LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville Union High School District

CDS Code: 04-61515-0000000

School Year: 2021-22

LEA contact information:

Dr. Corey Willenberg

Superintendent

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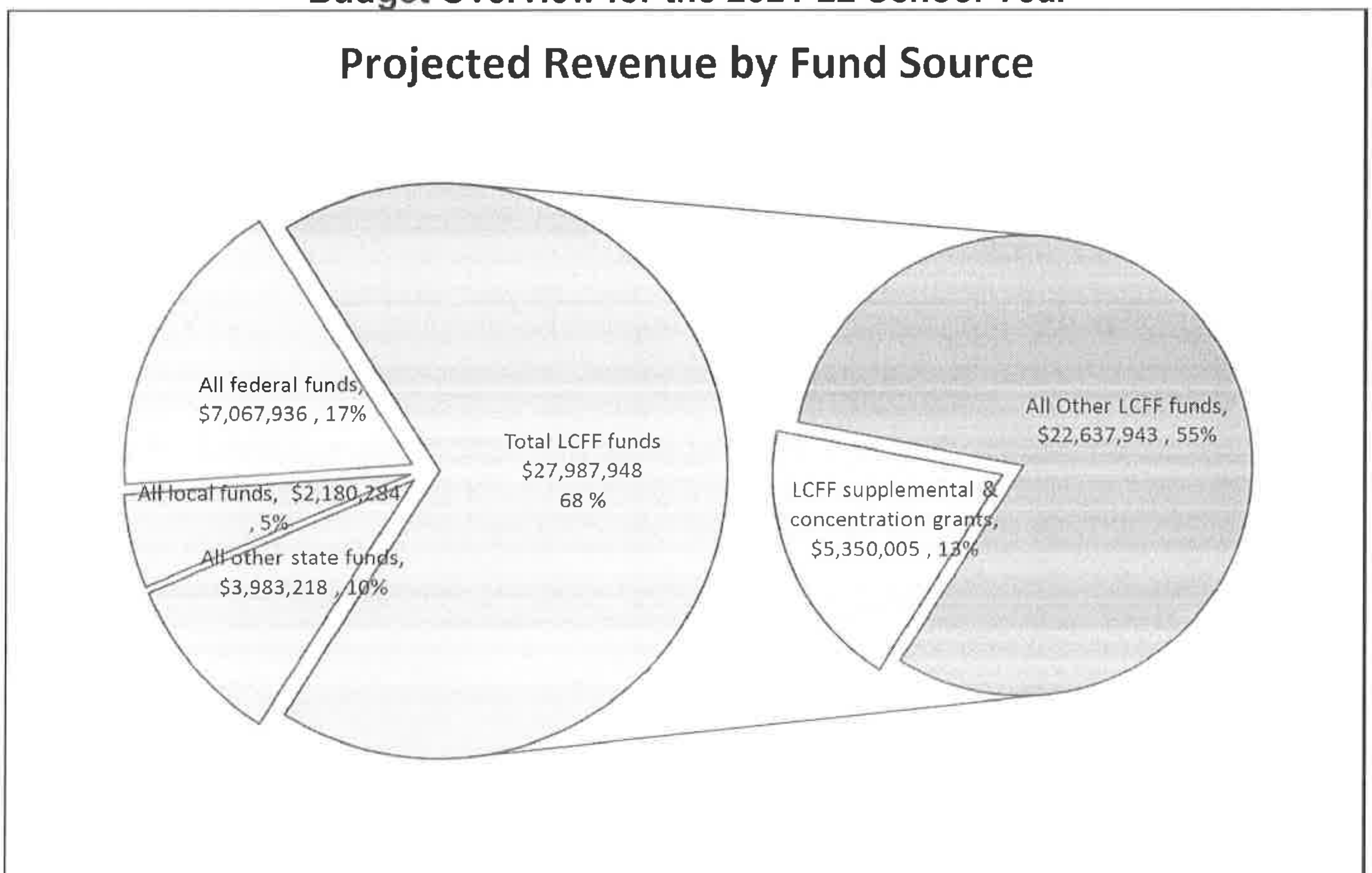
(530)-538-2300, ext. 1107

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

Budget Overview for the 2021-22 School Year



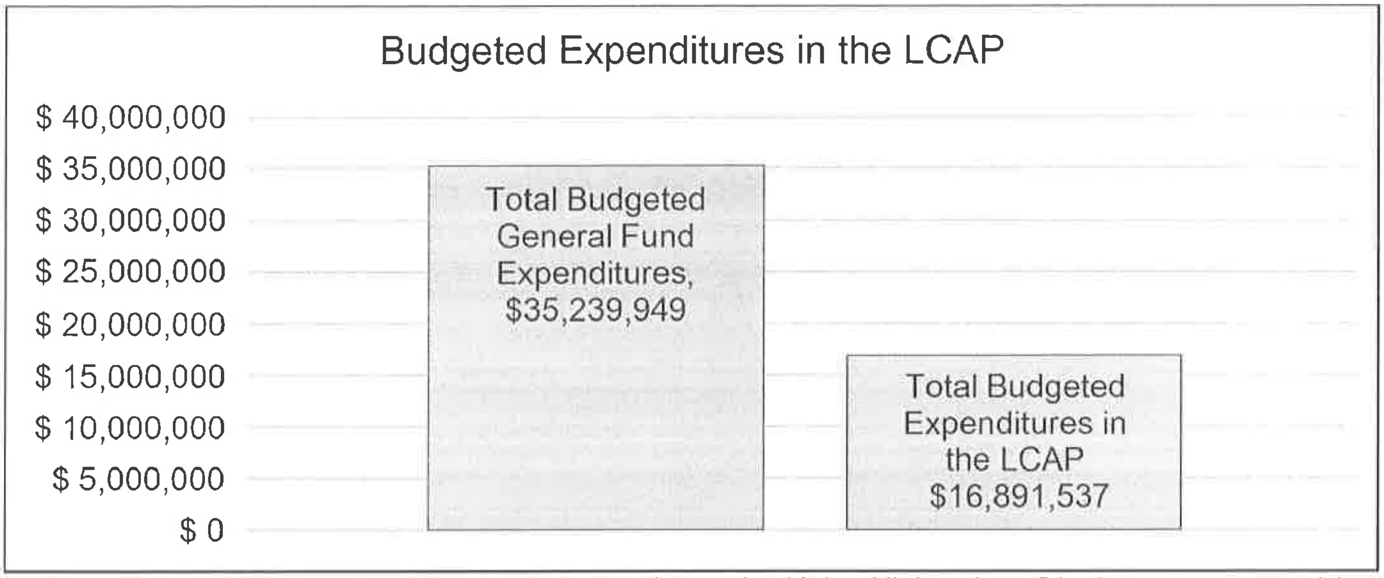
This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Oroville Union High School District is $41,219,386, of which $27,987,948 is Local Control Funding Formula (LCFF), $3,983,218 is other state funds, $2,180,284 is local funds, and

$7,067,936 is federal funds. Of the $27,987,948 in LCFF Funds, $5,350,005 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 Oroville Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oroville Union High School District plans to spend $35,239,949 for the 2021-22 school year. Of that amount, $16,891,537 is tied to actions/services in the LCAP and $18,348,412 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

