tremendous amount of opportunity for parent engagement including but not limited to: The planning of and participation of school wide festivals and celebrations, class parent meetings with the teacher, parent teacher conferences, back to school, Open House, field trip planning and chaperoning, volunteer community response team, partnership with our Foundation, parent surveys, classroom coordinator meetings, individual student/parent check-ins, and our ParentSquare communication platform.

For Goal 3: Student achievement and Outcomes: BOD members and faculty provided feedback that formative assessment data helps to develop a robust understanding how students are doing and where they are academically. We plan to continue to use formative assessments regularly and review this data at least once a quarter. In addition, we have math and early literacy as focus areas for continued development and student learning support.

For Goal 4: Pupil Engagement and Attendance: Attendance is the most significant reason students do well in school. It is imperative not only because we want students to be at school so they can learn and be successful but also because we are are a direct funded Charter School, that attendance remains a goal.

For Goal 5: Local goals: From our parent survey and tours, we know parents choose Live Oak because it is a Waldorf inspired school. Also, we know from our RTI program and Student Study Team meetings that parents who have students struggle in school and who are not identified as SPED students want to give their students access to general education interventions.

Goals and Actions

Goal

Goal #	Description
1	General Notes: Some general notes on the 2022-23 LCAP: The school's teachers and administration engage in a plethora of initiatives, activities, and functions that cut across many of the goals listed in this LCAP. While it is not efficacious or practical to calculate the time spent and related cost of salary and benefits that apply to each of the goals and sub-goals detailed in this LCAP we have attempted to break out salary and benefits by major academic program or business function. We have listed the full cost of the school's salaries and benefits as well as the break out by program/function. We have referenced these sub-goals whenever teacher, staff or administrative effort was expected in meeting the below goals. In some cases (e.g. Training and Professional Development) the same budget line item/reference pertains to different goals and actions. We have referenced the primary Goal for the budget line/reference for situations where this has occurred. Charter Schools are only required to report on Goals and Actions pertaining to the current Annual Budget Year. Overall effectiveness in meeting the terms of the school's Charter (Elements 2 and 3 of the Charter Petition) is tracked on an annual basis and is considered as part of the 5-year charter renewal process. School Districts do not have the same obligations as documented in a Charter document and have different reporting requirements such as developing a three-year plan. As such, to simplify reporting and formatting, it is generally understood in each section that reporting for Year 2, Year 3, and Year 4 are not applicable and the template has been modified accordingly. BASIC SERVICES: 1.1. Core teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Teachers will also be appropriately assigned per credentialing requirements. 1.2. All students, including Students With Disabilities (SWDs) have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum 1.3. School facilities are maintained clean, safe and in good repair 1.4 All students, including Students with Disabilities (SWD), have free access to two meals a day via the National Lunch Program.

An explanation of why the LEA has developed this goal.

State Priorities: 1 – Basic Services

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual SARC Report on teacher credentials and Annual Report to District.	100% of teachers holding adequate credentials and appropriately assigned per AB 1505 criteria	100% of teachers holding adequate credentials and appropriately assigned.	NA		NA
Instructional materials, supplies, and equipment purchased and in stock or on order	Instructional materials, supplies, and equipment purchased and in stock or on order	Instructional materials, supplies, and equipment purchased and in stock or on order	NA		NA
Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	Most instructional materials are Common Core State Standards aligned as applicable within the school's Waldorf-methods based curriculum	NA		NA
Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned	NA		NA
Daily / Monthly / Annual facility inspections as appropriate. [See General Note 2 above]	Positive bi-annual RESIG school facilities safety audit. Updated and active maintenance and safety log and site inspection documents	Updated and active maintenance and safety log and site inspection documents	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meal tracking and daily orders	Current program serves pre-ordered meal once daily.	Pre-ordered free meals for any student, including SWD, twice daily.	NA		NA

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing	Live Oak conducts credential review as part of teacher hiring process.		No
1.2	Teacher credential review/audits	Live Oak conducts regular audits of Charter School teacher credentials to ensure compliance.		No
1.3	Teacher credential monitoring	Live Oak informs credentialed staff when credentials are near expiration		No
1.4	Classroom materials and equipment	Live Oak ensures adequate budget for (1) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment. LO will continue to invest in computers and its instrument inventory. (Obj 4110, 4210, 4310, 4400)	$39,841.00	No
1.5	Custodial service and Maintaining campus	Live Oak provides general cleaning by custodial services and school community will maintain campus cleanliness (Obj 4370 JANI, 4390 MNTN, 5550)	$49,837.00	No
1.6	National School Breakfast and Lunch Program	Live Oak contracts with Petaluma City Schools to provide two meals daily including the use of CresCor Re-Therm oven. See Goal 5 for costs		No

Action #	Title	Description		Total Funds	Contributing

Goal Analysis [2022-23]

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.

Actions were implemented as intended.

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

Lower expected cleaning costs post-Covid; expected increases in materials and personnel costs; additional lunch program costs due to addition of breakfast program in 22-23

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

Actions supported meeting LCAP goal #1.

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

No changes were made to the goal and the desired outcomes are consistent. Due to AB 1505, our three Specialty teachers needed to be credentialed. This year we had a credentialed music teacher and we were able to support our Movement and Handwork teachers in obtaining there credential even though they are grandfathered in until 2025. Also, we will increase our meal offering to twice daily from once daily under the National Lunch Program.

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

Goals and Actions

Goal

Goal #	Description
2	Parental Involvement: 2.1. Live Oak will continue to provide opportunities for parent involvement through: volunteer opportunities, including field trips, plays, festivals, celebrations, class parent, two way communication via ParentSquare and input on school's board and parent surveys for goals and priorities. Parental Involvement: The vast majority of parents believe we provide enough opportunity for them to participate. Live Oak will continue to provide opportunities for parent involvement through: volunteer opportunities, including field trips, plays, festivals, celebrations, class parent, two way communication via ParentSquare and input on school's board and parent surveys for goals and priorities.

