



Live Oak Charter School

2021-22 LCAP
Local Control Accountability Plan
and Annual Update

Approved: June 28, 2021 Board Meeting

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LCFF Budget Overview for Parents

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

CDS Code: 49708546119036

School Year: 2021-22

LEA contact information:

Justin Tomola

Executive Director

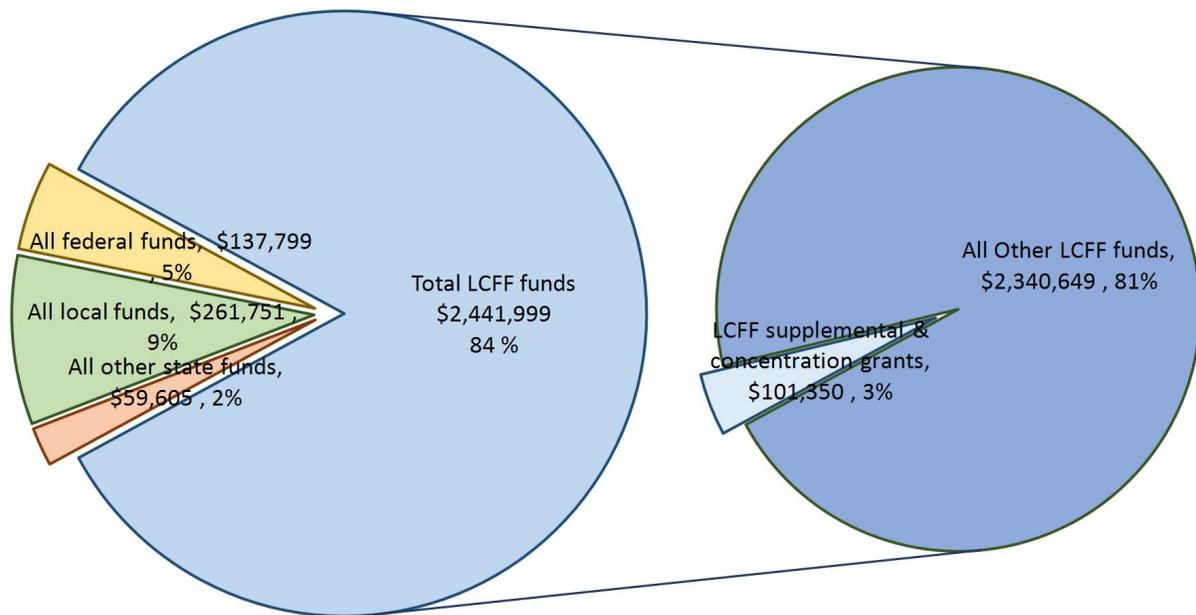
justin.tomola@liveoakcharter.org

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 2021-22 School Year

Projected Revenue by Fund Source



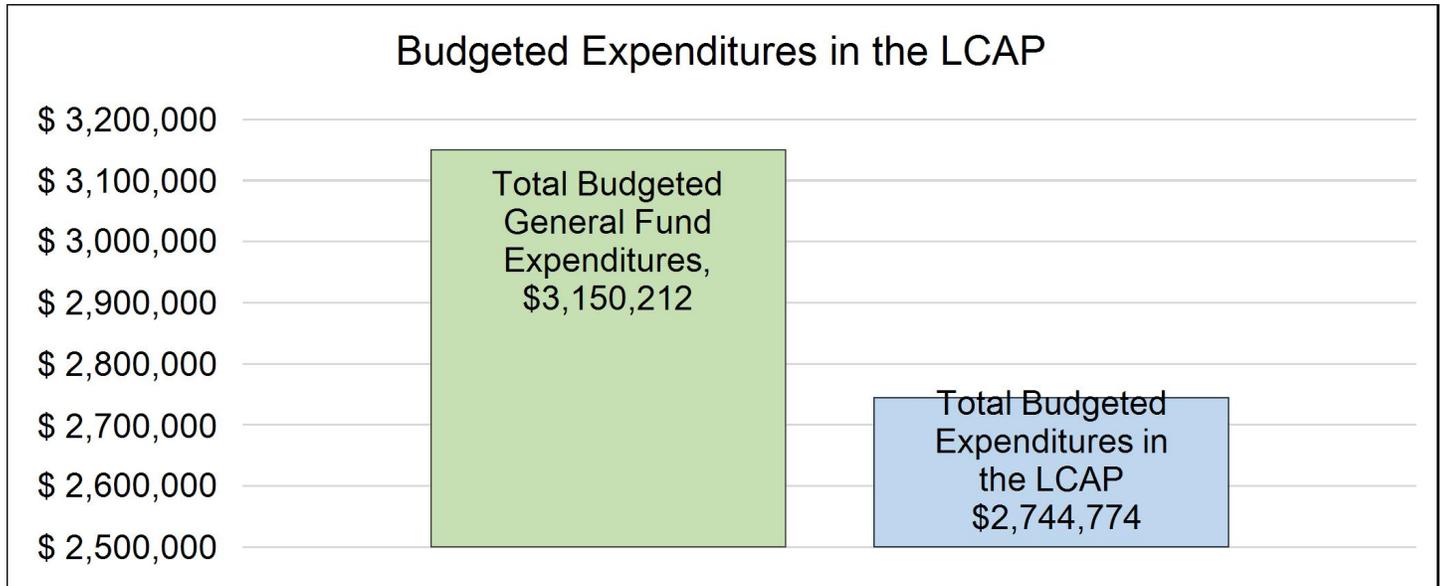
This chart shows the total general purpose revenue Live Oak Charter School expects to receive in the coming year from all sources.

The total revenue projected for Live Oak Charter School is \$2,901,154, of which \$2441999 is Local Control Funding Formula (LCFF), \$59605 is other state funds, \$261751 is local funds, and \$137799 is

federal funds. Of the \$2441999 in LCFF Funds, \$101350 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Live Oak Charter School plans to spend \$3150212 for the 2021-22 school year. Of that amount, \$2744774 is tied to actions/services in the LCAP and \$405,438 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

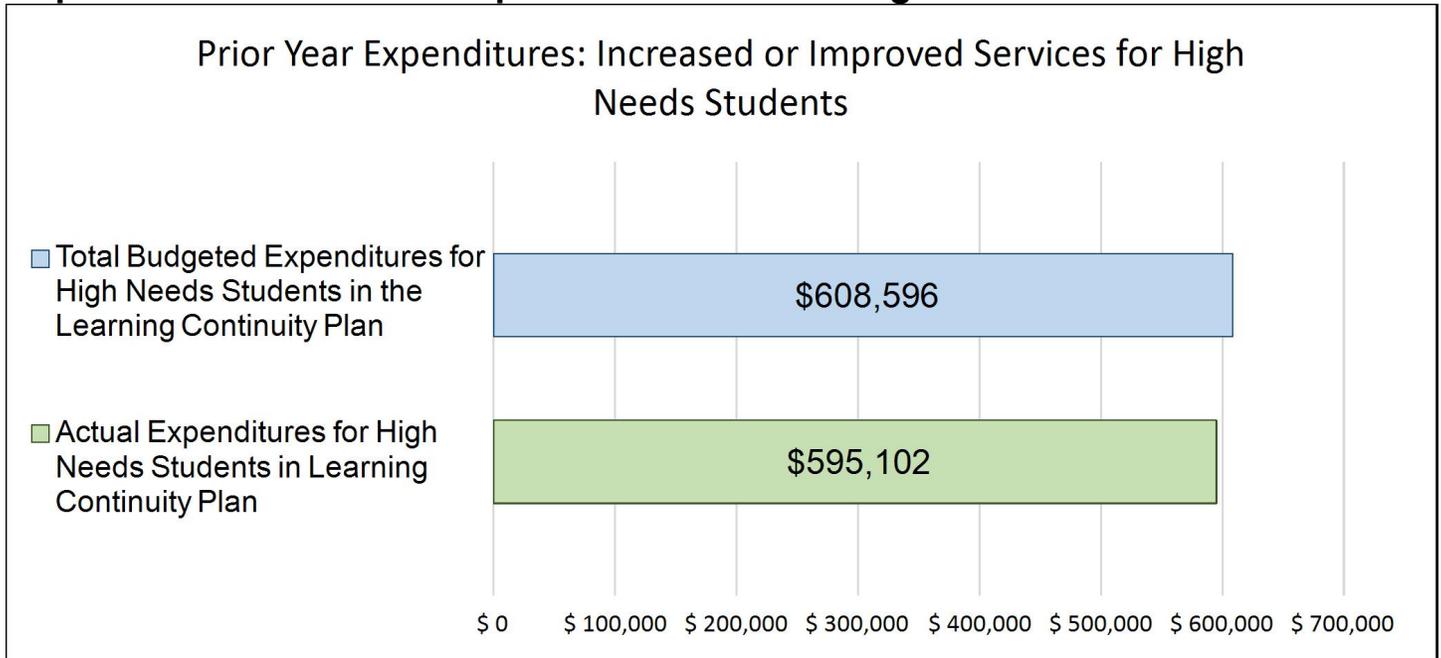
Other Materials and Supplies (obj 4340,50,90 -partial):\$44,800 ; Facilities Costs (obj 5500-5600): \$269,598; Insurance (obj 54xx): \$26,900; Other Operating Costs (obj 58xx-partial): \$45,752; Communications/Systems Costs (obj 5900): \$18,388

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

In 2021-22, Live Oak Charter School is projecting it will receive \$101350 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 \$276380 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Live Oak Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Live Oak Charter School's Learning Continuity Plan budgeted \$608,596 for planned actions to increase or improve services for high needs students. Live Oak Charter School actually spent \$595,102 for actions to increase or improve services for high needs students in 2020-21.

Total Special Education Expenses are estimated to be below the planned amount by \$26,500. Other COVID Expenditures are anticipated to exceed budgeted amounts.



2020-21 Local Control Accountability Plan Executive Summary

Mission Statement:

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 employs an interdisciplinary liberal arts program where art, music, and movement are integrated with core academic instruction.