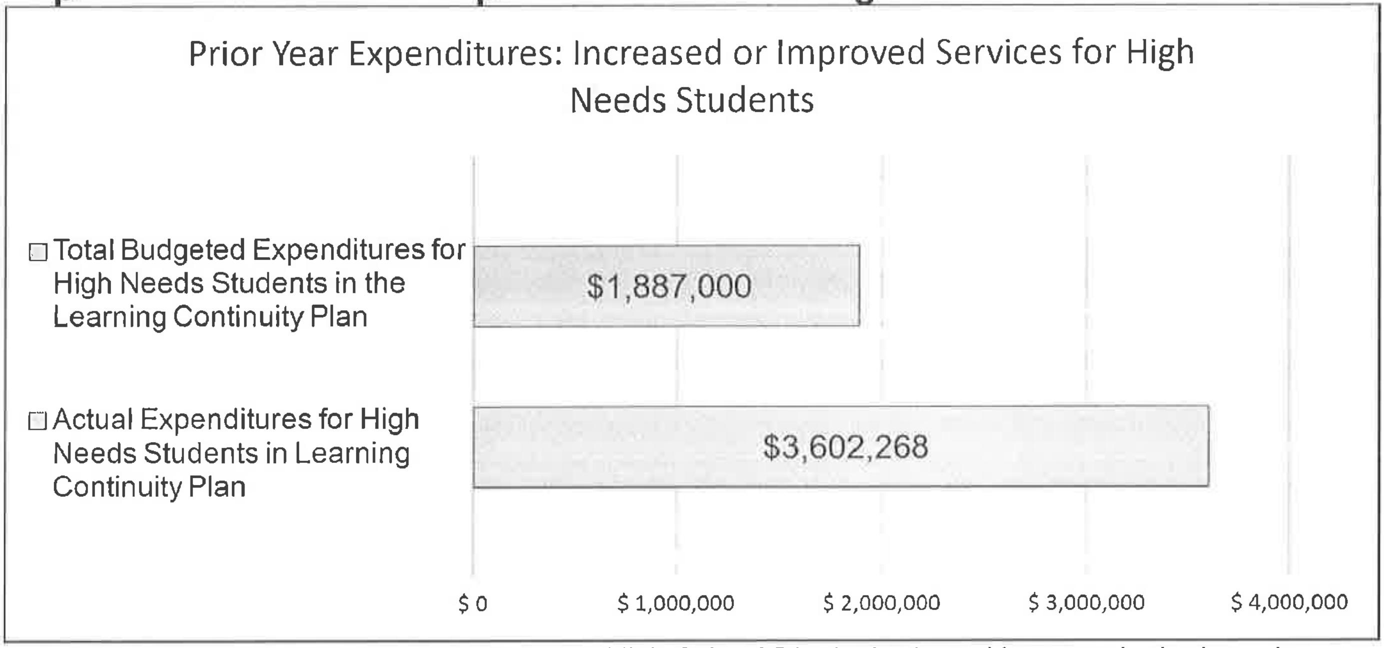
The LCAP does not depict the entire General Fund budget. The District has defined those programs and services required to provide a basic educational program as its core program. The core program expenditures that do not address the LCAP goals are not included in this document. Examples of core program expenditures include teacher salaries, benefits and instructional materials for classes required for graduation, instructional costs and transportation costs for students with disabilities, instructional costs for students attending the required minimum day for the continuation and community day schools, district and school administration costs, health benefits for retirees, utilities, insurance and debt service payments. The complete budget is available for viewing on the OUHSD website (www.ouhsd.org)

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

In 2021-22, Oroville Union High School District is projecting it will receive $5,350,005 based on the enrollment of foster youth, English learner, and low-income students. Oroville Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oroville Union High School District plans to spend $7,909,093 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 Oroville Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oroville Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Oroville Union High School District's Learning Continuity Plan budgeted $1,887,000 for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent $3,602,268 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Oroville Union High School District	Dr. Corey Willenberg Superintendent	cwillenb@ouhsd.net (530)-538-2300, ext. 1107

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

Quality Educational Experiences for All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
19-20 OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements. **Baseline** OUHSD will continue to have 100% of their schools in good repair as mandated by Williams Act requirements.	All schools are in good repair as measured by the Facilities Inspection Tool (FIT). OUHSD has focused on interior and exterior at all schools in the district.
19-20 100% of district teachers and staff are appropriately assigned and credentialed. **Baseline** 100% of district teachers and staff are appropriately assigned and credentialed	100% of OUHSD teachers and staff are appropriately assigned and credentialed
19-20 100% of classrooms will have sufficient instructional materials as mandated by Williams Act requirements. **Baseline** 100% of classrooms will have sufficient instructional materials as mandated by Williams Act requirements.	100% of OUHSD have sufficient instructional materials as mandated by Williams Act requirements.

Expected	Actual
19-20 All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school. **Baseline** All core academic classes will provide instruction with lessons that infuse the Common Core State Standards in order to increase student achievement, as measured by administrative walk-throughs. The District has been using a consultant to train administrators in recognizing Common Core instruction and has been going on walk-throughs with Principals and Assistant Principals at each school.	Core academic classes provided lessons that were infused with Common Core Standards. In March, 2020, OUHSD transitioned all instruction to distance learning, which also moved instruction to technology based.
19-20 All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule. **Baseline** All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.	All students will have access to courses with their general education peers, regardless of English language fluency, foster youth/homelessness status or disability, as demonstrated in the master schedule.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology replacement and repair	Salaries and benefits Lottery $292,582	Salaries and benefits, supplies, Lottery $289,874

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies, contracted services, licenses Base $200,687	Supplies, contracted services, licenses Base $190,987
	Supplies Title V $3,000	
	Supplies Title IV $7,897	Supplies Title IV $66,364
		Supplies, licenses (COVID-19) Federal Funds $40,534
		Supplies, licenses (COVID-19) Other $19,751
Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS, and training on co-teaching practices. This includes pull out time and four contracted days above the student school year for teachers to collaborate and participate in professional development opportunities.	Salaries and benefits, travel and conferences Title I $82,335	Salaries and benefits, supplies, travel and conferences Title I $49,196
	Salaries and benefits, travel and conference, contracted services, software licenses Title II $82,255	Salaries and benefits, supplies, travel and conferences, contracted services Title II $63,945
	Salaries and benefits Supplemental and Concentration $171,767	Salaries and benefits, travel Supplemental and Concentration $169,613
	Salaries and benefits Special Education $29,069	Salaries and benefits, contracted services Special Education $41,889
	Salaries and benefits, travel and conference Title V $34,062	Salaries and benefits, supplies, travel and conferences, contracted services Title V $35,524
	Travel and conferences (Low Performing Schools Block Grant) Other $5,000	
	Salaries and benefits (Career Technical Education Incentive Grant) Other $2,738	Salaries and benefits (Career Technical Education Incentive Grant) Other $2,621