An explanation of why the LEA has developed this goal.
State Priorities: 3 – Parent Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	Sign-up sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	Sign up via ParentSquare, volunteer screening process and turn out for various events and classroom activities e.g. field trips) show high level of involvement. *Also we worked to streamline classroom activity support in the office to assist the	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		parent volunteers and teachers.			
Live Oak has parents on the charter school board and task forces	Live Oak has parents on the charter school board and task forces	Live Oak has parents on the charter school board, task forces, and Foundation	NA		NA
Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	Annual Survey results show high level of parent involvement and general satisfaction with the direction of the school	NA		NA

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community building/volunteering	Live Oak builds community by providing parent volunteer opportunities within and outside of the school. (e.g. field trips, school festivals, class plays, school fundraising, etc.) Mgmt: TRIP, Obj 4300,4390,5200,5800; 4390 FEST	$36,723.00	No
2.2	Community building/volunteering	Live Oak provides parent volunteer opportunities in the classroom in collaboration with the classroom teacher, (e.g. inside tasks, reading groups, math tutor, handwork, and other helping roles).		No
2.3	Parent engagement	Live Oak provides opportunities for parent participation on the school board, planning teams, task forces, and other stakeholder programs		No

Action #	Title	Description	Total Funds	Contributing
2.4	Stakeholder Surveys	Live Oak continues to provide an annual survey to stakeholders (parents, students, staff) to give feedback and input to the administration and Board. (See also: Section: Stakeholder Engagement).		No
2.5	Communication	Live Oak continues to hold an "open door" policy to meet with school parents to hear their ideas, suggestions, feedback, concerns, and input. Also, we continue to use ParentSquare as a communication and engagement platform.		No
2.6	Continued engagement and development	Live Oak offers opportunities for speakers/presenters from inside and outside of the school community and other parent education events and activities. ParentSquare provides opportunities to sign up and participate in school programming (e.g., field trips, festivals, celebrations)		No
2.7	Goal 2: Overall	Costs for Goal 2 (Surveys, Parent Education, Executive Director time) are included in Total M&A Costs		No

Goal Analysis [2022-23]

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.

Actions were implemented as intended.

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

No material differences from prior year

An explanation of how effective the specific actions were in making progress toward the goal.
In the year of the pandemic, approximately 60% of parents surveyed agreed or strongly agreed that we are meeting this goal. (Sent to Sam for any data updates)

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.
The vast majority of parents believe we provide enough opportunity for them to participate. Therefore, Live Oak will continue to provide opportunities for parent involvement through: volunteer opportunities, including field trips, plays, festivals, celebrations, class parent, two way communication via ParentSquare and input on school's board and parent surveys for goals and priorities.

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

Goals and Actions

Goal

Goal #	Description
3	Pupil Achievement, Outcomes and Course Access 3.1 Live Oak students, in all applicable grade levels, will score at an equal or higher proficiency rate (DFS) than local schools and/or State in ELA/Literacy and Math in CAASPP assessments 3.2. At least 90% of students in grades 3-8 will take quarterly benchmark assessments. 3.3 Maintain a balance between academic achievement and Waldorf practices in English, social sciences, physical education, science, mathematics, and visual and performing arts. 3.4. Waldorf and Common Core State Standards-based instruction 3.5. Positive Student Character Development, social emotional proficiency, and Restorative Justice practices and approaches 3.6. School culture that cultivates, engages and inspires participation

An explanation of why the LEA has developed this goal.
State Priorities: 2 – State Standards; 4 – Pupil Achievement; and 7 – Course Access; 8 – Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1: CAASPP ELA and Math Dashboard Data	The CAASPP scores show that Live Oak students score at an equal or higher proficiency rate than local and/or State CAASPP data.	The CAASPP scores in ELA and Math show that Live Oak students score at an equal or higher proficiency rate than local and/or State CAASPP data. (to be updated in 23/24)	NA		NA
3.2: Local benchmark data from STAR Renaissance	The data show the number of Live Oak students who take	The Star data shows that at least 90% of all 3-8 grade students	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	benchmark assessments on a quarterly basis.	took all three benchmark tests in both ELA and Math.			
3.3: CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports will demonstrate goal met or progress	CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports demonstrate goal met or progress	CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports demonstrate goal met or progress	NA		NA
3.4: Charter petition exhibit and classroom work plans; project-based assessments; LO master schedule; classroom lesson plans will demonstrate goal met	Charter petition exhibit and classroom work plans; project-based assessments; LO master schedule; classroom lesson plans demonstrate goal met	Charter petition exhibit and classroom work plans; project-based assessments; LO master schedule; classroom lesson plans demonstrate goal met	NA		NA
3.5: Teacher observations and parent feedback.	Teacher observations and parent feedback.	Teacher observations and parent feedback.	NA		NA
3.6: Event review portion of Faculty Meeting minutes will demonstrate goal met.	Event review portion of Faculty Meeting minutes demonstrate goal met.	Event review portion of Faculty Meeting minutes will demonstrate goal met.	NA		NA
3.7: Course and grade level schedule will	Course and grade level schedule will	Course and grade level schedule will	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
show how all academic content is available to all students, including SWDs.	show how all academic content is available to all students.	show how all academic content is available to all students.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Accessible CCSS standards	Live Oak will provide instruction conducive to student learning with appropriate CCSS instructional materials throughout the school year. [Instructional Materials Costs reported in Action 1:4]		No
3.2	Benchmark Assessments	Live Oak teachers in grades 3-8 will administer the STAR test at Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY). [Costs included in Staff Costs]		No
3.3	Integration of Waldorf and CCSS	Live Oak integrates Waldorf curriculum and Common Core State Standards, to develop and use the best instructional practices that meet the varied needs of all students.		No
3.4	Positive Student Culture	Live Oak has a culture of social inclusion where students develop positive attitudes towards their learning environment and other people.		No
3.5	Community Building	Live Oak offers opportunities for community building via festivals that involve students, parents and teachers as well as field trip opportunities to expand learning into the community and natural environment. [Costs reported in Action 2:1]		No

Action #	Title	Description	Total Funds	Contributing
3.6	Access to CCSS	Live Oak provides equitable access to State academic content areas.		No
3.8	Extended Learning Opportunity Program (ELOP)	Participate by offering TK-6 grade unduplicated students a 9 hour long school day and 30 days of intersession. Costs are included in Goal 5 - After School Program		No
3.9	Universal Transitional Kindergarten (UTK)	Adjust the student enrollment birth range per State requirements yearly. Costs are included in Goal 5		No
3.10	Goal 3: Overall	Costs for Goal 3 are included in Total Faculty and M&A Salaries and Benefits Costs - See Goal 5		No

Goal Analysis [2022-23]

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.

Actions were implemented as intended.

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

Salaries and Benefits costs are expected to increase 4-8% in 22-23

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

In this year, between 60 to 80% of parents surveyed agreed or strongly agreed that we are meeting this goal.

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.

We are not making any changes to the planned goal for the coming year. However, we are adding two action steps: Extended Learning Opportunity Plan Planning (ELOP), and Universal Transition Kindergarten (UTK) Planning. The purpose of the ELOP Planning action step is to develop a plan to work with our current AfterCare program and/or one of our community partners (Boys and Girls Club and/or Champions) to offer opportunities to meet ELOP program requirements. After a successful partnership with BGC, we will be expanding our community partnership to also include Champions as our grades aftercare provider including breaks and summer intersession. ELOP offers after school and intersessional learning opportunities to students in grades TK through 6, which will be free of charge for unduplicated students. Unduplicated students currently make up approximately 20% of our student population.