2021 - 2022

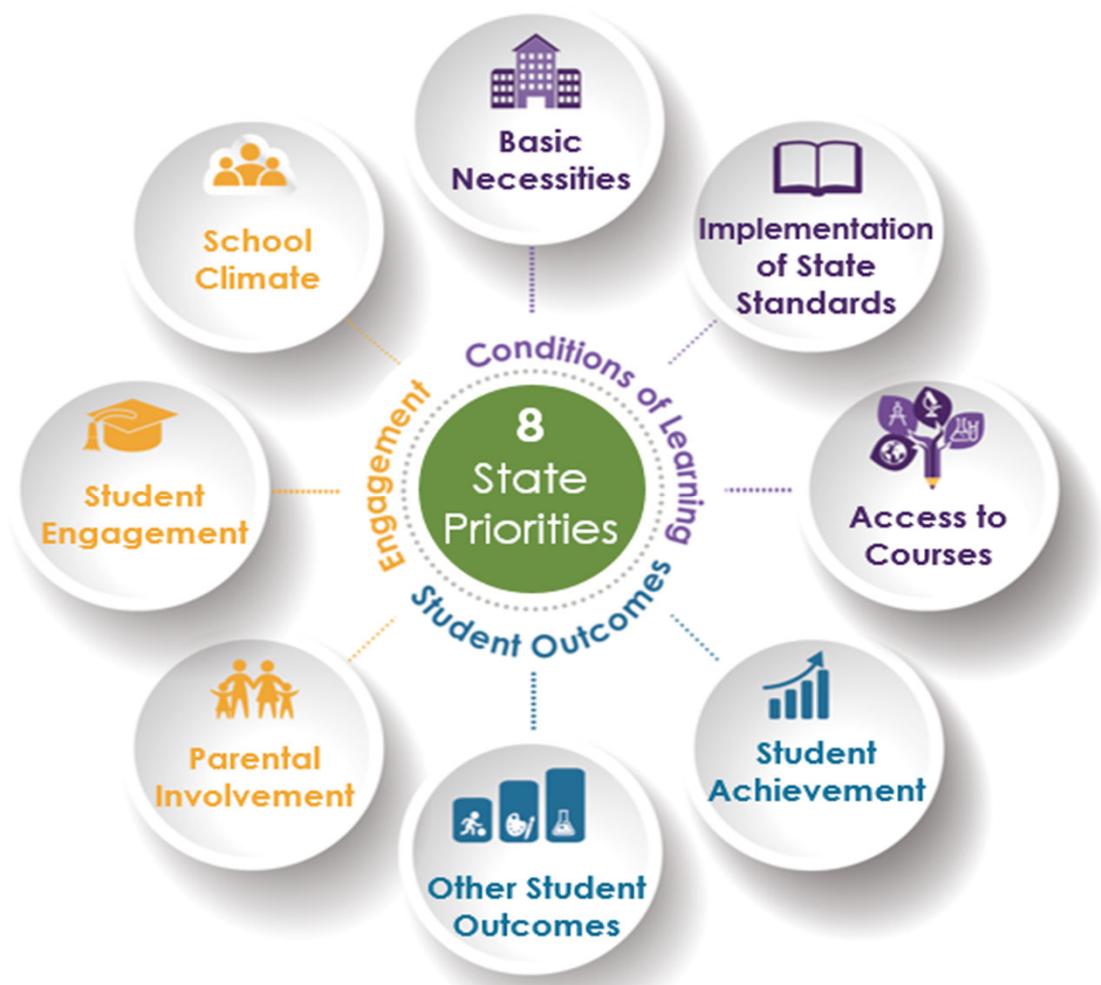
Live Oak Core Values

- Wisdom
- Strength
- Purpose
- Compassion
- Action

2021 - 2022

Live Oak Budget Priorities

- **Balanced budget. No intentional deficit spending.**
 - **2020-21 Carryover Surplus results in 2021-22 Deficit. Net Surplus across all 4 years.**
- **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.**



Goal One - Basic Services and Implementation of CCSS

Students have access to a Waldorf inspired curriculum with CCSS aligned materials and instruction from core teachers who hold the requisite CA teaching credential. School facilities are clean, safe, and in good repair.

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) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment. LO will continue to invest in computers and its instrument inventory.
4. General cleaning by custodial services and school community to maintain campus.

Goal Two - Parent Involvement

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. Parent volunteer opportunities for: field trips, school festivals, class plays, school fundraising, and other events.
2. Cultivate volunteer opportunities in the classroom per the class teacher.
3. Provide opportunities for school governance, working groups and other programs.
4. Continue with annual survey for feedback and input to the administration.
5. Admin continue to listen to parent ideas, concerns, and input.
6. Offer opportunities for parent education, community events, and activities.

Goal Three - Student Achievement, Outcomes and Course Access

- 3.1. Students meet academic target, per CA Dashboard, and have equal to or higher than local and/or State achievement in ELA/Literacy and Math in: CAASPP ELA and Math Dashboard data
- 3.2. Positive Student Character Development, social emotional proficiency, and Restorative Justice practices.
- 3.3. School culture that cultivates, engages and inspires participation.
- 3.4. Live Oak students, including all subgroups, will have access to and enroll in our broad educational program as outlined in the Charter School's approved charter.

Goal Three (continued)

Actions:

1. Provide instruction 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.
4. Teach practices social inclusion, development of positive attitudes and tolerance of differences.
5. Participate in a rich school culture including: service projects, festivals, field trips, theater and drama, and musical performances.

Goal Four - Student Engagement and School Climate

4.1 Set and strive for an attendance rate above 94% and a chronic absenteeism rate under 10% with no MS dropouts.

4.2 Provide a healthy and supportive school climate for academic, social, and emotional growth with a suspension rate lower than 3% and expulsion rate lower than 1%.

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 assess Suspension and Expulsion policies annually and will formally administer feedback surveys to students, staff, and families annually on school climate.

Goal Five - 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.

Goal Five - Local Goals (continued)

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 - Local Goals (continued)

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 - Local Goals (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.



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

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

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

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

Goal 1

All students will have access to foundational education services including quality in instruction, facilities equipment and materials

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CALPADS Reporting</p> <p>19-20 100% of teachers holding adequate credentials and appropriately assigned</p> <p>Baseline 100% of teachers holding adequate credentials and appropriately assigned</p>	<p>100% of teachers holding adequate credentials and appropriately assigned.</p>
<p>Metric/Indicator Budget & APY Records</p> <p>19-20 Purchase orders and Inventory Inspection demonstrates maintenance of effort to provide high quality and appropriate Instructional materials, supplies, and equipment that are aligned (as applicable) to Common Core and Waldorf Standards</p> <p>Baseline Purchase orders and Inventory Inspection demonstrates maintenance of effort to provide high quality and appropriate Instructional materials, supplies, and equipment that are aligned (as applicable) to Common Core and Waldorf Standards</p>	<p>Instructional materials purchased, most were aligned to Common Core and Waldorf aligned.</p>

Expected	Actual
<p>Metric/Indicator Inspection Log</p> <p>19-20 Updated and active maintenance and safety log including site inspection documents demonstrate regular review of facility standards</p> <p>Baseline Updated and active maintenance and safety log including site inspection documents demonstrate regular review of facility standards</p>	<p>New contract awarded to North Bay Cleaners with thorough cleaning schedule. RESIG walk through and inspections done three times a year (one is annual inspection).</p>
<p>Metric/Indicator Custodial Log</p> <p>19-20 Daily cleanliness spot checks by School Administrators and/or Staff noted in log demonstrate regular cleaning and closure of open work orders</p> <p>Baseline Daily cleanliness spot checks by School Administrators and/or Staff noted in log demonstrate regular cleaning and closure of open work orders</p>	<p>Inspections and walk-throughs conducted on a regular basis. School janitorial and maintenance contractors report issues on daily/ongoing basis.</p>
<p>Metric/Indicator Budget & APY Records</p> <p>19-20 Purchase orders demonstrate active efforts to maintain and improve facilities</p> <p>Baseline Purchase orders demonstrate active efforts to maintain and improve facilities</p>	<p>Continuous facility improvement includes HVAC, lighting, waste disposal, general maintenance.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Conduct credential review as part of teacher hiring process, regular credential audit of employed teachers, provides notification to staff when credentials are near expiration</p>	<p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528</p> <p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000</p> <p>Clerical and Office Salary (Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$155,408</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834</p>	<p>(Pro-rata) Cert Teachers 1000-1999: Certificated Personnel Salaries LCFF 779164</p> <p>(Pro-rata) Cert Admin 1000-1999: Certificated Personnel Salaries LCFF 110000</p> <p>Clerical and Office Salary (Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 166022</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168</p>
<p>Executive Director works with admin staff and teachers to ensure adequate budget and admin for (1) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment. LO will continue to invest in computers and its instrument inventory.</p>	<p>(Partial) 4000-4999: Books And Supplies LCFF \$104,908</p>	<p>(Partial) 4000-4999: Books And Supplies LCFF 85566</p>
<p>General cleaning by custodial services and school community will maintain campus cleanliness.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$12,000</p> <p>3000-3999: Employee Benefits LCFF \$2,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$18,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF 0</p> <p>3000-3999: Employee Benefits LCFF 0</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF 13253</p>
<p>Monthly and annual facility inspections will screen for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration as applicable.</p>	<p>(Partial) 1000-1999: Certificated Personnel Salaries LCFF \$110,000</p> <p>2000-2999: Classified Personnel Salaries LCFF \$12,000</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834</p>	<p>(Partial) 1000-1999: Certificated Personnel Salaries LCFF 110000</p> <p>2000-2999: Classified Personnel Salaries LCFF 0</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Conduct Maintenance and Improvement to school facilities including envelope repair, flooring upgrades and improved mechanical systems.	(Partial) 4000-4999: Books And Supplies LCFF \$8,500 (Partial) 5000-5999: Services And Other Operating Expenditures LCFF \$12,000	(Partial) 4000-4999: Books And Supplies LCFF 3958 (Partial) 5000-5999: Services And Other Operating Expenditures LCFF 31344

Goal Analysis

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

This goal was generally met as planned. The plan originally called for hiring a maintenance person, which did not occur; all maintenance was contracted leading to higher repair costs (obj 5600 ROP1) along with several unexpected repair/maintenance needs . Janitorial services were less than anticipated due to the school year being shut down early due to COVID.