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contribution to restricted programs One Time Reserves $1,783	Contribution to restricted programs One Time Reserves $2,456
Intervention for 5th Year seniors (SPED & Foster Youth only)	No Cost	No Cost
NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.	Software licenses Supplemental and Concentration $11,000	Software licenses Supplemental and Concentration $11,475
Maintain/expand library services, purchase books & Follett Software	Salaries and benefits, books,software licenses Supplemental and Concentration $134,162	Salaries and benefits, books, software licenses Supplemental and Concentration $135,912
	Salaries and benefits Title I $4,501	Salaries and benefits Title I $4,479
Supplemental Support Services- increase library hours by 60 hours per year. Provide tutoring in math and ELA after school at both OHS and LPHS.	Salaries and benefits Title I $24,501	Salaries and benefits Title I $4,502
Staff two 7 hr./day Supplemental Education Technician positions	Salaries and benefits Supplemental and Concentration $95,130	Salaries and benefits Supplemental and Concentration $47,636
Outreach for foster youth by School Social Worker(district-wide and a Behavioral Specialist (Community Day School) in collaboration with the BCOE School Ties program	Supplies Title I $2,000	Supplies Title I $783
Consultation periods 4 days per week	No Cost	No Cost
Math and English Intervention. Teachers on Assignment (TOSA's) will assist in implementation of MTSS	Salaries and benefits Title I $150,878	Salaries and benefits Title I $166,484
	Salaries and benefits Supplemental and Concentration $730,567	Salaries and benefits, licenses Supplemental and Concentration $784,580
Tutorial Support (push-in) for SPED students	Salaries and benefits Special Education $1,197,995	Salaries and benefits Special Education $1,183,861

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Differentiation of instruction for diverse learners Additional assistance for students is provided by classified para-educators in classroom and one-on-one settings.		
EL Coordinator - 20% (1 section)	Salaries and benefits Supplemental and Concentration $25,263	Salaries and benefits Supplemental and Concentration $27,916
Supplemental English Language Development Support Classes for EL students	Salaries and benefits Supplemental and Concentration $197,079	Salaries and benefits Supplemental and Concentration $218,542
Credit Recovery/Summer School through Oroville Adult Education, Prospect High and Community Day School	Salaries and benefits Title I $80,304	Salaries and Benefits Title I $63,088
	Salaries and benefits Supplemental and Concentration $58,879	Salaries and benefits Supplemental and Concentration $67,213
Extended instructional hours from 15/week to 30/week at PHS	Salaries and benefits, books and supplies, travel and contracted services Supplemental and Concentration $385,675	Salaries and benefits, books and supplies, travel and conference, custodial operations, contracted services, communications Supplemental and Concentration $451,131
A 6 hour per day bilingual para-educator at Las Plumas	Salaries and benefits Title I $44,176	Salaries and benefits Title I $48,575

Goal Analysis

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

The COVID-19 pandemic has dramatically impacted OUHSD's expenditures of budgeted funds. In March, 2020, our schools closed to onsite instruction and our district shifted to distance learning. In person meeting time has been severely limited because of safety precautions and due to the fact that many of our teachers have worked remotely during portions of the past year. These limitations have impacted expenditures related to classroom materials and supplies, extended library and tutoring hours, travel and conference, professional development, and the salaries and benefits that would otherwise have been associated with these budget items. The need for increased instructional hardware and software has necessitated a shift in training needs and delivery, which also impacted expenditures in the areas mentioned. Some staff members have taken extended leave, thus impacting salaries and benefits in some categories. Additionally, the receipt of emergency pandemic funding specifically earmarked for technology purchases impacted expenditures planned for said technology and technology-related training. While our district's overall expenditures on technology increased, those purchases were made from COVID-19 monies instead of from Lottery funds. OUHSD engaged in system-wide efforts to support our students, their families, and our staff. Although some budgetary categories appear to be underspent or unspent, the reality is that emergency funding sources were used extensively to provide additional instructional and social emotional supports to our school community, training to implement a new instruction process to staff, meals to any student who needed them, and other resources too numerous to mention.

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

The COVID-19 has presented numerous challenges to district students, teachers, staff, and families. For example, the sudden closure of our schools in March, 2020 meant a complete shift to a digital learning instructional format. The executive order from the governor requiring that students be held harmless for their grades also necessitated the development of new instructional materials and grading practices for students during the spring of 2020. All of these situations required extensive training for teachers and para educators. During that brief window of time, our district teachers learned to use Google Classroom, received training on Zoom, Google Meet, Peardeck, EdPuzzle, Kahoot, Quizlet, and other applications to improve engagement in a digital format. These training opportunities were developed and provided by our own teachers and administrators and have been well-received. In spite of the many challenges presented by the pandemic, OUHSD has seen many successes related to this goal. For example, teachers, students, and staff have become comfortable with Google Classroom and incorporated it into their instruction. Zoom and Google meet have become normal platforms for meetings and classes. Teachers and students have also skills in using a variety of subject-specific and other applications and programs to engage in digital learning. English, Spanish, Special Education, Math, Science, Social Studies, CTE, and Physical Education teachers have all received access to digital learning platforms that they have used in digital learning instruction and that they have continued to use since our return to hybrid and then daily onsite instruction. Although we were unable to provide in person tutoring and extended library hours for much of the 2019-2020 school year, we have created a schedule that allows students time to access assistance during teacher office hours. We have also utilized our paraeducators to provide supports to students with disabilities and English Learners, both in a digital format via Zoom and onsite. Students with disabilities have also continued to access Tutorial Support as part of their schedules (when applicable) during distance learning, hybrid, and onsite instruction. Our staff has developed and improved their technology skills since our closure in 2020.

Goal 2

Safe and Nurturing Environment for All Students

State and/or Local Priorities addressed by this goal:

State Priorities: 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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
19-20 Increase the School Climate Index as measured by the California Healthy Kids Survey to at least 350. **Baseline** In 2014, School Climate Index was 333. In 2016, School Climate Index was 283.	In 2018, the School Climate for OUHSD was 258.
19-20 Reduce suspension rates by 2% **Baseline** OUHSD had a suspension rate of 12.8% during the 2015-2016 school year.	The suspension rate during the 19-20 school year was 8.7% districtwide, a reduction of 4.1%.
19-20 Reduce expulsion rates by 1%. **Baseline** OUHSD had an expulsion rate of 2.9% during the 2015-2016 school year.	Expulsions during the 19-20 school year was .21% districtwide. A reduction by 2.69%.

Expected	Actual
19-20 Increase opportunities for students to be involved in a variety of extra-curricular or co-curricular activities. **Baseline** We added JV Soccer teams(boys and girls), and swimming in 2016-2017 school year.	The pandemic in March 2020, eliminated all spring sports and cut winter sport seasons short.
19-20 Increase attendance rates at the comprehensive high schools 1% and .50% at the continuation high school, based on 2017-2018 attendance percentages. **Baseline** The 2015-2016 Attendance Percentage Rates were 93.90% at Las Plumas, 94.70% at Oroville, and 82.30% at Prospect.	The 2019-2020 Attendance Percentage Rates were 94.47% at Las Plumas, 93.57% at Oroville, and 86.96% at Prospect.
19-20 Decrease Chronic Absenteeism rates 4% from the previous school year. **Baseline** The Chronic Absenteeism percentage for the district was 34% in 2015-2016 school year.	The Chronic Absenteeism rate in 2018-2019 for all students was 26%. OUHSD reduced Chronic Absenteeism by 8% for all students.
19-20 Decrease Dropout rates 1% from the previous school year. **Baseline** The Dropout rate for the District in 2015-2016 was 9.8%.	The dropout rate for the District in 2016-2017 was 1.6%. OUHSD reduced the dropout rate for all students by 8.2%,.
19-20 Increase graduation rates for the District by .5% based on the 2019 LCFF Dashboard. **Baseline** In Spring 2017 LCFF Dashboard, Graduation Rate for all students was 94.7% for the District.	The 2020 California School Dashboard Graduation Rate for all students was 89.5% for all students.
19-20	All students had access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.