The purpose of the UTK Planning action step is to develop a plan to meet the new state requirements to gradually make Transitional Kindergarten available to every four-year-old, with the goal of having all four-year-olds eligible in the 2024-25 school year. Also, we will continue to use STAR as our benchmark assessments with at least 90% participation on all three tests (BOY, MOY, EOY) in both ELA and Math.

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

Goals and Actions

Goal

Goal #	Description
4	Pupil Engagement and School Climate 4.1. School Attendance rates of higher than 93% 4.2. Low levels of chronic absenteeism 4.3. No middle school dropouts 4.4. Suspension rates of less than 3%; and 4.5. Expulsion rates of less than 1%.

An explanation of why the LEA has developed this goal.

State Priorities: 5 – Pupil Engagement and 6 – School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Daily attendance recorded in our Student Information System	Attendance rates 93% or higher	Overall attendance rate of 92.8% with no MS dropouts	NA		NA
Dashboard Reporting	Most recent Dashboard Data indicates 8% of chronically absent students. suspension rate of 1.6%	Dashboard Data indicates 7.8% of chronically absent students and suspension rate was 0. 22/23	NA		NA
Dashboard Reporting	Most recent Dashboard Data indicates suspension rate of 1.6%	Dashboard Data suspension rate was zero in 22/23	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Profile report from Student Information System	Expulsion rate of less than 1%	There were zero expulsions	NA		NA

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School culture and Attendance	Live Oak will provide a safe, nurturing and positive learning environment and encourage consistent school attendance to students and parents.		No
4.2	Attendance monitoring	Live Oak communicates daily with parents/guardians students who are absent and works with parents of chronically absent parents to improve attendance.		No
4.3	Teacher Collaboration	Our middle school teachers will have time to discuss and collaborate on best practices with middle school students on a weekly basis.		No
4.4	Survey of Stakeholders	Live Oak administers feedback surveys to students, staff, and families annually on school climate.		No
4.5	Goal 4: Overall	Costs for Goal 4 are included in Total Faculty, Staff, and M&A Salaries and Benefits Costs		No

Goal Analysis [2022-23]

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.

Actions were implemented as intended.

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

Salaries and Benefits costs are expected to increase 4-8% in 22-23

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

Approximately 80% of parents surveyed agreed or strongly agreed that we are meeting this goal. Our student survey results show 88% of 7th and 8th grade students reported that they "agreed" or "strongly agreed" on questions regarding feeling physically safe at school and 70% with 25% neutral of those same students say they feel emotionally safe at school.

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.

We will continue to develop our school culture including Restorative Justice (RJ) practices in order to develop progress towards seeing the behaviors we want to see at school. Also, RJ practices and approaches give us a tool to reduce student to student conflict. We expect these efforts to continue in helping meet our goals listed above. We will continue to offer Independent Study as a way to mitigate unexcused absences. Additionally, the Board passed a comprehensive "Title IX, Harassment, Intimidation, Discrimination, and Bullying policy."

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

Goals and Actions

Goal

Goal #	Description
5	Local Goals: 5.1. Provide high quality Public Waldorf programs, faculty, staff, and administration. 5.2. Ensure the long-term sustainability and financial stability of the school. 5.3. Continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS). 5.4. Continue to develop Special Education expertise, resources, and overall program. 5.5. Develop a robust social emotional learning support program.

An explanation of why the LEA has developed this goal.

This is a schoolwide goal, which is applicable to the same extent to all subgroups at LOCS.

English Language Learners: .State Priorities: 1, 3, 4, 6, 8

Local Priorities
Local Priority #5.1: There is a continued strong community demand for a high quality, Public Waldorf school in the school district and geographical region.

Local Priority #5.2: In addition to other measures of success noted elsewhere in this LCAP (e.g. high community demand for Public Waldorf education, and long-term facilities procurement/ security), other factors of success include: (1) Strong school leadership and governance; (2) Prudent fiscal management; (3) Building relationships with authorizing district; (4) Participate with charter advocacy and support organizations; and (5) Accountability and compliance with applicable regulations.

Local Priority #5.3: To provide additional academic support to students in order to increase student success and pupil achievement within the general education environment. This goal also specifically addresses increasing and improving services to unduplicated pupils and specific subgroups (See "Demonstration of Increased or Improved Services for Unduplicated Pupils" section below). Implement an integrated Multi-Tiered System of Support as a way to help serve the whole child and systematically support all students. Continue to designate and integrate instruction in English language development including English Language Proficiency Assessment of California progress toward language proficiency.

Local Priority #5.4: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary. Provide mandated special education services and programs. Continue with providing supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Local Priority #5.5: To provide students with dedicated onsite mental health support services to help with ongoing mental health impacts and/or provide classroom instruction via a grade level appropriate social/emotional learning curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.1 High enrollment	Enrollment: 284 students (P-2)	We finished the 22/23 year with 252 (P-2). Maintain enrollment within class-size limits set by the school's board	NA		NA
5.1 Waiting lists for most classes indicates strong demand	There are wait lists for every class.	We currently have waitlists for 6/10 classes.	NA		NA
5.1 Stakeholder feedback shows Waldorf one of strongest factors in families choosing Live Oak.	Stakeholder feedback shows Waldorf one of strongest factors in families choosing Live Oak.	Stakeholder feedback shows Waldorf one of strongest factors in families choosing Live Oak.	NA		NA
5.2 Board retention and recruitment	Board members are asked to commit to at least a 2-year term	Board members are asked to commit to at least a 2-year term	NA		NA
5.2 Positive feedback from sponsoring district	LOCS has a positive working relationship with PCS.	LOCS has a positive working relationship with PCS. E.g., Maintaining and adding to our meal MOU.	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.2 Positive Annual Audit results	LOCS will continue to receive positive audit results. No audit exceptions were noted and no corrective actions were required.	LOCS received positive audit results. No audit exceptions were noted and no corrective actions were required.	NA		NA
5.3 Metrics covered under Goal 3	Metrics covered under Goal 3	Metrics covered under Goal 3	NA		NA
5.4 Goals met or progress made on all IEP goals	LOCS continues progress on all IEP goals.	LOCS has made progress on all IEP goals.	NA		NA
5.4 All IEP services delivered	All IEP services delivered	All IEP services delivered.	NA		NA