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

Success: Core teachers held a valid CA Teaching Credential or were working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing. Students had access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum. Specialty and RTI teachers established Certificate of Clearance with clear path/plans on moving forward towards CTC State Certificate. Increased our inventory of Chromebooks in order to loan to students in Distance Learning and we hired a new custodial services company in order to maintain clean and in good repair facilities.

Goal 2

Improve Student Achievement in Reading, Writing, and Mathematics through UDL (2.1), Academic Coaching Teams (2.2) and Reduced Class Sizes (2.3) (Part of Live Oak MTSS)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP ELA Dashboard Data</p> <p>19-20 CAASPP ELA 2020 Dashboard: All Students Mean DFS 31 Above Standard Low Income Mean DFS 15 Below Standard</p> <p>Baseline CAASPP ELA 2019 Estimated Dashboard: All Students Mean DFS 31.4 Above Low Income Mean DFS 26.6 Below</p>	<p>Due to COVID we did have the chance to take the CAASPP in ELA.</p>
<p>Metric/Indicator CAASPP Math Dashboard Data</p> <p>19-20 CAASPP Math 2020 Dashboard: All Students Mean DFS 8 Above Standard Low Income Mean DFS 25 Below Standard</p>	<p>Due to COVID we did have the chance to take the CAASPP in Math.</p>

Expected	Actual
<p>Baseline CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard</p>	
<p>Metric/Indicator Reading Assessment Data</p> <p>19-20 Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2nd Grade: M 3rd Grade: P</p> <p>Baseline Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2nd Grade: M 3rd Grade: P</p>	<p>In person learning stopped in March due to COVID. At the time 50% of students had met the goal.</p>
<p>Metric/Indicator Writing Assessment Data</p> <p>19-20 Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score</p> <p>Baseline Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score</p>	<p>In person learning stopped in March due to COVID. At the time 50% of students had met the goal.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide training and support for Reading, Writing and Mathematics curriculum implementation focusing on:</p> <ul style="list-style-type: none"> • A phonics based reading approach • A workshop model for both reading and writing • An integrated mathematics approach using common core aligned materials in grades 1 through 8. 	<p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834</p> <p>(Pro-rata) 5000-5999: Services And Other Operating Expenditures LCFF \$15,000</p>	<p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168</p> <p>(Pro-rata) 5000-5999: Services And Other Operating Expenditures LCFF 16739</p>
<p>Provide Common Planning Time for staff for collaboration on curriculum development, assessments student monitoring, and exchange of best practices</p>	<p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528</p> <p>(Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$241,144</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834</p>	<p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164</p> <p>(Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 244768</p> <p>(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168</p>
<p>Provide and train a cadre of Instructional Assistants, coordinated by the Learning Support Coordinator and task the group to function as the Academic Coaching Team. The purpose of the team is to provide facilitation of small group in-class reading, writing, and/or math workshop sessions on a regular basis for elementary classrooms</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$29,415</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$8,798</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental 23578</p> <p>3000-3999: Employee Benefits LCFF Supplemental 5672</p>
<p>Provide common planning time for Academic Coaching Team Staff to meet with the Classroom Teacher and Instructional Assistant to coordinate lesson planning for ACT time each week.</p>	<p>(Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries \$781,528</p> <p>See 2.2a above 2000-2999: Classified Personnel Salaries LCFF Supplemental</p> <p>See 2.2a above 3000-3999: Employee Benefits LCFF Supplemental</p>	<p>(Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164</p> <p>See 2.2a above 2000-2999: Classified Personnel Salaries LCFF Supplemental</p> <p>See 2.2a above 3000-3999: Employee Benefits LCFF Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide additional 1.0FTE Math instructor and structure the master schedule to provide ½ sized cohort classes for ELA and Math for middle school grades	1000-1999: Certificated Personnel Salaries LCFF Supplemental \$75,370 3000-3999: Employee Benefits LCFF Supplemental \$28352	1000-1999: Certificated Personnel Salaries LCFF Supplemental 76570 3000-3999: Employee Benefits LCFF Supplemental 29161

Goal Analysis

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

This goal was met as planned.

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

Regular (every 2 weeks) meetings with learning support leads and classroom teachers were held. As well, for grades 1-5, Academic Coaching Team collaboration time for preparing readers workshop curriculum was continued with approximately 45 minutes weekly for planning time with support staff. Learning teams collaborated to create scaffolded and differentiated lessons, 5:1 student to teacher ratio in K-5 classes enabled lead teachers to conference with students weekly; Math instructor taught online in same cohorts. In most of the Waldorf curriculum, with the exception of some of the middle school math curriculum and some aspects of the special education curriculum, teachers do not use textbooks but rather teach from source materials using narrative, graphic, and artistic techniques. Students create their own lesson books and artistic renderings documenting their learning experience. Source and reference materials used by teachers are both Waldorf and common-core aligned. When worksheets or textbooks are used these are common-core aligned. Students have gained the appropriate proficiencies as expected.

Challenges: middle school teachers struggled to implement writing program without writing coach - decrease in differentiated curriculum; math curriculum required in-depth online training for teachers - new teacher accessing it. Diminishing budget meant we needed to furlough our ACT team employees as well as many of the in classroom learning support giving by Aides.

Goal 3

Improve Student Achievement for Underperforming Students through RTI Program (Part of Live Oak MTSS)

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP ELA Dashboard Data</p> <p>19-20 CAASPP ELA 2020 Dashboard: All Students Mean DFS 31 Above Standard Low Income Mean DFS 15 Below Standard</p> <p>Baseline CAASPP ELA 2019 Estimated Dashboard: All Students Mean DFS 31.4 Above Low Income Mean DFS 26.6 Below</p>	<p>CAASPP not administered in 2020</p>
<p>Metric/Indicator CAASPP Math Dashboard Data</p> <p>19-20 CAASPP Math 2020 Dashboard: All Students Mean DFS 8 Above Standard Low Income Mean DFS 25 Below Standard</p>	<p>CAASPP not administered in 2020.</p>

Expected	Actual
<p>Baseline CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard</p>	
<p>Metric/Indicator Reading Assessment Data</p> <p>19-20 Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2nd Grade: M 3rd Grade: P</p> <p>Baseline Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2nd Grade: M 3rd Grade: P</p>	<p>Reading Assessment Data not available due to COVID.</p>
<p>Metric/Indicator Writing Assessment Data</p> <p>19-20 Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score</p> <p>Baseline Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score</p>	<p>Writing assessment data not available due to COVID.</p>

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Learning Support Coordinator to: <ul style="list-style-type: none"> • Manage caseload of referred students for Tier 3 Waldorf and CC Aligned • Provide mentoring and leadership for UDL strategies in the classroom • Lead Academic Coaching Teams • Provide support for SST Meetings 	2000-2999: Classified Personnel Salaries LCFF Supplemental \$51,823 3000-3999: Employee Benefits LCFF Supplemental \$25,641	2000-2999: Classified Personnel Salaries LCFF Supplemental 52493 3000-3999: Employee Benefits LCFF Supplemental 22564

Goal Analysis

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

We met this goal as planned.

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

Success: MTSS and RTI processes through collaboration with staff improved; Student Study Team process reconfigured to include grade level assessment data of student performance to better inform levels of performance and monitor progress. Challenges: Scheduling during distance learning was challenging for families, students, and teachers. Many students being served were not able to sustain working online and did not receive the same level of service they would have had they been in school for in person instruction. The Fountas and Pinnell benchmark reading assessments, Core Phonics, and Rigby happened with less frequency due to the challenges of assessing students online instead of in person.

Goal 4

Improve Accessibility of School Programs and Services for Disadvantaged (Unduplicated) Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Enrollment Demographics</p> <p>19-20 2020 Enrollment Increase unduplicated count by 10% Target Unduplicated 19% of Enrollment</p> <p>Baseline 2019 Enrollment Unduplicated Students 16.5% of Enrollment (14.8% Low Income, 1.7% English Learner)</p>	<p>Unduplicated enrollment target met with 20% enrollment</p>
<p>Metric/Indicator Parent Survey</p> <p>19-20 2020 Parent Survey 95% of respondents were satisfied with the educational program 90% of respondents would recommend the program to other families 85% of respondents felt supported by their teacher</p>	<p>Parent Survey results: 94% were satisfied with the educational program 87% would recommend to other families 91% supported by their teacher 75% supported by Admin (20% NA)</p>

Expected	Actual
<p>90% of respondents felt supported by the Administration</p> <p>Baseline 2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration</p>	
<p>Metric/Indicator Participation in Food Service Program</p> <p>19-20 Number of Participants 100% of Low Income Students requesting food service having request fulfilled</p> <p>Baseline Number of Participants *N/A% of Low Income Students requesting food service having request fulfilled *(No food service offered)</p>	<p>Food Service program available to 100% of students.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Advertise the presence of Live Oak in the local community with emphasis on outreach to Low Income/non-English speaking communities</p> <ul style="list-style-type: none"> • Enrollment information during open enrollment period • Outreach and special events to invite students 	<p>Advertisement 5000-5999: Services And Other Operating Expenditures LCFF \$2000</p>	<p>Advertisement 5000-5999: Services And Other Operating Expenditures LCFF 362</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Spanish translation services for essential school documents, translation of other documents as necessary, and translation for conversations and meetings as requested.	2000-2999: Classified Personnel Salaries LCFF \$1,000 3000-3999: Employee Benefits LCFF \$200 4000-4999: Books And Supplies LCFF Supplemental \$500	2000-2999: Classified Personnel Salaries LCFF 0 3000-3999: Employee Benefits LCFF 0 4000-4999: Books And Supplies LCFF Supplemental 0
Provide staffing, equipment, supplies, and food for Food Service program less reimbursements from State and Federal food programs and from full payment customers	2000-2999: Classified Personnel Salaries LCFF Supplemental \$14,000 3000-3999: Employee Benefits LCFF Supplemental \$4,000 4000-4999: Books And Supplies LCFF Supplemental \$20,000	2000-2999: Classified Personnel Salaries LCFF Supplemental 13300 3000-3999: Employee Benefits LCFF Supplemental 3844 4000-4999: Books And Supplies LCFF Supplemental 9990
Provided ACT / Academic Support Team Resources to support students performing below grade level, with particular focus on providing services for unduplicated students (See Goals 2 and 3 for specific line items / costs)	See Actions for Goals 2 and 3	See Actions for Goals 2 and 3

Goal Analysis

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

COVID impacted the survey

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

Success: 100% of all Unduplicated/Disadvantaged students were given access to receive free USDA lunch five days a week. Survey was distributed to the community and results were reviewed by the BOD. Outreach included Latino communities by attending their faith based services. Translation services were provided for emails sent to all school from English to Spanish including relevant

information relating to COVID and Hybrid Learning. An increase of two Latino families applying. Challenges: Enrollment of minorities continues to be slow.