Expected	Actual
All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule. **Baseline** All students will have access to all courses, regardless of special status or circumstance, as demonstrated in the master schedule.	
19-20 OUHSD will improve parent and family connectivity by providing opportunities for parents and families, including parents of unduplicated students, to participate in school activities by 1% as measured by sign in sheets at school events and meetings. District will post videos of meetings on the website for parents unable to attend meetings **Baseline** OUHSD to develop a system to gather baseline data for parent participation.	During the end of the 19-20 school year, OUHSD used Zoom or Google Meets to host meetings with parents and other stakeholders. During the 20-21 school year, OUHSD developed an OUHSD Community Newsletter and increased presence on social media to highlight events in the district.
19-20 The percent of students scoring proficient or above in ELA for EAP 11th grade CAASPP results will increase by 5% from previous year. **Baseline** In 2016, 41% of 11th grade students met or exceeded standards in ELA as measured by CAASPP.	During the 18-19 school year, 53.33% of 11th grade students met or exceeded standards in ELA on the CAASPP. OUHSD increased proficiency by 12.33%.
19-20 The percent of students scoring proficient or above in Math for EAP 11th grade CAASPP results will increase by 10% from previous year. **Baseline** In 2016, 13% of 11th grade students met or exceeded standards in math as measured by CAASPP.	During the 18-19 school year, 21.24% of 11th grade students met or exceeded standards in Math on the CAASPP.. OUHSD increased proficiency by 8.24%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Actively pursue family involvement (incl. web hosting, and auto-dialer)	Supplies Title I $7,676 Software licenses Supplemental and Concentration $9,000 Software licenses Base $6,323 Supplies (Low Performing Students Block Grant) Other $3,000	Salaries and benefits, supplies Title I $4,334 Software licenses Supplemental and Concentration $8,208 Supplies, software licenses Base $8,417
Healthy Kids Survey will be used to guide schools in improving school culture.	No Cost	No Cost
Have School Resource Officers address bullying, social media use and implications for using social media to harass students. Provide the Life Changers assemblies that are designed to help shift school culture, student engagement and decrease bullying on campus.	Contracted services (Low Performing Students Block Grant) Other $3,600	
Improve attendance with incentives, SAART, transportation, and Saturday School. Teachers on Assignment (TOSAs) will identify and communicate with students and their parents to help reduce barriers to attending school. Reduce chronic absenteeism from 8.9% to 6.9%.	Salaries and benefits, supplies, contracted services equipment Supplemental and Concentration $446,947	Salaries and benefits, supplies, contracted services, communications Supplemental and Concentration $335,196
Provide nutritious meals (breakfast and lunch)	Salaries and benefits, supplies, travel, other operating expenses Federal, State & Local Child Nutrition Funds $946,716 General Fund support to the food service program Supplemental and Concentration $156,144	Salaries and benefits, supplies, travel, other operating costs Federal, State & Local Child Nutrition Funds $912,656 General Fund support to the food service program Supplemental and Concentration $20,831 Transfer of direct costs (COVID-19) Other $98,498
Student support services (Psych, Social Worker, Nurse, Speech Therapist). We will have a Behavioral Specialist at Community Day School	Salaries and benefits, supplies, travel, dues Special Education $381,881	Salaries and benefits, supplies, contracted services, Special Education $422,243

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracted services Title I $44,000	Contracted services Title I $30,235
	Salaries and benefits, contracted services Supplemental and Concentration $151,042	Salaries and benefits, supplies, contracted services, licenses Supplemental and Concentration 198,262
		Transfers of direct costs (COVID-19) Other $55,451
Extra-curricular and Co-Curricular Activities (Athletic Director sections, coaching, equipment reconditioning/replacement, cost of travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles)	Salaries and benefits, supplies, travel, interprogram expenses, contracted services Supplemental and Concentration $744,143	Salaries and benefits, supplies travel, facilities rent, interprogram expenses, contracted services, equipment Supplemental and Concentration $744,108
	Supplies Base $4,000	Salaries and benefits, supplies Base $203
Student social media training	No Cost	No Cost
Student mediation/conflict resolution supports	No Cost	No Cost
School Resource Officer and Campus Supervisors. OUHSD contracted with both OPD and BCSO to provide SRO's and SRD's services at all district schools	Salaries and benefits, contracted services Supplemental and Concentration $784,697	Salaries and benefits, contracted services Supplemental and Concentration $777,338
	Salaries and benefits, supplies, contracted services Base $1,800	Salaries and benefits, supplies, repairs Base $3,089
		Transfer of direct costs (COVID-19) Other $24,959
In School Suspension Program	Salaries and benefits, supplies Supplemental and Concentration $125,222	Salaries and benefits Supplemental and Concentration $118,976
Staff, materials and tools to provide Safe and clean facilities	Salaries and benefits, supplies, repairs, contracted services Base $2,077,082	Salaries and benefits, supplies, repairs, contracted services, communications Base $1,948,755

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries and benefits, repairs Supplemental and Concentration $13,829	Salaries and benefits, repairs, contracted services Supplemental and Concentration $13,494 Supplies, transfers of direct costs (COVID-19) Other $21,924)
Upgrade or repair safety communication devices	Supplies Supplemental and Concentration $7,000	Supplies Supplemental and Concentration $6382
Participate in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.	No Cost	No Cost
Collaborate with Butte College to improve student achievement at the post-secondary level for OUHSD graduates. OUHSD and Butte College are working on offering dual enrollment courses to high school students.	No Cost	No Cost

Goal Analysis

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

In multiple instances, funds budgeted to address the measurable outcomes listed in Goal 2 were directly impacted by the pandemic. Because of our schools were closed for the majority of the past year, family engagement has been especially challenging. In some cases, OUHSD has expended COVID-19 funding to address involvement and engagement of students and parents. For example, Zoom and Google platforms were purchased or upgraded and benefited all students and teachers. These platforms allowed parents and students to continue to attend IEP and 504 meetings, and other kinds of gatherings necessary to maintain and improve services to our school communities. OUHSD has also worked to expand and improve our social media presence and to keep our families informed via those platforms and a new district newsletter. Since students have not been on campus for in-person instruction, actions related to the improvement of attendance and the involvement of school resources officers in anti-bullying education show less expenditures than originally budgeted. Nevertheless, OUHSD teachers and staff addressed some of these items effectively. At the end of the 2019 academic year, our teachers and staff developed an Advisory period to educate students about social emotional health, to deliver anti-bullying and suicide prevention lessons, and to stress the importance of safety and digital citizenship related to social media and other internet usage. This period was implemented at the beginning of the 2019-2020 and has continued to offer support to students and assistance with attendance and academics. OUHSD discontinued the use of Saturday School and In-School Suspension as a consequence for truancy and discipline issues, opting instead to adopt a more supportive approach predicated on restorative justice and building relationships with students. Mediation and Conflict resolution have been integral to this system wide mindset shift and has been led by site administrators, social workers, and counselors. OUHSD continued to engage with Chico State on the RISE program until the grant for the program expired. While our work with Butte College has been impacted because of the pandemic, our district looks forward to developing additional dual enrollment courses during the next school year and to working together to better prepare our students for the rigors of postsecondary education. Our School Climate Index scores are a concern that we are addressing by overhauling our discipline system and shifting to a restorative justice mindset and by implementing Positive Behavior and Interventions and Supports. In addition, we have provided training and coaching on Culturally and Linguistically Responsive Teaching and Learning and on implicit bias.