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Core programming	Live Oak delivers a quality core Public Waldorf educational program along with a multi-tiered system of support, enhanced Waldorf educational programs, school operations and support functions, and effective school management and administration. [Core Waldorf Faculty & Aides Salary and Benefits Costs Obj 1-3]	$1,345,541.00	No
5.2	Faculty and staff	Live Oak continues to offer a competitive faculty and staff salaries and benefits, recruit and retain experienced, highly qualified and high quality teachers and staff.		No
5.3	Professional Development	Live Oak provides opportunities for professional development and training, including Waldorf academic and professional conferences. [Obj 5200]	$17,256.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	On site faculty development	Live Oak uses collaborative approach model within the loop groups to develop content and curriculum, best practices, and data analysis.		No
5.5	Extra duties	Live Oak provides stipends for school leadership; and other vital functions outside of normal duties [Stipend Costs included in other actions under this goal]		No
5.6	Authorizer relationship	5.2.1. Live Oak develops positive and collaborative relationship with sponsoring district and has a BOD representative to attend and/or report on PCS board meetings. Provide PCS audits/reports in a timely manner. [Obj 5800-DIST Oversight Fees]	$27,686.00	No
5.7	Outside organizations	5.2.2. Live Oak continues membership and participation in leading charter school advocacy and support organizations (AFPWE and CSDC). [Obj 5300]	$3,500.00	No
5.8	Board of Directors development	5.2.3 Live Oak continues strong governance tradition and continue board development and recruitment.		No
5.9	Fiscal responsibility	5.2.4 Live Oak continues strong history of prudent fiscal management and look at new business services consortium model opportunities to leverage and share financial resources more effectively. [Costs included in Total M&A Salary & Benefits Costs]		No
5.10	Budget filings and audits	5.2.5 Live Oak conducts Annual Audit and prepare filing of IRS Form 990 and CalFTB Form 199 (obj 5821). The Forms 990 and 199 will be prepared by business services consortium staff.	$15,750.00	No

Action #	Title	Description	Total Funds	Contributing
5.11	Response to Intervention (RTI)	5.3.1. Live Oak further develops the MTSS program [Academic Support Services, Social Emotional Support Services - LCFF Supplemental Only]	$117,833.00	Yes
5.12	Benchmark Assessments	5.3.2 Live Oak identifies specific options for new grade level benchmark assessments of ELA and Math to determine student RTI need. [Costs included in 5:11]		Yes
5.13	Medical screening	5.3.3 Live Oak conducts Hearing and Vision screening tests as needed.		No
5.14	Special Education	5.4.1. Total Special Education budget for 2021/22 [Net/Excess Cost billed/provided by District personnel Obj 7141]	$233,537.00	No
5.15	Title I, AB86, ESSER III - Student Services and Expanded Learning Opportunity Grant	Title I, ESSER III, and AB86-ELO Grant - Student Services Costs [Faculty Salaries and Benefits Cost; Rsc 3010, 3213-4, 7425-6]	$21,561.00	Yes
5.16	Enhanced/Expanded Curriculum	Offer Enhanced / Expanded Curriculum including targeted Math curriculum, music, practical arts, and movement/games programming	$440,755.00	
5.17	Management and Administration (M&A)	Provide professional and management services to oversee and administer school programs referenced in all other Goals	$707,185.00	No
5.18	School Nutrition Program	Partner with our school district to offer a healthy meals program to school students [Sal&Ben + Mgmt Food 4710, 5800]	$32,708.00	No

Action #	Title	Description	Total Funds	Contributing
5.19	After School Program / ELOP /Other Programs	Offer an After School Care program for school families/students [Mgmt CARE Sal&Ben; 4390 CARE, 5800 CARE] and integrate this with the new ELOP program	$143,879.00	No
5.20	School Counseling	Provide access to school counselors at least three days a week. [Program Eliminated in 23-24 and beyond due to lack of funding]	$0.00	No

Goal Analysis [2022-23]

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.

Goal 5.1. Provide high quality Public Waldorf programs, faculty, staff, and administration. This goal was developed to provide ongoing access to public Waldorf education. There is a continued strong community demand for a high quality, Public Waldorf school in the school district and geographical region. We fully met this goal.

Goal 5.2. Ensure the long-term sustainability and financial stability of the school. This goal was developed to provide ongoing viability to operate a public charter school. In addition to other measures of success noted elsewhere in this LCAP (e.g. high community demand for Public Waldorf education, and long-term facilities procurement/ security), other factors of success include: (1) Strong school leadership and governance; (2) Prudent fiscal management; (3) Building relationships with authorizing district; (4) Participate with charter advocacy and support organizations; and (5) Accountability and compliance with applicable regulations. We made efforts and gains with each of the aforementioned five points. We fully met this goal and continue to strive balancing the school budget with programming costs.

Goal 5.3. Continue to provide a robust academic student support / Response-to-Intervention (RTI) program as part of an effective overall Multi-tiered System of Support (MTSS) including students with disabilities. This goal was developed to provide additional academic support to students in order to increase student success and pupil achievement within the general education environment. This goal also specifically addresses increasing and improving services to unduplicated pupils and specific subgroups (See "Demonstration of Increased or Improved Services for Unduplicated Pupils" section below). Implement an integrated Multi-Tiered System of Support as a way to help serve the whole child and systematically support all students. We fully met this goal.

Goal 5.4. Continue to develop Special Education expertise, resources, and overall program. This goal was developed to provide mandated special education services and programs. We fully met this goal.

Goal 5.5: To provide students with dedicated onsite mental health support services to help with ongoing mental health impacts. This goal was developed to provide students, including students with disabilities, access to an adult with a background in and study of mental health. We fully met this goal.

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

Salaries and Benefits are expected to increase 4-8% in 22-23; Additional services/costs are being added as part of the ELOP program and expanded Universal Meal Program; with the expected end of Covid Relief /Learning Loss One-Time funding more RTI services will be funded from General Ed / LCFF funds then in 21-22. [Note should additional one-time funds become available they will supplant this funding.] Special Education costs continue to rise and more services will need to be funded from the General Ed budget.

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

Generally speaking parent survey results suggest that we are meeting the the parents expectations in this goal. Approximately 81% of parents surveyed would recommend Live Oak to other parents.

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.

For 22/23 we continued to provide an additional service to our student body of having mental health counseling available five days a week. Our school counselors were available to all students, including SWDs, to facilitate social and emotional learning activities. They also worked with teachers to provide social and emotional learning support pull out groups or in the classroom including small groups of students and individual students with identified social and emotional learning needs. [Note: this program will be discontinued in 23-24 due to one-time funding having been used up and no additional funding planned by the state. ERMHS counseling will be provided by the district as part of SpEd services]. We strengthened our MTSS and RTI practices, especially by adding a credentialed teacher and Academic Content Coaches to the program to provide targeted, small group RTI support to identified students. All general education teachers were active in vertical articulation including collaborative dialogue and review of best instructional strategies that serve students, including SWDs, during weekly faculty meetings. [Note: The Certificated RTI positions will be eliminated in 23-24 due to lack of funding and cost structure changes]

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
112182	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.57%	0.00%	$0.00	4.57%

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

Required Descriptions

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

General: Multi-Tiered System of Supports

Live Oak Charter School's Core Values, Mission Statement, and Multi-Tiered System of Support are provided to all students, including SWDs. Students with disabilities receive extra help through our special education programs, which include academic and counseling support. However, students from low-income families and/or other ethnic subgroup backgrounds may not always qualify for special education help, yet they are not achieving academically at the level of students from other subgroups in the school as demonstrated in our CA Dashboard analysis. Various studies show that students from these backgrounds especially benefit from extra academic support and social-emotional support.