Goal 5

Provide social-emotional learning and support, restorative approaches to behavior and a school climate that nurtures the wellbeing and protects the learning potential of each Student (Part of Live Oak MTSS)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP ELA Dashboard Data</p> <p>19-20 CAASPP ELA 2020 Dashboard: All Students Mean DFS 31 Above Standard Low Income Mean DFS 15 Below Standard</p> <p>Baseline CAASPP ELA 2019 Estimated Dashboard: All Students Mean DFS 31.4 Above Low Income Mean DFS 26.6 Below</p>	<p>No CAASPP data in 2020.</p>
<p>Metric/Indicator CAASPP Math Dashboard Data</p> <p>19-20 CAASPP Math 2020 Dashboard: All Students Mean DFS 8 Above Standard</p>	<p>No CAASPP data in 2020.</p>

Expected	Actual
<p>Low Income Mean DFS 25 Below Standard</p> <p>Baseline CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard</p>	
<p>Metric/Indicator Student Attendance Data</p> <p>19-20 Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent</p> <p>Baseline Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent</p>	<p>During distance learning and hybrid we averaged 96% attendance rate.</p>
<p>Metric/Indicator Suspension Rate</p> <p>19-20 Suspension Rate for 2020 <1.5% Suspension rate</p> <p>Baseline Suspension Rate for 2019 1.8% Suspension rate</p>	<p>No suspensions in 2020/21</p>
<p>Metric/Indicator Student Survey</p>	<p>Due to COVID, no student survey was given in 2020</p>

Expected	Actual
<p>19-20 Student Survey >95% of Students report the school has a positive school climate</p> <p>Baseline Student Survey 90% of Students report the school has a positive school climate</p>	
<p>Metric/Indicator Parent Survey</p> <p>19-20 2020 Parent Survey 95% of respondents were satisfied with the educational program 90% of respondents would recommend the program to other families 85% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration</p> <p>Baseline 2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration</p>	<p>Parent Survey results: 94% were satisfied with the educational program 87% would recommend to other families 91% supported by their teacher 75% supported by Admin (20% NA)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Social Emotional Learning Instruction in grades k-8 using:</p> <ul style="list-style-type: none"> • 2nd Step in Grades K-5 • Restorative Class Circles in Grades K-8 	<p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528</p>	<p>(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF	(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF
Provide SEEDS Counseling for students	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental \$8,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental 16000
Provide Restorative Practices Staff Training and Facilitation for students and families [note a pro-rata portion of these costs are applicable/applied against LCFF Supplemental Funding]	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000 (Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$241,144 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 781528 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 11000 (Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 244768 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 661834
Provide Restorative Conversation and Resolution Conferences school wide for students, families and staff [note a pro-rata portion of these costs are applicable/applied against LCFF Supplemental Funding]	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000 (Partial, Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$241,144 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 110000 (Partial, Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 244768 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168
Provide adequate supervision of recess and transition times	(Partial, Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$241,144	(Partial, Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 244768

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834	(Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168

Goal Analysis

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

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

Success: Throughout the year, teachers build in Social Emotional Learning within classrooms with special consideration during COVID to include distance learners on a daily basis. In times of classroom conflict some teachers used the Restorative Resources model as a means to resolve conflict from needs based and healing approach as opposed to punitive measures. Also Class Circles were used, Second Step and some used Tool Box to promote a healthy classroom environment and to instruct social interactions. Also, Seeds of Awareness counselors were on campus to provide initial one on one counseling for students and also ongoing support.

Challenges: Due to budget constraints our overall service level of Seeds of Awareness counseling was less than we would have liked.

Goal 6

Improve parent connection to the school and engagement in class meeting, education and childhood development salons, and volunteerism

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Survey</p> <p>19-20 2020 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration</p> <p>Baseline 2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration</p>	<p>Parent Survey results: 94% were satisfied with the educational program 87% would recommend to other families 91% supported by their teacher 75% supported by Admin (20% NA)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide parent education nights and class parent meetings throughout the year including: <ul style="list-style-type: none"> Parent meetings 4 times (quarterly) annually for each class 	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834 2000-2999: Classified Personnel Salaries LCFF Supplemental \$2,000 4000-4999: Books And Supplies LCFF Supplemental \$500	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 110000 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168 2000-2999: Classified Personnel Salaries LCFF Supplemental 2759 4000-4999: Books And Supplies LCFF Supplemental 463
Provide Childcare to facilitate parent attendance at class meetings and parent educational events	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000 (Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$241,144 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834	(Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164 (Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 110000 (Partial, Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 244768 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168
Provide parent-teacher conferences, SSTs and other special meetings to address parent needs	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000	(Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164 (Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 110000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$155,408 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834	(Partial, Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 166022 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168
Provide Festivals and Special events that bring parents onto campus to interact with the community and view student work	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$781,528 (Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000 (Pro-rata) 2000-2999: Classified Personnel Salaries LCFF \$155,408 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834	(Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 779164 (Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 110000 (Partial, Pro-rata) 2000-2999: Classified Personnel Salaries LCFF 166022 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168
Maintenance and Development of digital school information portals for volunteer coordination, survey and communication	5000-5999: Services And Other Operating Expenditures LCFF \$3000	SchoolWise SIS + School Messenger 5000-5999: Services And Other Operating Expenditures LCFF 8725
Provide volunteer coordination for special tasks and projects	(Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF \$110,000 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF \$661,834	(Partial, Pro-rata) 1000-1999: Certificated Personnel Salaries LCFF 110000 (Partial, Pro-rata) 3000-3999: Employee Benefits LCFF 646168

Goal Analysis

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

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

Successes: We were able to follow through on all planned services in this section. In the Spring, due to COVID, there was a specific increase in volunteer coordinated special tasks and projects. To the best of our ability we continued including school wide special events and festivals. Highlights include: Collaboration and coordination of parent education via Town Halls, coordinating volunteer skills with school needs, and performing identified tasks in order to help facilitate transition from distance learning to hybrid programming, updating the Live Oak webpage, all-school emails, weekly parent meetings, and ongoing collaboration between the County Office of Education and department of Public Health.

Goal 7

Provide a broad course of study essential to Waldorf curriculum and a well-rounded education

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP ELA Dashboard Data</p> <p>19-20 CAASPP ELA 2020 Dashboard: All Students Mean DFS 31 Above Standard Low Income Mean DFS 15 Below Standard</p> <p>Baseline CAASPP ELA 2019 Estimated Dashboard: All Students Mean DFS 31.4 Above Low Income Mean DFS 26.6 Below</p>	<p>Due to COVID, no CAASPP data for 2020</p>
<p>Metric/Indicator CAASPP Math Dashboard Data</p> <p>19-20 CAASPP Math 2020 Dashboard:</p>	<p>Due to COVID, no CAASPP data for 2020</p>

Expected	Actual
<p>All Students Mean DFS 8 Above Standard Low Income Mean DFS 25 Below Standard</p> <p>Baseline CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard</p>	
<p>Metric/Indicator Student Attendance Data</p> <p>19-20 Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent</p> <p>Baseline Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent</p>	<p>Student attendance rate: 96%</p>
<p>Metric/Indicator Parent Survey</p> <p>19-20 2020 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration</p> <p>Baseline</p>	<p>Parent Survey results: 94% were satisfied with the educational program 87% would recommend to other families 91% supported by their teacher 75% supported by Admin (20% NA)</p>

Expected	Actual
2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration	
Metric/Indicator Student Survey 19-20 Student Survey >95% of Students report the school has a positive school climate Baseline Student Survey 90% of Students report the school has a positive school climate	Due to COVID, the student survey was not given in 2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide music and art instruction in core classrooms grades K-8	Advertisement 5000-5999: Services And Other Operating Expenditures LCFF \$1000	Included in Goal 2
Provide Specialized Waldorf articulated music, art and movement teachers and schedule coursework appropriate for each grade	2000-2999: Classified Personnel Salaries LCFF \$14,000 4000-4999: Books And Supplies Lottery \$4,000	Music, Handwork, Movement Salaries 2000-2999: Classified Personnel Salaries LCFF 132734 4310-xxxx 4000-4999: Books And Supplies Lottery 6408

Goal Analysis

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

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

Successes: We had to refocus how we were instructing due to 100% distance learning in the Spring. Through parent meetings, surveys, and feedback we knew that the Specialty classes of Music, Handwork, and Movement were important in maintaining the integrity of a viable Waldorf curriculum so the instruction continued and was taken online also.

Challenges: We are a classroom based charter school with minimal infusion of technology into our practices. Pivoting to a full distance learning program meant that the mode of instruction shifted from being in person to being online, which was a major shift not only in pedagogical practices but also philosophically based on our Waldorf principles.