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

In spite of the many challenges presented by school closures, OUHSD has made a might effort to continue to offer quality services to our students and their families. We found ways to provide supports even during our shift away from traditional education. For example, our social workers have been heavily engaged in meeting the needs of our most vulnerable students and families, providing a wide variety of resources to students who are homeless or in foster care, and to staff, students, and families undergoing emotional distress or trauma. OUHSD was unable to hire candidates to fill the 1.6 full time equivalent school psychologist positions that we needed to fill in order to effectively serve our students with disabilities. We were also unable to fill our speech and language and school nurse positions. Instead, our district contracted for those services and successfully maintained consistent supports to provide for the needs of our students.

The OUHSD Food Service Department continued to provide meals for all students before, during, and after our school closures. They have shown remarkable flexibility and dedication in order to ensure that no student would experience food insecurity during the pandemic.

The OUHSD Transportation Department has also supported students during a time of uncertainty and constant change, sometimes assisting with cleaning and sanitation of our facilities, sometimes delivering meals to students. OUHSD administrators, teachers, TOSA's, social workers, counselors, and paraeducators have also worked tirelessly to support students in danger of disappearing during the pandemic. These team members have made hundreds of phone calls, offered office hour time, and conducted hundreds of home visits to check on struggling students or those with attendance challenges. The pandemic situation has required major shifts for our entire district, necessitating flexibility and creativity in every department and endeavor. We have called on staff to make numerous, large-scale changes and adjustments on short notice for the benefit of our students and families. Our OUHSD team has responded admirably to those challenges.

Goal 3

Prepare Students to be Critical Thinkers in the 21st Century

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
19-20 Increase the number of students taking Advanced Placement exams by 1% from previous year. **Baseline** In 2015-2016, 7.7% of district students in grades 10 through 12 took at least one A.P. Exam.	During the 18-19 school year, 11% of district students in grades 10 through 12 took at least one A.P. Exam. During the 19-20 school year, 8% of the district's students in grades 10-12 took at least one A.P. Exam.
19-20 Increase the number of students scoring a "3" or better on the Advanced Placement exams by 2% from previous year. **Baseline** During the 2014-2015 school year, 55.8% of students who took an A.P. test passed with a 3 or better.	During the 18-19 school year, 56% of students who took an A.P test scored a "3" or better. During the 19-20 school year, 68% of students who took an A.P test scored a "3" or better.
19-20 Increase number of students taking the SAT 1% from previous year and increase number of students scoring 1500 or better on SAT by 1% from previous year. **Baseline** In 2013-2014, 18.4% of OUHSD seniors took the SAT. 32.1% of seniors who took the SAT scored over 1500.	During the 18-19 school year, 70 students (13%) took the SAT. 51 seniors (72.86%) met the benchmark on the English/Reading/Writing test. 31 seniors (44.29%) met the benchmark on the math test.
19-20	During the 19-20 school year, 77 students (15.5%) of students fulfilled A-G requirements (21.3% at OHS and 14% at LPHS)

Expected	Actual
Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%). **Baseline** Increase number of students fulfilling A-G requirements by 2% (in 13/14, OHS-22.1% and LPHS-16.9%).	
19-20 Increase the number of students earning a high school diploma and completing a CTE pathway by 1% from previous year. **Baseline** Increase the number of students earning a high school diploma and completing a CTE pathway by 1% (in 14/15 OHS-76% and LPHS-95%)	During the 19-20 school year, 29 LPHS students and 16 OHS students completed a CTE pathway. During the 18-19 school year, 38 LPHS students and 18 OHS students completed a CTE pathway
19-20 Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year). **Baseline** Increase Students identified as English Learners will continue to reclassify as Fluent English Proficient at current rate (25% of total population per year).	OUHSD has 90 English Learners (3.9%) and 410 (17.6%) Fluent English Proficient
19-20 EL students will continue to meet or exceed California's growth target from previous year. **Baseline** EL students will continue to meet or exceed California's growth target. In 14/15, 60.7% of OUHSD EL students exceeded the growth target of 60.5%.	According to the 2019 California School Dashboard, OUHSD English Learners were .9 points above standard and increased 7.6 points from the prior year.
19-20 EL students will continue to meet or exceed California's growth target from previous year. 80% of EL students will score a 3 or 4 on the English Language Proficiency Assessments of California (ELPAC)	During the 18-19 school year, 67.8% of EL students will score a 3 or 4 on the English Language Proficiency Assessments of California (ELPAC)

Expected	Actual
Baseline EL students will continue to meet or exceed California's growth target. In 14/15, 60.7% of OUHSD EL students exceeded the growth target of 60.5%. 80% of EL students will score a 3 or 4 on the English Language Proficiency Assessments of California (ELPAC)	
19-20 Decrease the number of students requiring lower level math courses by 2%. Increase the number of students completing the Math 1 requirement by 2%. **Baseline** In 2014-2015, 10.8% of OUHSD students took math classes below grade level. In 2014-2015, 13.6% of OUHSD students took higher level math classes (Adv. Algebra to AP Calculus)	During the 19-20 school year, 11% of OUHSD students enrolled in higher level mathematics (Math III/Statistics/AP Calculus). OUHSD does not offer a high school math class lower than Math 1A for graduation credit.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide CTE Courses (incl. CTE courses for SPED students) that consist of career pathways with at least a 2 course sequence that prepare students for high skill and/or high wage careers.	Salaries and benefits, supplies Base $994,474	Salaries and benefits, supplies, travel and conference, copier leases, contracted services, equipment Base $1,109,337
	Salaries and benefits (Career Technical Education Incentive Grant) Other $186,682	Salaries and benefits, indirect costs (Career Tech Ed Incentive Grant) Other $186,659
	Salaries and benefits, supplies, travel Carl D. Perkins Career and Technical Education $85,395	Salaries and benefits, supplies, travel, conferences, repairs, contracted services, licenses, indirect costs Carl D. Perkins Career and Technical Education $85,747
	Salaries and benefits Special Education $66,975	Salaries and benefits Special Education $73,520

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracted Services Supplemental and Concentration $45,000	Supplies, travel Supplemental and Concentration $403
	Supplies, travel, repairs (Ag Incentive Grant) Other $22,317	Supplies, conferences, travel, contracted services, equipment (Ag Incentive Grant) Other $19,768
	Contributions to restricted programs One Time Reserves $82,000	Contributions to restricted programs One Time Reserves $112,885
Additional section allocation for band, art, drama and CTE sections for supplies and materials.	Supplies Supplemental and Concentration $44,200	Supplies, travel, conferences, repairs, licenses, equipment Supplemental and Concentration $100,590
Create/link industry certifications for CTE pathways	No Cost	No Cost
Revise courses to meet A-G Requirements	No Cost	No Cost
Offer AP courses and evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate	Salaries and benefits Base $375,690	Salaries and benefits Base $423,114
Evaluate and plan for increasing staff and student technology proficiency	Salaries and benefits, travel Title V $34,062	Salaries and benefits, supplies, travel and conferences Title V $32,845
Purchase CCSS curriculum for Science	Books Base $150,000	
Academic counseling (A-G with freshmen, 4-year planning, FAFSA, college awareness). OUHSD purchased Naviance software for college and career planning, ACT, SAT and AP test preparation.	Salaries and benefits Supplemental and Concentration $1,000,052	Salaries and benefits Supplemental and Concentration $883,543
	Salaries and benefits, supplies Base $4,751	Salaries and benefits, travel, communication Base $4,150
	Salaries and benefits Title I $35,453	Salaries and benefits Title I $30,987
		Transfers of direct costs (COVID-19) Other $222,704