Determination of unduplicated students will result in priority of services provided at no cost.

Qualified low-Income and/or homeless student actions will include:
Personal contact with parents/students to determine if they have special or unmet needs.
Coordination with parents/students & schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies.

Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies when educational, health or welfare needs are identified.
Priority enrollment in our AfterCare program and summer session offerings with no cost to the family (paid for by Expanded Learning Opportunities Programs)
Coordination and communication with shelters to engage students and families.
Coordination and communication with homeless agencies to make them aware of Live Oak Charter School homeless needs.
Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.

Supports specific to Foster Youth will include:
Periodic check-ins with students and foster parents via phone, zoom, and email as needed.
Monitoring of attendance/engagement and communication with teachers and administrators when needed.
Referrals to both district and community agencies for additional support/resources as needed.
Collaboration with Student Hearing and Placement and Special Education agencies so that any new youth entering Live Oak are placed in the appropriate setting in a timely manner.

Supports specific to English Learners will include:
Students will receive both integrated and designated English Language Development (ELD).
For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards.
Administration of the ELPAC and performance monitoring.

The California Department of Education has identified implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students.
In particular, Live Oak Charter's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school.
These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: https://www.cde.ca.gov/ci/cr/ri/ for a detailed
explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach for unduplicated pupils and all students.).
 "… MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA)
 that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional
 integration of services and supports to quickly identify and meet the needs of all students.

California's … educational system requires a multifaceted approach…. "one coherent system of education" (that) offers an opportunity to build the foundation for educational excellence. … MTSS affords a full range

of academic, behavioral, and social support for all students to achieve." Reference: CDE website: https://www.cde.ca.gov/ci/cr/ri/

These articles and policy briefs focus on the effectiveness and benefits of a MTSS:
Research Brief: Multi-tier System of Support (MTSS), (PDF): A brief by Orla Higgins Averill and Claudia Rinaldi on MTSS. Kansas MTSS.
The Integration of MTSS and RtI (PDF) The Kansas Multi-Tier System of Support.
Florida's Multi-tiered System of Support: An overview of Florida's MTSS implementation. Multi-Tier System of Support: An article in District Administration magazine.

Live Oak Charter School's MTSS System consists of two components:

1) Response to Intervention (RTI) [academic intervention]
2) Social Emotional Learning (SEL): This of (a) Social Inclusion, and (b) Restorative Justice Discipline model

Program / Action #1: RTI / Academic Student Support: (See Goal 5 above)
Various studies have shown that when underachieving students receive more academic support, care, and intervention during various stages of their education, there will tend to be improved long-term student outcomes. In particular students in the low income and minority subgroups benefit from this program, because parents may not be able to provide the extra support after school. Extra academic support at all age levels is important for our unduplicated pupils and other sub groups. In 22/23 we implemented a research-based program called Response to Intervention (RTI), which is coordinated by our Executive Director in collaboration with the school's RTI Coordinator. This program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses State Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 8 (Pupil Outcomes). These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: https://www.cde.ca.gov/ci/cr/ri/ for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.)

Additional studies which detail this benefit include:

Response to Intervention: Providing Reading Intervention to Low Income and Minority Students, by Emily Graves and Tess McConnell
Education Funding and Low-Income Children: A Review of Current Research (study), by Kevin Carey
Serving Low-Income Students: Applying Research and Intercultural Development Research Association's Quality Schools Action Framework (study) by Kristin Grayson, M.Ed.

In the 22-23 school year, we employed a RTI Coordinator to oversee the RTI academic needs in grades 1-8 and work with our paraprofessionals as needed. RTI will include providing ELA and Math support for selected students.

Program / Action #2: Social and Emotional Student Support: (See Goal 5 above)
The school has trained teachers in the "Social Inclusion" student support program/ system, Restorative Discipline, and social-emotional support for students. We also provide counseling as required and are currently working plans to offer any students who need it, including

through our RTI program. See http://www.socialsustain.com/ for more information about the "Social Inclusion" program. The school's social-emotional learning (SEL) program focuses on social, behavioral, and emotional support and how these impact the students' learning environment and issues that impede learning and growth. Other areas that are addressed by this program are anti-bullying, conflict resolution, social skills development, intervention and support, and other aspects of student support. There are daily activities undertaken by teachers and staff to support students on an ongoing basis using skills learned in the program. In addition, faculty and staff collaborate weekly during faculty meetings and discuss best practices including individual cases and planning support activities. The teachers discuss specific intervention activities with colleagues and/or paraprofessionals on an average of one to two hours per week. The school has adopted Second Step, Restorative Justice, and Positivie Behavior Intervention and Supports as programmatic tools to help teach and practice.

Social, emotional, behavioral, and discipline related issues can make a huge impact on student success, therefore it is one of our priorities. This initiative, while of benefit to all students, is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses almost six of the eight State Priorities (1,3,4,5,6, and 8) such as: enhancing the conditions of learning; increasing pupil achievement; advancing other pupil outcomes such as character development, service, and citizenship; increasing pupil engagement and parental involvement; as well as enhancing the overall school climate.

These services are the most effective and best use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: https://www.cde.ca.gov/ci/cr/ri/ for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.) Research studies, as well as the broad array of state initiatives directed at improving school climate and supporting the emotional, social, and behavioral development of students, have shown that Social and Emotional Support programs are a significant factor in the overall success of all students and particularly low income and special education students. Studies supporting why low-income students benefit significantly from the support of social and emotional programs in schools include: Teaching with Poverty in Mind (book), by Eric Jensen; The Role of Supportive School Environments in Promoting Academic Success (study), by Eric Schaps, Ph.D.; The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students (study), by Emily Gallagher .