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Apply/Provide Multi-Tiered System of Support resources a. Response-to-Intervention resources (Total for all LCP Categories/Actions: see Exh A: Line 1.a.) b. Social-Emotional Support resources – Student Support (Total for all LCP Categories/Actions: see Exh A: Line 1.b.)	132971	98422	Yes
2. Deploy/re-deploy existing school resources to (a) deliver RTI Services [50%] and (b) develop and implement all aspects of COVID-related operations, distance-learning, hybrid-instruction, and school start-up including: development and deployment of a distance-learning curriculum and technology platform; develop safety, hygiene, and health protocols; institute and train for contact-tracing; develop and administer new attendance and engagement tools and strategies, etc (Total for all LCP Categories/Actions: see Exh A line 1.c.)	\$ 123,527.	188023	No
3. Implement and adapt a complete Special Education Program to all operating environments: In-Person, Hybrid, and Distance-Learning. Note: amounts represent the full Special Education Budget and is the total for all LCP Categories/Actions: see Exh A: lines 1.e. and 3.f.	\$ 221,300.	194787	No
4. Provide PPE and other Public Health Supplies, Materials and Equipment employees and students (see Exh A: line 2.a. Note: contingency for additional potential costs is included in line 3.e.)	\$ 5,000.	5548	No
5. Provide RTI Program Supplies and Materials (see Exh A: line 2.e.)	\$ 817.	0	No
6. Provide Professional Development related to distance learning planning, mental health support, credential support, and continued growth and development of teachers and staff [see Exh A: Line 3.a.]	\$ 7,250.	4610	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Note: Gen Ed Training expenses qualify for LMFF Funding and may be applied should additional funding become available.			
7. Upgrade the school’s existing internet/network architecture to link to the K12HSN in order to provide teachers and staff the necessary resources to deploy and administer distance-learning resources and effectively leverage IT resources [see Exh A: line 2.b.]	\$ 9,000.	9825	No
<p>8. Provide for other operating costs and contracted services related to all operating environments: In-Person, Hybrid, and Distance-Learning including but not limited to: [see Exh A: Lines 3.d. and 3.e.]</p> <ul style="list-style-type: none"> a. Site Disinfection and Cleaning Services; b. Public Health Services including Contact Tracing services; c. Other Public Health related contracts and services ; d. Technology Support and Technical Services for students and teachers/staff; e. Information Technology and Software Development costs; f. Curriculum Platform Development and Rollout; g. Attendance and Engagement tracking costs and platforms; h. HVAC maintenance and filter replacement; i. Site/Classroom renovations or improvements to accommodate COVID operating environment;and j. Contingencies for other potential expenses. 	42690	15660	No

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

There were variances between specific categories of expense, but overall expenditures are on par with budgeted amounts. The school is anticipating that total special education expenditures will be below the budgeted amount. Note that items originally budgeted for Action 8 are included in Action 10. Action 8 is therefore under budget while Action 10 is over budget.

Analysis of In-Person Instructional Offerings

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

Live Oak Charter School's COVID Response Team met weekly throughout the pandemic. Our goal was to plan for Town Halls in response to parent questions and needs and ultimately to plan for a better distance learning program that was going to lead to bringing students back safely in the hybrid model and then to simultaneous teaching that including some full return to on-site instruction. We successfully brought each grade back onto campus in half-class cohorts and eventually full class offerings of TK-1 in late May.

Descriptions:

1. Success: MTSS continues to support all students with directed interventions and supports. Challenges: Ongoing professional psychological/emotional support via one on one or small group basis.
2. Success: Continuation of providing RTI supports for all students either one on one or in small group throughout COVID including via distance and hybrid learning. Challenges: Technology including appropriate hardware, software updates, user interface training and support, and WIFI signal and bandwidth.
3. Success: Full implementation and ongoing SPED supports for all students via our Authorizing District. Challenges: Adapting to students' needs via Zoom and Google Classrooms.
4. Success: Availability of PPE via acquisition via the State and County to school stakeholders. Challenges: Ensuring quantity for the duration of the year and hands on availability for teachers in the classroom to disperse as needed.
5. Success: Continuance of RTI referrals and implementation via RTI Specialist who offered small group and one on one support via Zoom. Challenges: Due to an increase off on-screen time, students and parents had diminished desire to attend due to the affects of spending too much time on screen.
6. Success: Provided professional development resources as well as social/emotional/psychological support for Faculty via County collaboration. Challenges: Added stress on teachers to meet AB 1505 credentialing requirements.
7. Success: Network upgrade successfully installed and operational. Challenges: Ongoing stability issues and inconsistent connectivity.
8. Success: A. New cleaning job to take on custodial, cleaning and disinfectant needs of the school. B. Implemented Contact tracing protocols school wide including training for staff. C. Implemented a Staff Help Desk for questions about technology. D. Purchase and acquisition of additional Chromebooks. E. Universal adoption of Google Classroom and/or Seesaw to organize and facilitate online student learning. F. Adoption of supports as needed for families including attendance oversight and interventions (phone calls, parent meetings, and attendance letters). G. Services rendered including a cleaning of all HVAC units. H. Purchase of high-quality Air Purifiers. Challenges: We recognize the absence of and need to have summative data from State aligned local benchmark assessments

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
9. Purchase/provide additional Chromebooks, other technology, tools, equipment, materials and supplies for distance learning. (see Exh A: lines 2.b. and 2.c.)	36000	41483	Yes
10. Provide technology support and other services (incl. WiFi hotspots) for teachers, students and parents.	\$ 6,500	21858	Yes
11. Apply/Provide Multi-Tiered System of Support resources (Salaries and Benefits)	See action 1.	See action 1.	No
12. Deploy/re-deploy existing school resources to develop and implement all aspects of COVID-related operations, distance-learning, hybrid-instruction, and school start-up	See action 2.	See action 2.	Yes
13. Implement and adapt a complete Special Education Program to all operating environments	See action 3.	See action 3.	Yes
14. Provide Professional Development related to distance learning planning, mental health support, credential support, and continued growth and development of teachers and staff	See action 5.	See action 5.	Yes
15. Provide for other operating costs and contracted services related to all operating environments: In-Person, Hybrid, and Distance-Learning	See action 8.	See action 8.	Yes

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

There were no substantive differences between the planned actions and our budgeted expenditures.

Analysis of the Distance Learning Program

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

Overall, students received continuous, daily synchronous and asynchronous instruction throughout the school year. Students that were not easily finding success were identified and supports were increased both via remote platforms and with offering support materials for pickup.

1. Continuity of Instruction Success: Evolution of distance learning practices included: Interactive school wide schedule accessible online for all students and parents in order to help organize the day and expectations. Challenges: The transition from conducting the school day in person to virtual platforms and learning.

2. Access to Devices and Connectivity. Success: Purchase three class sets of Chromebooks (96) and other tech tools, materials, equipment and supplies. Provided wifi HotSpots to any member of the community who needed them. Purchased and installed a new school wide Wifi service and devices to boost the signal and strength of the system.

3. Pupil participation and progress Success: Continued to provide MTSS including RTI in small groups and one on one support for students. Additionally, we provided Additional Support Time for students identified by the teacher in need of extra help. Overall student attendance averaged 97-98%. Teachers prepared first semester report cards in order to update and inform parents on progress. Challenges: Distance learning created more difficulty in learning for most students. The fact that learning took place outside of the classroom and in the home over the internet created a challenge in monitoring and collecting in the moment feedback for teachers.

4. Distance Learning Professional Development Success: Teachers were given the option to participate in local professional development via the County Office of Education including programming on culturally relevant topics as well as local PD at Luther Burbank Center. Any of the associated costs were covered by the school.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
16. Included in Actions 1-3, 5-7, 9-15	Incl in Actions 1-3, 5-6, 9-15	Incl in Actions 1-3, 5-6, 9-15	Yes

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

All actions 1-3 and 5-7 implemented. Faculty and Staff had access to PD at local venues, websites, and professional development delivered to the school via Zoom including opportunities with the County Office of Education. All actions 9-15 implemented.

Analysis of Pupil Learning Loss

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

Successes: Continued use of MTSS supports including Additional Support Time (AST) which gave struggling students daily access by providing them with specific RTI support by either providing them with a small group or a one on one setting from their teacher and/or paraprofessional. Upgraded the school's existing internet/network to provide distance learning and purchase of 96 Chromebooks to effectively leverage IT resources. Challenges: Students and teachers were challenged with structuring their lessons remotely. They experienced Zoom fatigue, lack of social interaction, difficulty checking in on a student in the moment, challenges with student engagement and parents interrupting the class.

Challenges: Ongoing needs that inhibited student learning. This included parental help and accommodations, the ups and downs of emotional health, adjusting to a new way of interacting with the teachers (via Zoom instead of in person), daily access to materials and supplies, and lack of routine and rhythm.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes: Created a safe environment and conditions for learning (being available, compassionate, empathetic, one on one time, small group time). Provided routines and structure to support Social Emotional Learning (SEL) including weekly rituals and routines that help students decompress and self-regulate. Provided SEL support to parents/guardians/caregiver by being supportive and available for family support of distance learning challenges.

Challenges: Balancing student academic workload with their social emotional state of mind. Many students were incapable of performing academically due to local stresses at home and/or lack of engagement.

Analysis of Pupil and Family Engagement and Outreach

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

Parent communications were sent to the community via our school wide email service as well as posted on the school website. We coordinated a parent pick up day where all families came at a designated time to gather any materials from the students' classrooms in order to best participate in distance learning including the service of loaning school hardware (Chromebooks) to any family that requested one and gave out information about how to acquire internet connection for free or at a heavily discounted rate. Analysis: This was a crucial step in ensuring school community members had access to instruction, especially for low income families who relied on this school service.

We knew that some parents and students would not want to participate in Zoom calls (for personal/value centric beliefs) but instead would prefer to have paper packets of work and we made those available for families who preferred that method. The packets were sent via email and/or were available for pick up at the school and we made it a priority to serve the needs of the families during this time. For example we provided a location for meal pick up for not only FRMP students but any student as well. Analysis: Materials and meal pick up became core fundamental practices in order for families to come to the school to pick up and return student work as well as have access to daily nutrition.

There were ongoing efforts to engage the students and parents during distance learning via Zoom calls and meetings and there was feedback and discussion about distance learning within the grade level classrooms via email with the help of the classroom teacher, classroom coordinator and the parents. Also we sent a survey to parents and held a town hall meeting on the state of the State and reopening planning for instruction in the fall as well as giving parents the chance to give feedback and input via a distance learning survey and discuss feedback/input from parents in a distance learning Town Hall. The major impact to students and families is the lack of face to face socialization for the students and the support that must be provided by parents, particularly in the lower grades.

Classroom aides were able to provide social and emotional opportunities for children that included a virtual recess, play time, one on one check-ins, small group academic support, and feedback to the classroom teacher. Analysis: As students began to return to

school for in-person instruction (about 75%) we were able to continue in person family connection as well. Socialization and the ability for face to face interaction was a welcome addition to feelings of isolation.