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities	Transportation Supplemental and Concentration $2,000 Salaries and benefits, supplies, travel (Low Performing Students Block Grant) Other $73,113	Transportation Supplemental $1,302
Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.	No Cost	No Cost
College tours/activity coordination and organize a College Fair, pay for PSAT tests, reimburse SAT fees for students scoring a 3 or better.	Supplies, transportation, contracted services Title IV $19,000	Contracted services Title IV $15,691
Implement four year academic plans for all students beginning with the class of 2020.	No Cost	No Cost
Be more involved in economic development in the community and developing community and business partnerships.	No Cost	No Cost
College Connection Program - 30 students enrolled	Salaries and benefits, supplies, travel, other contracted services Supplemental and Concentration $149,113	Salaries and benefits, supplies, contracted services, communications Supplemental and Concentration $157,219
Review ELD reclassification process due to the suspension of CELDT. Celebrate students and family with a reclassification ceremony at the end of the school year.	No Cost	No Cost

Goal Analysis

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

Funding for the action items listed under Goal 3 were not spent in some cases because of changes necessitated by the COVID-19 pandemic. For example, the shift to digital instruction made the purchase of newly adopted science curriculum in hard-copy format unnecessary. Instead, OUHSD purchased digital licenses of the adopted texts with emergency COVID-19 funds earmarked to support digital and distance learning. Similarly, our district utilized the COVID-19 funds instead of funding sources listed in our LCAP to provide robust training in digital instruction practices to our teachers and staff. Because of safety consideration, OUHSD offered virtual visits for incoming 8th graders to our schools instead of transporting all 8th graders to their future high schools. Since universities and colleges cancelled student trips and tours to their campuses, OUHSD underspent on that action item as well.

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

As noted earlier, school closures and reduced instructional time related to the COVID-19 pandemic hindered our district's ability to meet targets outlined in our LCAP. For example, OUHSD fell short of the target in our measurable outcome to increase the percentage of students taking Advanced Placement examinations from 7.7% to 8.7%, as only 8.0% of students took these exams. The decrease in instructional time certainly impacted students' confidence levels about the tests. Similarly, the pandemic forced cancellations of SAT examinations, which meant that OUHSD does not have data for 2019-2020. While we have been slow to implement 4 year academic plans for every student, our counselors have made progress and are continuing to input those plans into our student information system, AERIES. Nevertheless, OUHSD made dramatic leaps in staff technology training and preparedness. OUHSD has supported our CTE program, ensuring that all pathways consist of a 2-course sequence at least. Our district has also supported band, art, drama, and CTE with funding for materials, supplies, and training. While our district has not specifically created webcasts to promote CTE, athletics, counseling services, and other elements listed, we have hired a social media consultant to improve community outreach and informational practices.

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
Personal Protective Equipment	$8,000	$24,262	No
Health Materials	$4,000	$3,568	No
Disinfecting Materials	$10,000	$6,914	No
Additional Hand Sanitizing Stations	$9,000	$20,358	No
			Yes
Plexiglass dividers			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.

OUHSD transitioned to distance learning for all students in March, 2020. OUHSD began the 20-21 school year in distance learning and transitioned to hybrid learning on November 16, 2020. Oroville Union High School District returned to daily in-person instruction on April 19, 2021. OUHSD had additional costs with PPE, additional hand sanitizing stations, and other safety materials needed to provide safe, clean environments during in-person instruction.

Analysis of In-Person Instructional Offerings

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

The fact that OUHSD schools were able to return to daily in-person instruction was a success in and of itself. When state and county guidance allowed, OUHSD brought students back for hybrid learning (synchronous work at school and asynchronous work in a digital learning format) on November 16, 2020. and full in-person instruction on April 19, 2021. The challenges were implementing CDPH guidelines in older classrooms, transporting students with lower capacities per CDPH guidelines, and making sure all stakeholders

adhere to CDPH guidelines. Additionally, the logistical elements of maintaining disinfecting and sanitization schedules in our classrooms made it difficult to return to full time, in-person instruction. While our district successfully navigated the return to onsite instruction without any school closures related to the spread of COVID-19, the amount of instructional time during the majority of the past 2 years has been severely impacted when compared to that of previous years.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops, webcams and projection devices for teachers and support staff	$251,000	$598,911	Yes
Development of Advisory social-emotional curriculum			Yes
Training for teachers and paraprofessionals	$125,000	$50,352	Yes
Collaboration for teachers to plan and develop lessons	$156,000	$14,709	Yes
Digital curriculum resources	$145,000	$199,081	Yes
Purchase of video conferencing, screen recording and digital classroom licenses	$22,000	$13,326	Yes
Chromebooks for all students	$169,000	$166,679	Yes
Expansion of traditional independent study program	$926,000	$1,105,895	Yes
400 T-Mobile Hotspots	$73,000	$54,286	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.

OUHSD had substantive differences between planned actions and budgeted expenditures for distance learning with purchasing laptops, webcams and projection devices in order to accommodate distancing learning. OUHSD also spent more funds on digital curriculum resources for distance learning. OUHSD expanded our traditional independent study program and created a separate distance learning program to accommodate students who could not participate in in-person instruction due to the health issues of family members or to concerns about COVID-19.

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.

When the entire district was in distance learning prior to November 16, 2020, distance learning was taught by fully credentialed teachers. When the district shifted to hybrid learning in November 16, 2020, we had 344 students requesting to remain on distance learning. We had current teachers apply for distance learning positions and we were still short four teachers. We advertised for teachers to fill the openings and could not find anyone. We contracted with Scoot Education to provide substitute teachers for distance learning. The Scoot teachers used Odysseyware, Acellus, DeltaMath, and other digital curriculum platforms to provide students with standards based instruction. OUHSD had teachers provide professional development opportunities to their colleagues and to paraeducators on using Google Classroom, Peardeck, Kami, Screencastify, Quizlet, Kahoot, and other instructional apps. OUHSD also used funds to purchase digital curriculum resources for English, Math, Science, Social Studies, CTE, Physical Education, and Visual and Performing Arts programs. OUHSD had plenty of Chromebooks to issue to students for distance learning. OUHSD provided approximately 400 hotspots to students, unfortunately there were still students that could not access the Internet. Those students went to a paper based independent study program. Distance learning was challenging due to the fact that teachers could not check for understanding on a daily basis in person. Some students did not attend daily live interaction sessions. OUHSD sent staff to conduct home visits on students that were not attending daily live interaction and/or not submitting assignments. OUHSD responded to the challenge some families faced with regard to poor internet connectivity by providing a mobile hotspot to all families who requested one.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Synchronous instructional supports offered by teachers and paraprofessionals	0		Yes
Asynchronous (afternoon) instructional supports provided by teachers and paraprofessionals	0		Yes
Teacher phone and Zoom check ins	0		Yes
Development and implementation of a tiered system of interventions for student engagement and participation issues	0		Yes
Benchmark assessments in English, Social Studies, Science, and Math with IO assessment where possible.	0		Yes
TOSA and school resource officer home visits for students at risk of losing contact with school staff.	0		Yes
OUHSD social worker and counselor contact with homeless and foster youth to support engagement and participation	0		Yes
ELPAC initial and summative assessment for English Learners	0		Yes
Measures of Academic Progress (MAP) Assessment in English and Math will be administered once during second semester	0		

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.