The findings that social and emotional support programs are of extremely high benefit to low-income students and an effective use of supplemental funds are very well supported. The California Department of Education recognizes the high level of importance of social and emotional learning and support and is participating in a multi-state collaborative in developing standards and researching best practices. Additionally, the very highly touted California "CORE" districts (http://coredistricts.org/) highlight the central role that Social-Emotional learning plays in their overall school quality improvement program touching on many of the 8 state priorities (http://coredistricts.org/school-quality-improvement-system-waiver/). In a recent report conducted by Policy Analysis for California Education (PACE) (http://www.edpolicyinca.org/publications/using-sel-and-cc) one of the policy indications is: "Policy makers, educators, and the broader public increasingly agree that students' development of social-emotional skills is important for success in academic and life outcomes. Research provides evidence that schools can facilitate the development of these skills, both directly and through the implementation of policies and practices that improve a school's culture and climate and promote positive relationships."
In their paper last updated on March 29, 2016 (Social-Emotional & Culture-Climate Domain–Social-Emotional Skills), the CORE Districts state the following:

"Leaders of the CORE districts believe, based on compelling research and their own experience as educators, that social-emotional (SE) competencies like self-management and developing a positive/growth mindset are an important complement to academic preparation in helping our students succeed in college, career, and life. … In a review of the mindsets and competencies that promote long-term learning, Professor Carol Dweck and her colleagues report that social-emotional competencies "can matter even more than cognitive factors for students' academic performance. … Indeed, there is a growing recognition in education, psychology, and economics of the importance of [social-emotional] factors in achievement both in school and in the labor market (Duckworth & Seligman, 2005; Dweck,1999; Heckman, Stixrud, & Urzua, 2006; Steele, Spencer, & Aronson, 2002). There has also been a recognition that these factors offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income (Heckman et al., 2006). [This research] shows that educational interventions and initiatives that target these…factors can have transformative effects on students' experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later."

During 2018-2020, the whole faculty was trained on restorative discipline issues by Restorative Resources. We continue to be aware of and discuss with one another and/or during faculty meetings updates on progress in restorative situations. The school is dedicated to continuing the restorative discipline system. This initiative, while of benefit to all students, is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. We also feel that it will continue to reduce the number of suspensions.

"Restorative Discipline is a whole-school relational approach to building a positive school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other." (The Institute for Restorative Justice and Restorative Dialogue at the University of Texas at Austin, 2018) https://irjrd.org/restorative-discipline-in-schools/
School restorative practices vary widely, but most such practices bring together those who were harmed and those who did the harm (along with adults representing the interests of the school community) for the purpose of mutual understanding, self-responsibility, community accountability, repairing of harm (including relationships) and reintegration of the person causing the harm back into the school community, as a substitute to harsh punishments, including suspensions (Lyubansky 2016).

For the 21-22 school year, we were able to attend Professional Development sponsored by our local County Office of Education specifically on MTSS. One of the outcomes is that as part of our ongoing development in Restorative Practices, we will implement Positive Behavior Interventions and Supports (PBIS) specifically for school rules and behavioral expectations. Incorporating PBIS into the fabric of our school is under the behavioral side of the MTSS model. Additionally, there are no associated costs to implement PBIS. We anticipate the outcome to be able to use consistent language with expectations in common areas.

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

See Action 5.11. above for RTI/SocEm Support Services costs included in the LCAP. Total Planned Expenditure = $273,745. Exceeds increased apportionment amount and corresponds to an Increase/Improve % of 11.1%. If additional one-time funds become available we hope to supplant some of these costs and bring the Supplemental LCFF spending into the required range of $109,885 / 4.47%.

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

Not Applicable

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,584,779.00	$286,496.00	$338,050.00	$24,267.00	$3,233,592.00	$2,772,485.00	$461,107.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Credentialing	All					
1	1.2	Teacher credential review/audits	All					
1	1.3	Teacher credential monitoring	All					
1	1.4	Classroom materials and equipment	All		$39,841.00			$39,841.00
1	1.5	Custodial service and Maintaining campus	All	$49,837.00				$49,837.00
1	1.6	National School Breakfast and Lunch Program	All					
2	2.1	Community building/volunteering	All			$36,723.00		$36,723.00
2	2.2	Community building/volunteering	All					
2	2.3	Parent engagement	All					
2	2.4	Stakeholder Surveys	All					
2	2.5	Communication	All					
2	2.6	Continued engagement and development	All					
2	2.7	Goal 2: Overall	All					
3	3.1	Accessible CCSS standards	All					
3	3.2	Benchmark Assessments	All					
3	3.3	Integration of Waldorf and CCSS	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Positive Student Culture	All					
3	3.5	Community Building	All					
3	3.6	Access to CCSS	All					
3	3.8	Extended Learning Opportunity Program (ELOP)	All					
3	3.9	Universal Transitional Kindergarten (UTK)	All					
3	3.10	Goal 3: Overall	All Students with Disabilities					
4	4.1	School culture and Attendance	All					
4	4.2	Attendance monitoring	All					
4	4.3	Teacher Collaboration	All					
4	4.4	Survey of Stakeholders	All					
4	4.5	Goal 4: Overall	All					
5	5.1	Core programming	All Students with Disabilities	$1,298,379.00	$47,162.00			$1,345,541.00
5	5.2	Faculty and staff	All					
5	5.3	Professional Development	All		$17,256.00			$17,256.00
5	5.4	On site faculty development	All					
5	5.5	Extra duties	All					
5	5.6	Authorizer relationship	All	$27,686.00				$27,686.00
5	5.7	Outside organizations	All			$3,500.00		$3,500.00
5	5.8	Board of Directors development	All					
5	5.9	Fiscal responsibility	All					
5	5.10	Budget filings and audits	All	$15,750.00				$15,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.11	Response to Intervention (RTI)	English Learners Foster Youth Low Income	$117,833.00				$117,833.00
5	5.12	Benchmark Assessments	English Learners Foster Youth Low Income					
5	5.13	Medical screening	All					
5	5.14	Special Education	Students with Disabilities	$213,107.00	$17,724.00		$2,706.00	$233,537.00
5	5.15	Title I, AB86, ESSER III - Student Services and Expanded Learning Opportunity Grant	English Learners Foster Youth Low Income				$21,561.00	$21,561.00
5	5.16	Enhanced/Expanded Curriculum		$260,477.00	$76,278.00	$104,000.00		$440,755.00
5	5.17	Management and Administration (M&A)	All	$569,002.00		$138,183.00		$707,185.00
5	5.18	School Nutrition Program	All	$32,708.00				$32,708.00
5	5.19	After School Program / ELOP /Other Programs	All		$88,235.00	$55,644.00		$143,879.00
5	5.20	School Counseling	All	$0.00				$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2456953	112182	4.57%	0.00%	4.57%	$117,833.00	0.00%	4.80 %	**Total:**	$117,833.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$117,833.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.11	Response to Intervention (RTI)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$117,833.00	see above
5	5.12	Benchmark Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
5	5.15	Title I, AB86, ESSER III - Student Services and Expanded Learning Opportunity Grant	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,202,033.00	$3,264,809.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Credentialing	No		
1	**1.2**	Teacher credential review/audits	No		
1	**1.3**	Teacher credential monitoring	No		
1	**1.4**	Classroom materials and equipment	No	$39,950.00	58300
1	**1.5**	Custodial service and Maintaining campus	No	$43,300.00	49100
1	**1.6**	National School Breakfast and Lunch Program	No		
2	**2.1**	Community building/volunteering	No	$34,000.00	35700
2	**2.2**	Community building/volunteering	No		
2	**2.3**	Parent engagement	No		
2	**2.4**	Stakeholder Surveys	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Communication	No		
2	2.6	Continued engagement and development	No		
2	2.7	Goal 2: Overall	No		
3	3.1	Accessible CCSS standards	No		
3	3.2	Benchmark Assessments	No		
3	3.3	Integration of Waldorf and CCSS	No		
3	3.4	Positive Student Culture	No		
3	3.5	Community Building	No		
3	3.6	Access to CCSS	No		
3	3.8	Extended Learning Opportunity Program (ELOP)	No		
3	3.9	Universal Transitional Kindergarten (UTK)	No		
3	3.10	Goal 3: Overall	No		
4	4.1	School culture and Attendance	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Attendance monitoring	No		
4	4.3	Teacher Collaboration	No		
4	4.4	Survey of Stakeholders	No		
4	4.5	Goal 4: Overall	No		
5	5.1	Core programming	No	$1,203,951.00	1250593
5	5.2	Faculty and staff	No		
5	5.3	Professional Development	No	$17,600.00	12166
5	5.4	On site faculty development	No		
5	5.5	Extra duties	No		
5	5.6	Authorizer relationship	No	$25,668.00	23846
5	5.7	Outside organizations	No	$3,500.00	3500
5	5.8	Board of Directors development	No		
5	5.9	Fiscal responsibility	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.10	Budget filings and audits	No	$12,500.00	15900
5	5.11	Response to Intervention (RTI)	Yes	$273,745.00	302731
5	5.12	Benchmark Assessments	Yes		
5	5.13	Medical screening	No		
5	5.14	Special Education	No	$251,335.00	208766
5	5.15	Title I, AB86, ESSER III - Student Services and Expanded Learning Opportunity Grant	Yes	$16,475.00	21242
5	5.16	Enhanced/Expanded Curriculum		$379,796.00	380258
5	5.17	Management and Administration (M&A)	No	$688,038.00	667161
5	5.18	School Nutrition Program	No	$29,477.00	33956
5	5.19	After School Program / ELOP /Other Programs	No	$155,698.00	163590
5	5.20	School Counseling	No	$27,000.00	38000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
99427	$273,745.00	$302,731.00	($28,986.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.11	Response to Intervention (RTI)	Yes	$273,745.00	302731	see above	see above
5	5.12	Benchmark Assessments	Yes				
5	5.15	Title I, AB86, ESSER III - Student Services and Expanded Learning Opportunity Grant	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2171560	99427	0	4.58%	$302,731.00	0.00%	13.94%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Live Oak Charter School	Justin Tomola Executive Director	director@liveoakcharter.org 707-762-9020