Live Oak Charter has continued to provide English Language learners and low-income students with targeted instruction and support services to ensure that these students are meeting and exceeding the State Standard. Our reading support/RTI team reached out to families with personal phone calls, text messages, emails, offering Zoom reading support one-on-one and in small groups, mailing home customized packets for students, mailing books of interest to the child, and helping develop a sense of rhythm and familiarity with learning by continuing with practices from the classroom. Analysis: These services were important to continue based on the need of the student. They provided continuity to learning as well as ensuring that families had what they needed in order to be successful in distance learning and/or hybrid learning.

The school implemented a Covid Response Team (CRT) comprised of faculty, administration, members of the school's Board of Directors, and members of the LOCS Foundation (a support organization) to lead the broader community through a process of reflection and planning for how to deliver on the promise of a holistic education during this community health crisis. The CRT worked with the broader school community to develop working groups to problem-solve in the areas described in the SCOE school re-opening guidelines while centering the need to reconnect our faculty and students with our Waldorf-inspired pedagogy and school culture. Analysis: This was a great way to provide opportunity for full stakeholder input during a pandemic because it gave multiple points of access such as: Town Hall meetings, planning and collaboration, website, newsletters, email Q and A, and access to volunteering opportunities.

Analysis of School Nutrition

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

Live Oak participates in the National School Lunch Program. This year the nationwide program allows every child under the age of 18 to have a Grab and Go lunch through the end of the school year, free of charge. The Grab and Go lunch is a bagged, cold lunch with a variety of tasty and healthy options. We provided a consistent offering to ALL families who would like to have this USDA approved lunch during the entire pandemic. Lunches are delivered to twice a week, on Monday and Thursday. On Mondays, lunches will be picked up for Monday - Wednesday; and on Thursdays lunches will be picked up for Thursday and Friday. At this time we are not offering a daily lunch pick-up. Also, lunches do need to be pre-ordered at least one day in advance and we will continue this service at least through the end of the school year, June 4, 2021.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	17. Deploy Social-Emotional Support program (see/included in Actions 1-3, 6, 11-14)	see/incl in Actions 1-3, 6, 11-14	see/incl in Actions 1-3, 6, 11-14	Yes
Pupil Engagement and Outreach	18. See / included in Actions 11-3, 6, 11-14	see/incl in Actions 1-3, 6, 11-14	see/incl in Actions 1-3, 6, 11-14	Yes
School Nutrition	19. Provide nutritionally-compliant, legally-mandated meals to students through all phases of school reopening. <ul style="list-style-type: none"> • Salaries and Benefits (see Exh A: line 1.d.) • Food Purchases (see Exh A: line 2.d.) 	23541	14886	No

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

As mentioned above school meals were provided free of charge through the end of 20-21. The school had originally budgeted \$8,000 for meal costs.

Overall Analysis

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

During the 2020-21 school year we asked the teachers to continue teaching via Distance Learning. As we transitioned to Hybrid learning from Distance Learning, we learned that implementing in-person and distance learning is not only very difficult but that model is not sustainable and student learning suffers. If we have to continue providing a distance learning program for students choosing to continue learning from home, we anticipate the need to hire a separate teacher so that the classroom teachers can focus on only teaching the in-person students.

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

We are using a State recommendation of a teacher looping cycle where students stay with their same teacher for two to three years. As noted on the Stronger Together Instructional Models CDE website, "Looping provides opportunities for improved relationships between students and teachers, more targeted and efficient instruction, and a higher attendance rate. For example, a teacher and student cohort would stay together for first and second grade, increasing the opportunity for literacy rates on or above grade level. Teachers and students staying together over multiple grade levels can build a better understanding of health and safety, decreasing risks to students and staff." This approach mitigates some of the learning loss as well as gives the teacher a head start at the beginning of each year due to their familiarity with students' strengths and weaknesses. Additionally we have early literacy assessments which include Rigby and Core Phonics as well as literacy benchmarking using Fountas and Pinnell and Lucy Caulkins for writing. In 2021-2022 we will be expanding to new benchmark assessments in ELA and math. We plan to have an integrated data collection and display system via Star Renaissance which will make the student progress data more accessible and easy to navigate for teachers and parents. We plan have a more regular benchmark assessments taking place during the year across grades 3-8. The Executive Director will work with the RTI Coordinator on developing a way to collect the data in order for teachers and staff to make more informed decisions with regards to their teaching. Also, we will be able to analyze the data during Student Study Team meetings in order to help determine areas of need and rate of student growth.

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

There were no substantive differences between the description of the actions and the actions to meet increased or improved services.

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

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

We were able to review the programming and take note of areas of need. Due to a variety of learning styles and rate of progress that varies from student to student we aim to continue providing a robust RTI program and have added a RTI Coordinator position. In addition to working with students in a small group or one on one setting, the RTI Coordinator will help establish a more robust benchmark assessment system. We want to enhance our current assessment system by adding regular benchmark assessments in ELA and Math for at least three times in the school (once a quarter) for grades 3-8. We will utilize Professional Development in order to provide training on how to best implement the assessments and interpret the data. The RTI Coordinator will help to establish a school-wide data collection system that will provide easy to read data that can be easily shared with teachers and parents for analysis. We expect that improvements in this area will bolster the RTI programming in order to identify students who need more support and the areas of content standards that need additional focus.

Additionally, as a response to student need and due to the COVID slide, we are adding an academic support structure to all grades to allow for Para-Professional staff, working under the direction of the classroom teacher, to push into the classrooms and assist with academic reinforcement. These four Para-professionals will be known as Academic Content Team and will mostly work in pairs with an emphasis in supporting lower grade (1-3) students in the content of literacy and math. We will continue to provide one Para-professional (classroom Aide) to our Special Education Teacher and they will provide push-in services as needed. Additionally, if a student is better served via the pullout model, then they will work accordingly with the parents, teacher and student to identify a time(s) that works best for them to be pulled out for SPED services/support in the RSP classroom.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

Pages 49-52 (2019-20 Expenditure Tables) intentionally excluded

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$542,555.00	\$516,875.00
Distance Learning Program	\$42,500.00	\$63,341.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$23,541.00	\$14,886.00
All Expenditures in Learning Continuity and Attendance Plan	\$608,596.00	\$595,102.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$409,584.00	\$418,453.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$23,541.00	\$14,886.00
All Expenditures in Learning Continuity and Attendance Plan	\$433,125.00	\$433,339.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$132,971.00	\$98,422.00
Distance Learning Program	\$42,500.00	\$63,341.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$175,471.00	\$161,763.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

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

Live Oak Charter School is a K-8 program serving 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. 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 Gness Concourse, Petaluma CA.

Live Oak Charter School is a community dedicated to using educational methods guided by the Core Principles of Public Waldorf Education. Our students are 20% socioeconomically disadvantaged, 2% are English Learners and 10% are Students with disabilities. Demographics

include 82% Caucasian, 9% 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.

Reflections: Successes

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

Based on the most recent California Dashboard released fall 2019, 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 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 points below standard. A group of students labeled Socioeconomically Disadvantaged, scored at 4.6 points above standard, which was an increase of 31.3 points over last year. A group of students labeled White, scored 34.4 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 points above standard, which was an increase of 9.5 points over last year. A group of students labeled Students with Disabilities (32 pupils), scored 58.5 points below standard, which was an increase of 16 points over last year.

Our overall Math score is labeled as Blue, the highest level. For All Students, the overall result was 7.6 points above standard. We experienced an overall increase in our score over last year by 15.4 points. The State of California score is 33.5 points below standard. A group of students (33 pupils) labeled Socioeconomically Disadvantaged, scored at 24.9 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 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 points above standard, which was an increase of 41.7 points over the previous year. A group of students labeled Students with Disabilities (32 pupils), scored 60.7 points below standard, which was an increase of 22.7 points over last year.

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 remaining sub groups of students; African America, 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.

Based on the most recent California Dashboard released fall 2019, the charter school is recognizes the following results:

Live Oak Charter will augment student learning and enhance learning opportunities related to our LCAP goal #2. The first area of need will go towards supporting ELA and early literacy by providing Aide support who will provides direct services to the socioeconomically disadvantaged sub group which scored lower on the most recent California Dashboard data (just 4.6 above standard or green area) This Aide will be for small group and

individual help in the area of early literacy intervention. Also, the literacy aide position supports students who have been identified as struggling with early literacy and English Language Arts concepts focusing on reading, decoding, phonics, and writing. These students will be identified by the teachers per our Fourntas and Pinnell Assessment data and Lucy Calkins writing rubrics.

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.

Also, math is an area of need as identified by our Dashboard indicator currently in the green for socioeconomically disadvantaged students and white students and Hispanic and low-income students. We plan to use Federal funds to support Classroom Academic Aide support in Math. The Academic Content Aide will provide direct service to students with priority to these two underperforming student groups.

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.

Lastly, we want to continue monitoring our overall Chronic Absenteeism rate is labeled as Yellow (third lowest level). For All Students, the overall result was “7.9% chronically absent. The State of California has 10.1% 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% chronically absent, which was an decrease of 3%. A group of students labeled White (258 pupils) were 8.1% chronically absent, which was maintained at 0%. A group of students labeled Two or More Races were 7.4% chronically absent, which was an decrease of 5.9%. A group of students labeled Hispanic (15 pupils) were 6.7% chronically absent, which was an increase of 2.3%. A group of students labeled Students with Disabilities were 2.4% 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.

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.

Goal 2: Parental Involvement:

2.1. 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.

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 will meet or beat the annual academic State averages for all reportable sub-groups.

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

3.7. Live Oak students, including all subgroups, will have access to and enroll in our broad educational program as outlined in the Charter School's approved charter

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.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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, committee 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, due to COVID and distance learning, we formed a new group of parents, BOD members and Ed Foundation members and I have weekly meetings to plan, review, and discuss questions, concerns and provide feedback and input on what's occurred during this year and provide input about what might be needed in the coming 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. 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. The results of the surveys were reviewed and considered in the creation of the goals and actions of the LCAP.

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 published in school newsletters as well as presented at a 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 in school newsletters and the school's online calendar on its website.

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 stakeholder groups.

Due to COVID we held extra opportunities for feedback gathering via Town Hall meetings. Parents have told us they are concerned about learning loss caused by extended remote learning. Parents have also shared the importance of student physical and emotional safety during this challenging time. Based on 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. Stakeholders were generally pleased with the efforts that the school has undertaken to implement a more comprehensive student and community support process and policies. 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 included: continuing to improve student support and services, teacher development

including support in the credentialing process, 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 stakeholder input.