OUHSD already had supportive measures in place to assist students with attendance support, academic support, health and wellness support and social emotional support. We did not budget anything in this category, because we did not use additional funds to support pupil learning loss.

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.

OUHSD saw some successes in addressing Pupil Learning Loss in the 2020-21 school year. OUHSD was able to begin the 2020-21 school year with 1:1 Chromebooks, as well as hotspots for most students that experienced connectivity issues. OUHSD also made contact with every student to make sure they had the items they needed for school and checking in on their mental health. OUHSD has also provided a substantial amount of training to teachers and staff in spite of the logistical problems presented because of the pandemic. Teachers and staff received training specifically designed to improve and enhance digital instruction and the use of newly-purchased curriculum software. OUHSD provided such training because of concern about the need to mitigate learning loss. Those things helped mitigate pupil learning loss while in distance learning. One of the biggest challenges in pupil learning loss in distance learning is that some students refused to attend synchronous lessons or did not turn in assignments. OUHSD is planning to expand summer school opportunities to include meals, transportation and mental health support.

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.

Most school services in a normal year are delivered at the school site. The OUHSD social workers sought out students that needed support with mental health, and social-emotional well being. OUHSD also conducted home visits to check on absenteeism, as well as mental health an social emotional well being. OUHSD accessed mental health support through the Butte County Office of Education and community organizations.

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.

OUHSD used many approaches to pupil and family engagement and outreach during the 2020-2021 school year. OUHSD used administrators, Teachers on Special Assignment(TOSA), campus supervisors, Paraeducator and School Resource Officers to conduct home visits on students that did now show up to distance learning classes, did not show up to advisory and did not regularly attend in person instruction. The foodservice department supplied grab and go meals to students and collaborated with transportation to deliver meals at bus stops throughout the district while in distance learning. OUHSD schools logged over 1,200 phone calls to students and parents to check in on students. OUHSD also implemented an Advisory period during the 2020-2021 school year to track daily live interaction with students and also deliver Social Emotional Learning, leadership skills, goal setting, lessons on bullying, discrimination, suicide awareness, study skills, time management, as well as checking in with students. OUHSD used Zoom and Google Meet to hold staff meetings, administrative meetings, parent meetings, IEP's, SST's and 504 meetings. OUHSD implemented DocuSign to obtain necessary signatures from staff, students, and parents on IEP's, 504 plans, and other documents. OUHSD created a YouTube channel to broadcast Board meetings. OUHSD used many surveys to seek input from parents, students, staff and the community. OUHSD also created a bi-monthly community newsletter to inform all stakeholders on the activities in the district. OUHSD also increased social media presence to inform stakeholders on activities in the district, as well as highlight staff members, board members, and the OUHSD Hall of Fame. OUHSD also found ways to stream athletic events and to offer graduation ceremonies in a safe way. Challenges were the inability to host in person activities like site council meetings, advisory meetings, open houses and other activities that encouraged families and the community to visit school sites.

Analysis of School Nutrition

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

Successes:
Our team has rallied together and figured out ways to support each other even while working at difference locations. We've been able to adjust some of the staff's positions to fit the needs of our department. We're testing out new recipes among staff and students, and even making items we've never made before. We welcome and consider all feedback from staff and students. This is the way to get better and keep customers coming back. In October Las Plumas' kitchen was approached by the YMCA about providing meals to the

children attending their facility during the week. Since then we've had a great relationship with the YMCA and the staff have truly enjoy providing meals for the kids. A hot breakfast is picked up by the YMCA staff in the mornings around 8am and they return around 12noon for the hot lunch.

Oroville High's kitchen has provided meals to the Axiom and LiveSpot shortly after school started in the Fall. They continue to pick up meals on a daily basis. These are 2 more relationships we are proud and thankful to have.

In the late Fall/early Winter we purchased food carts to aid in keeping students spread out during meal services. Due to staffing we haven't been able to dedicate a staff member to our food cart, however this week at LP we debuted it at LPHS during Break and Lunch, its slowly gaining customers. Next week's plan is to debut the cart at OHS closer to the middle of campus since the Jazz Café and main campus kitchen are at the far ends of campus. During this time we're able to prepare fruits and vegetables in ways that are convenient for the students; for example instead of whole oranges or having to purchase costly individually wrapped vegetables the staff is able to slice oranges and chop celery into sticks for the students.

We've simplified our menus to stream line our services, we offer a hot and cold item for breakfast and lunch instead of multiple hot and cold items at each meal service. At all of our campuses we're able to serve anyone 18 years and under during our curbside meal pick up, not just our students. In November we set out to serve 5 day's worth of meals – that's 5 breakfasts and 5 lunches for each child. Since then we've served multiple day's worth of meals leading up to the winter break in December and other holiday weekends.

Challenges:

Simply stated; we're not serving the amount of students we are used to. Our orders are not always fulfilled from vendors. Vendors are regularly having issues with getting the product we order, even when we order well in advance. We're notified a day or two before we're expecting a delivery that certain items aren't available. They try to sub the item but it's not always a correct substitute.

We've had staff members resign, another who had to take time off due to child care needs, or had to quarantine because they were linked to someone who either tested positive for COVID 19 or came into contact with someone who may have been exposed.

Purchasing items for meals that we wouldn't normally purchase; for example grocery bags and other to-go containers and portion cups. These costs add up because we're purchasing these items more often than normal or just the fact we're purchasing them.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Developed and staffed a distance learning program as an alternative to those students not wanting to return to in-person or independent study instruction.		$1,236,958	Yes
Distance Learning Program (Access to Devices and Connectivity)	Expansion of WIFI access and modernization of local area network equipment.to increase internet access and the speed of the network.		$162,071	Yes

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.

OUHSD did not budget to begin the 2020-2021 school year in distance learning. We staffed for in person instruction at all school sites. We had to add additional teachers to meet the needs of instruction in independent study, distance learning and in person instruction. OUHSD did not budget to expand Internet connectivity and technology to the extent we did to support instruction.

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.

OUHSD learned many lessons with implementing distance learning at the end of the 2019-2020 school year and the beginning of the 2020-2021 school year. OUHSD did not have enough Chromebooks for every student to be issued their own Chromebook in March 2020. By September, 2020, every student was issued a Chromebook, unless they preferred their own device. Most of our teachers were not well versed in integrating technology into their classroom instruction. OUHSD used teacher leaders to deliver professional development to staff on using Google Classroom, Pear deck, Kami, and other software programs to assist teachers in delivering digital learning to students. With implementing a hybrid schedule and an in person schedule, the district learned many lessons regarding scheduling and setting up facilities to meet COVID guidelines. OUHSD also used many methods of delivering messages and updates to parents and students including social media, community newsletters, the website and the dialer. For the 2021-2024 LCAP, the lessons learned from this year have assisted us in adding staff to assist with mental health, adding funds targeted for technology repairs and replacement, and changing how we deliver credit recovery to 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.