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

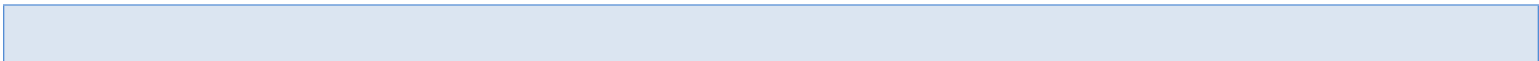## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest) -
    - 1 - Exploration and Research Phase
    - 2 - Beginning Development
    - 3 - Initial Implementation
    - 4 - Full Implementation
    - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards	1				
Visual and Performing Arts			3		
World Language	1				

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest) -
    - 1 - Exploration and Research Phase
    - 2 - Beginning Development
    - 3 - Initial Implementation
    - 4 - Full Implementation
    - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

In addition to continuing our development with enhancing our teachers' abilities to teach math and use current resources in a more effective way, we are exploring more structured literacy approaches. For example, including the option of additional training in Orton Gillingham for teachers in grades 1-5. Also, we continue to include NGSS curriculum development for grades 3-8.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research

has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

With have a dedicated looping model of instruction that allows teachers to have two to three years building community with the parents and student. Research supports teachers looping with students and families to grow and develop relationships due to the longevity of the grade span that the teacher and family can be together. Also, for the 22-23 school year, we have added an additional family communication platform called ParentSquare (PS). There are several weekly communications that go out to the school community including posts from the classroom teacher, school director, specialty teachers, parent volunteer coordinator, classroom coordinators, and event coordinators. A ParentSquare feature allows for parents to message their teacher and engage in two-way communication. This also includes automatic translation into Spanish on any ParentSquare posts made by the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our main focus areas are communication and how to best use ParentSquare as a community communication tool between the school, teachers, parents, and students. In our parent survey, about 50% of parents never check ParentSquare and we would like to increase participation rates. The reason it is important to have more parents checking PS is due to the heavy volume of important messages that are sent to help keep parents up to date and informed of classroom and school communications. Also, we striving to make the enrollment process easier and more accessible by having forms available online. If a parent needs hands on help, we have a dedicated computer in the office that any parent can use in order to get any necessary enrollment paperwork finished.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

During our enrollment process, parents are encouraged to volunteer and be a part of any volunteering opportunities that they may have time to participate in during the school year. Partnering with parents starts with the classroom teacher and includes parent meetings, student conferences, and opportunities to participate in school based festivals, celebrations, and rituals. We provide multiple opportunities for parent engagement including but not limited to: The planning of and participation of school wide festivals and celebrations, class parent meetings with the teacher, parent teacher conferences, back to school, Open House, field trip planning and chaperoning, volunteer community response team, partnership with our Foundation, parent surveys, classroom coordinator meetings, individual student/parent check-ins, and our ParentSquare communication platform. In addition the school employs staff who speak languages other than English and we encourage the participation of parents who need assistance with translation by offering communication in their primary language.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

One of the core strategies we employ to build relationships is to have students and families loop with their teacher for two to three years. That way students, families, and teachers have the opportunity for multiple years in developing and assisting with the academic, social/emotional, and physical development/changes during the growth of the student. The relationship develops as the student and families move through the grades. The teachers engage all families in regular newsletters, communication, parent conferences and reports. The teachers share resources for parent partnership opportunities to help the students' progress. Parents are informed of their legal rights and they are encouraged to advocate for their children. We continue developing opportunities for communication in order to

inform parents, students and teachers about current events, upcoming events, school requests, schedules, enrollment, academic program, news, alerts and others as a means to inform.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

As we work to improve the percentage of parents who use PS from the starting point of 50%, we know that 72,5% of parents who do use PS like using it. Our focus areas for improvement in building partnerships for student outcomes are families, staff, and students who attend Special Education, 504, and Student Study Team (SST) meetings. We want to continue providing parent rights and use two way communication platforms to stay connected around consistent supports between the teacher and parents in order to best support the student at home. We will also continue looking at providing mental health services and resources to address student need. Additionally, we continue to provide small group and/or one on one instructional pull out services under our MTSS model as well as tutoring after school during our AfterCare program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to offer Spanish translation to every school post that goes out via ParentSquare. Also, our enrollment efforts include active recruitment in underrepresented families that include going to community gatherings for outreach such as local churches, hiring bilingual staff, and embracing inclusivity as a school value.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Overall the community has high capacity with engagement and support to participate in advisory groups and decision making by actively participating in our Strategic Planning process, School Festivities/Celebrations, and Volunteerism opportunities. Additionally, we have dedicated parent roles called classroom coordinator and they work directly with the teacher with events, field trips and other festivities like class plays and celebrations.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