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 due to COVID, much stakeholder input focused on the return to 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 healthy culture.

For goal Goal 2: Parental Involvement: Parent involvement is a cornerstone of our community and school operations. During COVID 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.

For Goal 3: Student achievement and Outcomes: BOD members and faculty provided feedback that formative assessment data is key to 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.

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 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	<p>General Notes: Some general notes on the 2020-21 LCAP:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>BASIC SERVICES:</p> <p>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.</p> <p>1.2. Students have access to Common Core State Standards-aligned instructional materials as applicable to the school's Waldorf-methods based curriculum</p> <p>1.3. School facilities are maintained clean, safe and in good repair</p>

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	100% of teachers holding adequate credentials and appropriately assigned.	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
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			
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			
Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned	Most instructional materials are Waldorf program aligned			
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			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Credentialing	Live Oak conducts credential review as part of teacher hiring process.		No
2	Teacher credential review/audits	Live Oak conducts regular audits of Charter School teacher credentials to ensure compliance.		No
3	Teacher credential monitoring	Live Oak informs credentialed staff when credentials are near expiration		No
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)	\$28,650.00	No
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, 5800 JANI)	\$29,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Parental Involvement: 2.1. 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.

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 sheets and turn-out for various events and classroom activities (e.g. Field Trips) show high level of involvement	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
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 and task forces			
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			

Actions

Action #	Title	Description	Total Funds	Contributing
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	\$33,500.00	No
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
3	Parent engagement	Live Oak provides opportunities for parent participation on the school board, planning teams, task forces, and other stakeholder programs		No
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
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.		No
6	Continued engagement and development	Live Oak offers opportunities for speakers from inside and outside of the school community and other parent education events and activities.		No
7	Goal 2: Overall	Costs for Goal 2 (Surveys, Parent Education, Executive Director time) are included in Total M&A Costs		

Goal Analysis [2021-22]

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

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

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

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Goals and Actions

Goal

Goal #	Description
3	<p>Pupil Achievement, Outcomes and Course Access</p> <p>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</p> <p>3.2. At least 90% of students in grades 3-8 will take quarterly benchmark assessments.</p> <p>3.3 Maintain a balance between academic achievement and Waldorf practices in English, social sciences, physical education, science, mathematics, and visual and performing arts.</p> <p>3.4. Waldorf and Common Core State Standards-based instruction</p> <p>3.5. Positive Student Character Development, social emotional proficiency, and Restorative Justice practices</p> <p>3.6. School culture that cultivates, engages and inspires participation</p>

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 show that Live Oak students score at an equal or higher proficiency rate than local and/or State CAASPP data.	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.2: Local benchmark data from STAR Renaissance	The data show the number of Live Oak students who take benchmark assessments on a quarterly basis.	The Star data shows that at least 90% of all 3-8 grade students took all three benchmark tests.			
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			
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			
3.5: Teacher observations and parent feedback.	Teacher observations and parent feedback.	Teacher observations and parent feedback.			
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.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.7: Course and grade level schedule will show how all academic content is available to all students.	Course and grade level schedule will show how all academic content is available to all students.	Course and grade level schedule will show how all academic content is available to all students.			

Actions

Action #	Title	Description	Total Funds	Contributing
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
2	Benchmark Assessments	Live Oak teachers in grades 3-8 will administer the STAR test quarterly. [Costs included in Staff Costs]		No
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
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
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
6	Access to CCSS	Live Oak provides equitable access to State academic content areas.		No
7	Goal 3: Overall	Costs for Goal 3 are included in Total Faculty and M&A Salaries and Benefits Costs		No

Goal Analysis [2021-22]

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

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

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

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

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

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Goals and Actions

Goal

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

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
			<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Actions

Action #	Title	Description	Total Funds	Contributing
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

Action #	Title	Description	Total Funds	Contributing
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
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	Survey of Stakeholders	Live Oak administers feedback surveys to students, staff, and families annually on school climate.		No
5	Goal 4: Overall	Costs for Goal 4 are included in Total Faculty, Staff, and M&A Salaries and Benefits Costs		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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.

An explanation of why the LEA has developed this goal.

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.

Local Priority #5.4: Provide mandated special education services and programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.1High enrollment	Enrollment: 284 students (P-2)	Maintain enrollment within class-size limits set by the school's board	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
5.1Waiting lists for most classes indicates strong demand	There are wait lists for every class.	Wait lists for most classes.			
5.1Stakeholder 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.			
5.2Board retention and recruitment	Board members are asked to commit to at least a 2-year term	Board members will strive to serve for at least 2 years.			
5.2Positive feedback from sponsoring district	LOCS has a positive working relationship with PCS.	LOCS will continue having a positive relationship with PCS.			
5.2Positive Annual Audit results	LOCS received positive audit results. No audit exceptions were noted and no corrective actions were required.	LOCS will continue to receive positive audit results, and respond effectively to any exceptions.			
5.3Metrics covered under Goal 3	Metrics covered under Goal 3	Metrics covered under Goal 3			
5.4Goals met or progress made on all IEP goals	LOCS has made progress on all IEP goals.	LOCS will continue to make progress on all IEP goals.			
5.4All IEP services delivered	All IEP services delivered	LOCS will continue to make progress on all IEP goals.			

Actions

Action #	Title	Description	Total Funds	Contributing
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]	\$1,120,610.00	No
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
3	Professional Development	Live Oak provides opportunities for professional development and training, including Waldorf academic and professional conferences. [Obj 5200]	\$8,500.00	No
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	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
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]	\$24,420.00	No
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

Action #	Title	Description	Total Funds	Contributing
8	Board of Directors development	5.2.3 Live Oak continues strong governance tradition and continue board development and recruitment.		No
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
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.	\$12,500.00	No
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]	\$103,786.00	Yes
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
13	Medical screening	5.3.3 Live Oak conducts Hearing and Vision screening tests as needed.		No
14	Special Education	5.4.1. Total Special Education budget for 2021/22 [Net/Excess Cost billed/provided by District personnel Obj 7141]	\$140,000.00	No
15	Title I, AB86, ESSER III - Student Services	Title I, ESSER III, and AB86-ELO Grant - Student Services Costs [Faculty Salaries and Benefits Cost; Rsc 3010, 3213-4, 7425-6]	\$172,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Expanded Learning Opportunity Grant			
16	Enhanced/Expanded Curriculum	Offer Enhanced / Expanded Curriculum including targeted Math curriculum, music, practical arts, and movement/games programming	\$344,065.00	
17	Management and Administration (M&A)	Provide professional and management services to oversee and administer school programs referenced in all other Goals	\$560,296.00	No
18	School Nutrition Program	Partner with our school district to offer a healthy meals program to school students [Sal&Ben + Mgmt Food 4710, 5800]	\$19,284.00	No
19	After Care Program / Other Program	Offer an After School Care program for school families/students [Mgmt CARE Sal&Ben; 4390 CARE, 5800 CARE]	\$143,569.00	No

Goal Analysis [2021-22]

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.33%	101,350

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

Required Descriptions

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

General: Multi-Tiered System of Supports

Students with identified learning disabilities often 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.

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 systematic 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 Discipline

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. We are implementing 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 21-22 school year, we plan to have the RTI Coordinator overseeing the RTI needs in grades 1-8 and work with our para-professionals as needed. RTI will include providing a 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 Positive 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 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).

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 = \$103,786. Exceeds increased apportionment amount. In addition the school will expend additional resources using State and Federal Grant amounts.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,333,735.00	\$168,445.00	\$130,000.00	\$112,594.00	\$2,744,774.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,453,654.00	\$291,120.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher Credentialing					
1	2	All	Teacher credential review/audits					
1	3	All	Teacher credential monitoring					
1	4	All	Classroom materials and equipment	\$15,332.00	\$13,318.00			\$28,650.00
1	5	All	Custodial service and Maintaining campus	\$29,500.00				\$29,500.00
2	1	All	Community building/volunteering	\$33,500.00				\$33,500.00
2	2	All	Community building/volunteering					
2	3	All	Parent engagement					
2	4	All	Stakeholder Surveys					
2	5	All	Communication					
2	6	All	Continued engagement and development					
2	7		Goal 2: Overall					
3	1	All	Accessible CCSS standards					
3	2	All	Benchmark Assessments					
3	3	All	Integration of Waldorf and CCSS					
3	4	All	Positive Student Culture					
3	5	All	Community Building					
3	6	All	Access to CCSS					
3	7	All Students with Disabilities	Goal 3: Overall					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	All	School culture and Attendance					
4	2	All	Attendance monitoring					
4	3	All	Teacher Collaboration					
4	4	All	Survey of Stakeholders					
4	5	All	Goal 4: Overall					
5	1	All	Core programming	\$1,025,483.00	\$95,127.00			\$1,120,610.00
5	2	All	Faculty and staff					
5	3	All	Professional Development	\$8,500.00				\$8,500.00
5	4	All	On site faculty development					
5	5	All	Extra duties					
5	6	All	Authorizer relationship	\$24,420.00				\$24,420.00
5	7	All	Outside organizations	\$3,500.00				\$3,500.00
5	8	All	Board of Directors development					
5	9	All	Fiscal responsibility					
5	10	All	Budget filings and audits	\$12,500.00				\$12,500.00
5	11	English Learners Foster Youth Low Income	Response to Intervention (RTI)	\$103,786.00				\$103,786.00
5	12	English Learners Foster Youth Low Income	Benchmark Assessments					
5	13	All	Medical screening					
5	14	Students with Disabilities	Special Education	\$140,000.00				\$140,000.00
5	15	English Learners Foster Youth Low Income	Title I, AB86, ESSER III - Student Services and Expanded Learning Opportunity Grant		\$60,000.00		\$112,594.00	\$172,594.00
5	16		Enhanced/Expanded Curriculum	\$344,065.00				\$344,065.00
5	17	All	Management and Administration (M&A)	\$560,296.00				\$560,296.00
5	18	All	School Nutrition Program	\$19,284.00				\$19,284.00
5	19	All	After Care Program / Other Program	\$13,569.00		\$130,000.00		\$143,569.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$103,786.00	\$276,380.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$103,786.00	\$276,380.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	11	Response to Intervention (RTI)	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$103,786.00	\$103,786.00
5	12	Benchmark Assessments	Schoolwide	English Learners Foster Youth Low Income	All Schools		
5	15	Title I, AB86, ESSER III - Student Services and Expanded Learning Opportunity Grant	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$172,594.00



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 a LEA to:

- Annually measure its progress in meeting the requirements of the specific 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 LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are 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 stakeholders 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 stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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



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	

Academic Standards	1	2	3	4	5
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		

Recently Adopted Academic Standards and/or Curriculum Frameworks

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		2			
Identifying the professional learning needs of individual teachers		2			
Providing support for teachers on the standards they have not yet mastered		2			

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.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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.			3		
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.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented 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 opportunities. 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.

Building Partnerships for Student Outcomes

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
1. 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		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
3. 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
4. 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		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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. We are developing more 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. We have decided to add another communication tool called Parent Square and that includes real time posts as well as two way communication.

Seeking Input for Decision Making

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
1. 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
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		

Seeking Input	1	2	3	4	5
3. 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		
4. 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		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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 parent conferences, Student Study Team 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.

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.

Students reported general satisfaction with their core academic instruction. Due to distance learning, the most accurate picture of information is based on the most recent year students were attending in-person 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 > 90%. Students noted increased awareness of bullying, but also of increased awareness in pathways to address social concerns. 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 was a significant departure for the school in its 18 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.

Due to distance learning there was no increase of reports of bullying. In past years we hosted Challenge Day and this may have skewed data by having an increase in reporting given the course content from the event. Nonetheless, the increase awareness in bullying should be noted as a strong indicator that bullying is occurring on campus and impacting the students. 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.

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 4 of its revised middle school model. Given the student feedback, it is being implemented with success. For the 2021-22 school year, we look to provide Professional Development for teachers and staff on Adverse Childhood Experiences. The reason is to help build awareness around trauma informed practices and to better understand and build empathy towards individual student situations. 1

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)
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)
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)
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)

1. 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. 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.

2. 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.

3. Identification of any barriers preventing access to a broad course of study for all students.

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

4. 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 specializes in early literacy and math development and is a second tier level of Response to Intervention. All classes include Paraprofessionals that work with students 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 Director, Classroom Teacher, RTI Support provider and the parents with specific goals and interventions. The RTI Support would meet with the classroom teacher to hear concerns and offer instructional support. They may recommend support, in the form of books, practical classroom suggestions, or referral to professionals who have particular 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.

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]				
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils,					

Coordinating Instruction	1	2	3	4	5
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.					
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.					

Coordinating Services	1	2	3	4	5
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.					

TOTAL SALARY AND BENEFITS EXPENDITURES BY PROGRAM 2021-22 [SUMMARY]

Staff	Total Salary & Benefits	Multi-tiered System of Support (MTSS)				Title I, ESSER, AB86	Enhanced / Expanded Curricular Programs						Food	Other	M&A
		Tier 1	Tier 2		Tier 3		Enhanced Academics		Enhanced Music/Prac Arts		Enhanced Other				
		Core Waldorf	Acad Supt (RTI)	Student Supt (Soc/Em)	Special Ed See Note -1)	Title I, ESSER, AB86	Math	Other	Music (Strings/Orch)	HW	Games/Mvmnt/Sports	Food Services	Other Prog (AC, Maint)	Mgmt & Admin	
Certificated Teachers	1,165,364	1,026,754	-	33,025	-	4,852	100,733	-	-	-	-	-	-	-	-
Cert Lrng Spt/RTI	93,740	-	14,061	-	-	79,679	-	-	-	-	-	-	-	-	-
Director/Prgm Ldr	165,067	49,520	2,641	3,916	-	-	-	-	-	-	-	-	-	-	108,990
Spec/Enrichment Instr	241,330	-	-	-	-	-	-	-	84,027	66,484	90,819	-	-	-	-
Total Aides / Stdnt Spt	176,734	44,336	44,335	-	-	88,063	-	-	-	-	-	-	-	-	-
Office / Admin / Other	451,306	-	-	-	-	-	-	-	-	-	-	-	-	-	451,306
Other	160,113	-	5,808	-	-	-	-	-	2,002	-	-	-	17,734	134,569	-
TOT SALARY & BENEFIT	2,453,654	1,120,610	66,845	36,941	-	172,594	100,733	-	86,029	66,484	90,819	17,734	134,569	560,296	
- % of Tot Sal & Ben		45.7%	2.7%	1.5%	n/a	7.0%	4.1%	0.0%	3.5%	2.7%	3.7%	0.7%	5.5%	22.8%	
SALARY & BENEFITS - SUMMARY	1,120,610	103,786	-	172,594	100,733	152,513	90,819	17,734	134,569	560,296					
		Tier 1	Tier 2	Tier 3	Spcl Prgm	Enhanced Academics	Enhanced Arts	Enh-Other	Food Svcs	Other	M&A				
		Total MTSS =			1,224,396	172,594	Total Enhanced / Expanded Curr Prog =			344,065					
				49.9%	7.0%			14.0%							

Note 1-): SpEd Services are contracted from authorizing district.
 Est. Gross SpEd Exp: 205,000

LCP, LCFF Supplemental, Relief Funds and Special Ed Expenditures

Budget Action	LLMF	LCFF-Supp	ESSER/ELO/Title I	Special Education	General Fund/Other	Total
1. 1xxx-3xxx: Salaries and Benefits (see "Salary and Benefits Expenditures by Program")						
a. Academic Support Resources (RTI) [incl Assessments, Measurement, Support]		64,183				64,183
b. Social-Emotional Support Resources		34,239				34,239
c. Lrng Continuity and Attend. Plan (LCP) Rscs (incl LLMF/DL/COVID/Hybrid)	79,777		108,246			188,023
d. Food / Nutrition Services Employee Costs			13,429		1,209	14,638
e. Note: Special Education Services are contracted from Authorizing District				(see 3.f.)		-
Total Salaries and Benefits	79,777	98,422	121,675	-	1,209	301,083
2. 4xxx: Curriculum, Supplies, Equipment						
a. COVID - PPE/Health Materials and Equip (incl disinfectants, signage, etc)	3,810		1,738			5,548
b. Student Chromebooks	24,552				5,000	29,552
c. Other Distance-Learning Equipment/Supplies/Materials	3,910		3,549		4,472	11,931
d. School Nutrition Program - Food Purchases (see note -a)			248			248
e. RTI Program Supplies/Materials						-
Total Curriculum, Supplies, Equipment	32,272	-	5,535	-	9,472	47,279
3 5xxx - 7xxx: Services, Contracts, and Other Operating Expenditures						
a. Teacher Training & Support			4,610			4,610
b. WiFi Bridge Project / Improve Campus Network Capability	4,825				5,000	9,825
c. Distance-Learning Services and Support (incl WiFi Hotspots, Tech Svcs, etc)	8,051		12,622		1,185	21,858
d. Site Disinfection and other COVID Cleaning/Public Health Services	2,756		12,904			15,660
e. Other LLMF/COVID/Distance-Learning Expenses (incl Public Health Costs, Tech Support, Mental Health Counseling Contingency etc.)	(included in 3.c)					-
f. Contracted SpEd/IEP Services - Total Costs (excl AB602 Credit: \$76.3K 19-20 baseline)				194,787		194,787
Total Services, Contracts, and Other Operating Expenditures	15,632	-	30,136	194,787	6,185	246,740
Total: LCP and LCFF Supplemental Expenditures	127,681	98,422	157,346	194,787	16,866	595,102

Notes:

- (a- Nutrition Costs covered by USDA Summer Program (extended through 20-21 School Year)
- (b- SpEd 'revenue' is an AB602 credit / reduction to net amount due to district

TOTAL SALARY AND BENEFITS EXPENDITURES BY PROGRAM 2020-21 [TY Est- Summary]

Staff	Total Salary & Benefits	Multi-tiered System of Support (MTSS)				DL/Hybrid/ COVID [LLMF]	ESSER, ELO, Title I	Enhanced / Expanded Curricular Programs						Food	Other	M&A
		Tier 1	Tier 2		Tier 3			Enhanced Academics		Enhanced Music/Prac Arts		Enhanced				
		Core Waldorf	Acad Supt (RTI)	Student Supt (Soc/Em)	Special Ed See Note -1)			Math	Other	Music (Strings/O rch)	HW	Games/ Mvmnt/ Sports	Food Services			
Certificated Teachers	1,080,871	942,093	-	30,763	-	-	21,348	86,667	-	-	-	-	-	-	-	-
Director/Prgm Ldr	146,548	43,964	-	3,476	-	-	-	-	-	-	-	-	-	-	-	99,108
Spec/Enrichment Instr	184,395	-	-	-	-	-	-	-	-	64,679	49,834	69,882	-	-	-	-
Total Aides / Stdnt Spt	231,187	3,655	64,183	-	-	76,451	86,898	-	-	-	-	-	-	-	-	-
Office / Admin / Other	396,467	-	-	-	-	-	-	-	-	-	-	-	-	-	-	396,467
Other/Reconciliation	9,182	-	-	-	-	3,326	13,429	-	-	-	-	-	-	-	-	(7,573)
TOT SALARY & BENEFITS	2,048,650	989,712	64,183	34,239	(see note)	79,777	121,675	86,667	-	64,679	49,834	69,882	-	-	-	488,002
- % of Tot Sal & Ben		48.3%	3.1%	1.7%	n/a	3.9%	5.9%	4.2%	0.0%	3.2%	2.4%	3.4%	0.0%	0.0%		23.8%
SALARY & BENEFITS - SUMMARY		989,712		98,422	(see note)	79,777	121,675		86,667		114,513	69,882	-	-		488,002
		Tier 1	Tier 2		Tier 3	DL/Hybrid	ESSER/ELO	Enhanced Academics		Enhanced Music/Prac Arts		Enhanced - Ot	Food Svcs	Other	M&A	
		Total MTSS =				1,088,134	79,777	121,675	Total Enhanced / Expanded Curr Prog =			271,062				
						53.1%	3.9%	5.9%				13.2%				

Note 1-): SpEd Services are contracted from authorizing district.
 Gross SpEd Exp: 194,787