A strength in parent engagement comes through a variety of opportunities that families have to engage with their teacher and provide input. Also the parent body has opportunities for engagement on school governance via the Board. Additional opportunities for engagement include participating in the Strategic Planning, filling out the annual parent survey, parent conferences, Student Study Team meetings, 504 meetings, classroom coordinator meetings, and Town Halls. We continue to use multi-lingual messaging and translation as needed for families whose primary language is a language other than English. We communicate outcomes of decisions via ParentSquare to all families including underrepresented families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Provide one on one training, including access to a dedicated computer in the main office, on how to access school communication platform ParentSquare. Continuation of all school messaging being accessed from either a mobile account or computer and each message to be translated into Spanish. Provide translation services during Individual Education Plan meetings, 504 meetings, and/or Student Study Team meetings.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

For the 22/23 school year, we participated in the Sonoma County Youth Truth survey. Unfortunately, the data shared is not specific to our school as was done in the past with our in-house student survey. For future student survey information, I recommend that we first survey students about their school experience, especially for use with LCAP data, and then offer students to take the Youth Truth survey so their voice can be heard and included at the County level. From our previous year's in-house student survey, students reported with a very favorable opinion of their school experience including core academic instruction. The reorganization of the middle school program, continues to be a successful and popular change and was met with increased satisfaction by a majority of the student population. Over 90% of students report that they have not been targeted or harassed by other students. 78% note that if they did feel targeted, they know who they can go to in order to receive help which is important to

note with an increase awareness of bullying in today's society. Students again reported low at risk factors include presence of controlled substances, violence or cyberbullying. We attribute the success of students' increase of awareness in addressing social concerns to directly correlate with having relationships with all MS teachers instead of only one. This gives them a stronger bond to the MS as a whole and builds more connection between students and teachers.

2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

The reorganization of the middle school program is in year 5 of successful implementation.   This was a significant departure for the school in its 22 year history. Student response appears strongly favorable, and was matched by similar results in the parent survey. The goals of the program change were intended to provide greater subject area expertise in instruction as well as smaller class sizes for core academic subjects, thus increasing instructional responsiveness. These objectives appear to have been received well by the student population, teachers, and parents.

Although there were no reports of bullying, students did have hurt feelings especially as they relate to social situations and being accepted. In general students reported that they are healthy, don't use drugs and happy at school. In past years we hosted Challenge Day and during those years that event may have skewed data by having an increase in reporting of being bullied given the course content from the event. We want to continue providing students with the social skills to mitigate social conflicts and to empower them to solve their own peer to peer conflicts. Also, since a strong majority report being happy and not receiving harassing behaviors from peers, we could look at when a peer to peer conflict arises, how is it best handled and how can students learn to take responsibility for their part of the situation.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Live Oak will continue into year 6 of its revised middle school model. Given the student feedback, it is being implemented with success. For the 2023-24 school year, I recommend that we continue to provide Professional Development for teachers and staff on Adverse Childhood Experiences and how to address challenging behaviors within a teacher's classroom management plan for all students. Also, it will be important to continue to increase capacity for teaching math in the lower grades (1-5). The reason is to help build awareness around trauma informed practices and to better understand and build empathy towards individual student situations. We want teachers to have the tools to fully implement a classroom behavior management plan that is accepting of diverse student needs and social challenges. Also, with a focus on building stronger elementary math teaching skills including collaboration on which resources to use for teaching math and building consistency in approaches to help build number sense and math computation skills.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The following is the locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served:
Live Oak uses a curriculum guided by the Core Principles for the Alliance of Public Waldorf Education. While Live Oak Charter School is committed to covering all Common Core State Standards in Kindergarten through 8th Grade by the end of the 8th Grade, we do so on a different time-table from traditional public schools. The Live Oak Leadership team and Administration work collaboratively to develop a daily schedule that makes sure all students

have access to a broad course of study. Main Lessons are taught in blocks of approximately three to six weeks. Each block has a topic of study, (ELA, Math, Science, History, Geography) and all the activities during the Main Lesson, which include speech, music, movement, written work, artistic work, revolve around the topic. Students create their own textbooks, known as Main Lesson Books, to record the information they are learning. Additionally, students have the opportunity to study with Specialty Teachers. Specialty Teachers are skilled professionals that either have their teaching credential or are working on their teaching credential that teach subjects such as Music, Movement, Handwork and Math. All students are enrolled in and participate in all of the classes throughout the school year. Our Multi-tiered System of Support (MTSS) provides a broad spectrum of support including students with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The following is a summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study: To ensure that students have this foundation for healthy learning, Live Oak is committed to foster healthy relationships within the community of students, teachers, and parents. We do this through fostering an environment of warmth, growth, compassion, and respect, utilizing open, direct communication that embraces growth and human striving. This is reflected in our School's Core Values. Additionally, we use a MTSS to help monitor and provide appropriate interventions within the academic realm or with student comportment. This process includes Response to Intervention (RTI) and its tiered level of academic interventions as well as Restorative Justice approaches and Positive Behavior Interventions and supports with student behaviors and social emotional well being. Through faculty and Leadership team evaluation of CAASPP scores, Core phonics, Fountas and Pinnell assessments and STAR formative assessments, we make sure that all students, including SWDs, are accessing a broad course of study regardless of abilities and needs. We compare our results over a multi-year span to ensure overall progress of the whole student body, in addition to sub-groups.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

We have met this criteria for providing access to a broad course of study for all students including SWDs.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The following are the revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students: The Academic Coaching Team, comprised of four paraprofessionals, specializes in supporting students with early literacy and math development and is a second tier level of Response to Intervention. All elementary students and SWDs schoolwide have access to support from paraprofessionals. Their work with students include differentiating curriculum for students (with classroom teacher support) with differing learning styles in order to address multiple intelligences. At times, instructional remediation may not be sufficient, and in this case a student would be referred to the SST team for a more customized intervention plan drawn up by the RTI Coordinator, Classroom Teacher, and the parents with specific goals and interventions. The RTI Coordinator would meet with the classroom teacher to hear concerns and offer instructional support. Within the SST, specific concerns are noted with data and then goals and interventions are established in order to mitigate the ongoing concern. Also, the RTI Coordinator may recommend support to the classroom teacher, in the form of books, practical classroom suggestions, or discuss other areas of expertise to serve a student. A subsequent step may involve referring a student to testing by the Resource Team, and possibly an Individual Education Plan. Overall, we will continue providing access to a broad course of study for all our students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					