OUHSD is assessing learning loss, and exploring options to mitigate it. OUHSD will offer and expanded summer school for all students. We will also collaborate with Boys and Girls Club of the North Valley to provide academic supports, health and wellness supports, mental health support and

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.

OUHSD did not budget for the number of students that chose to stay on distance learning when the district schools returned to hybrid learning. OUHSD had to upgrade WIFI and the network to support students and staff using devices to access curriculum and instruction. Those two things provided a substantive change in the amount budgeted and the actual expenditures.

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.

OUHSD used the lessons learned since March 19, 2020 to form the 2021-2022 through 2023-2024 LCAP. We have expanded the independent study/digital learning program from 120 students in years prior to the Pandemic to 420 students for the 2021-2022 school year. Our goal in prior LCAP's was to have 1 device for every student. We have achieved that, and now we have increased the money allocated for technology repair and replacement, as well as software licenses. The training provided to staff has allowed them to advance in their knowledge and use of technology to engage students in digital instruction. OUHSD will add an additional social worker for the 2021-2022 school year and add Targeted Case Managers/Family Liaisons to support students with mental health, and health and wellness supports. We will also focus on adding expanded academic supports during the summer for all students and explore ways to increase credit recovery opportunities for all students so they may graduate on time.

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.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	13,339,664.00	13,381,030.00
Base	3,814,807.00	3,688,052.00
Carl D. Perkins Career and Technical Education	85,395.00	85,747.00
Federal Funds	0.00	40,534.00
Federal, State & Local Child Nutrition Funds	946,716.00	912,656.00
Lottery	292,582.00	289,874.00
One Time Reserves	83,783.00	115,341.00
Other	296,450.00	630,411.00
Special Education	1,675,920.00	1,721,513.00
Supplemental	0.00	1,302.00
Supplemental and Concentration	5,487,911.00	5,278,568.00
Title I	475,824.00	402,663.00
Title II	82,255.00	63,945.00
Title IV	26,897.00	82,055.00
Title V	71,124.00	68,369.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	13,339,664.00	13,381,030.00
	13,339,664.00	13,381,030.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	13,339,664.00	13,381,030.00
	Base	3,814,807.00	3,688,052.00
	Carl D. Perkins Career and Technical Education	85,395.00	85,747.00
	Federal Funds	0.00	40,534.00
	Federal, State & Local Child Nutrition Funds	946,716.00	912,656.00
	Lottery	292,582.00	289,874.00
	One Time Reserves	83,783.00	115,341.00
	Other	296,450.00	630,411.00
	Special Education	1,675,920.00	1,721,513.00
	Supplemental	0.00	1,302.00
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	Title I	475,824.00	402,663.00
	Title II	82,255.00	63,945.00
	Title IV	26,897.00	82,055.00
	Title V	71,124.00	68,369.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,055,285.00	4,188,931.00
Goal 2	5,914,102.00	5,731,635.00
Goal 3	3,370,277.00	3,460,464.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$31,000.00	$55,102.00
Distance Learning Program	$1,867,000.00	$2,203,239.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		$1,399,029.00
All Expenditures in Learning Continuity and Attendance Plan	$1,898,000.00	$3,657,370.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$31,000.00	$55,102.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$31,000.00	$55,102.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$1,867,000.00	$2,203,239.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		$1,399,029.00
All Expenditures in Learning Continuity and Attendance Plan	$1,867,000.00	$3,602,268.00

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
Oroville Union High School District	Dr. Corey Willenberg Superintendent	cwillenb@ouhsd.net (530)-538-2300, ext. 1107

Plan Summary [2021-22]

General Information

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

We are the Oroville Union High School District and we are glad you are here!

Community and connection are central to who we are. Students, teachers and staff are all part of the OUHSD family. What makes us unique is our deep roots in the Oroville, CA community in Butte County, which is about seventy miles north of Sacramento, and is surrounded by natural beauty and countless opportunities for recreation in both rural and urban environments. With two comprehensive high schools, a continuation high school, a community day school, and an adult school, our district is a close-knit community where every student and employee knows and cares for each other in a safe, nurturing and supportive environment.

About Our Schools

Oroville High School was founded in 1892 and is the oldest high school in the district. The eighteen-acre campus serves 935 students. Las Plumas High School was established in 1960 as the second comprehensive high school. The sixty-four-acre campus serves approximately 1,300 students. Both comprehensive high schools offer a variety of academic, career and technical education, and visual and performing arts classes as well as extracurricular opportunities to prepare students for postsecondary education and careers after high school.

As a continuation high school, Prospect High School provides a positive and supportive learning environment giving its 115 students the opportunity to make up and earn credits to earn their high school diploma while gaining the knowledge, attitudes and skills necessary to make good choices and find success in their career, family and life.

The Oroville Community Day School provides a smaller environment to assist 15 students with modifying behavior, earning academic credits and completing all of the requirements necessary to transition to Prospect High School or transfer back to Las Plumas High School or Oroville High School to earn their high school diploma.

The Oroville Adult Education Career and Technical Center serves approximately 1,500 youth and adults with academic and vocational programs through its adult education program, and also houses our Adult Transition Center and the district's independent study and home hospital programs.

Through using upgraded technology, providing equitable educational opportunities for every student, and supporting academic and career technical educational options, we have a passion to ensure that each student will have a goal and be college and/or career-ready, so that they are prepared for the workplace and an economically competitive society.

Oroville is the seat of Butte County, which comprises the primary source of income for the city's population of 20,737 residents (55,000 in the greater Oroville area). Other significant sources of income are agriculture, light manufacturing, tourism, retail trade services, transportation, public utilities, construction, finance, government and public administration. The 2019 median household income in the city was $34,428. We have made great strides to provide students with quality educational opportunities, such as Career and Technical Education pathways in Agriculture, Automotive, Culinary Arts, Engineering, Graphic Design, and Manufacturing. We have been focusing professional development funds on improving instruction districtwide in the areas of mathematics, special education, and science as well as implementing Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). OUHSD currently has a student enrollment of 2,258 students. The ethnicity of our student population is 4% African American, 1% American Indian/Alaska Native, 13% Asian, 22% Hispanic, and 50% White.

Reflections: Successes

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

Due to COVID-19, our students transitioned to distance learning in March 2020. We began the 2020-2021 school year in distance learning. On November 16, 2020, OUHSD transitioned to a hybrid bell schedule. During this period, teachers participated in professional development activities that focused on using technology tools that would assist them in delivering instructional content via distance learning. We also increased the number of Chromebooks in the district which allowed each student to have one. We also distributed over 400 hotspots to students to assist them in connecting to the Internet. In 20-21, we began the implementation of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) at all of our schools. We have been working hard as a district to improve our California School Dashboard indicators and local data since 2016-2017. Our graduation rate for the 19/20 school year was 87.2% districtwide (89.6%-LPHS, 96%-OHS,56.3%-PHS and 62.12% for Students with Disabilities). Our Chronic Absenteeism rate districtwide is 26% (LPHS-21.5%, OHS-21.5%, PHS-86.1% , and CDS-93.9%). Suspensions have significantly decreased with a districtwide suspension rate of 25.5% (LPHS-17.4%, OHS-23.5%, PHS-40%, and CDS-27.8%). Math outcome data showed significant increase in scores for our African American and Hispanic groups and a slight increases for our White and Asian students. ELA outcome data showed an overcall increase for all ethnic student groups with the exception of our American Indian students, which saw a decline. We have been focused on improving communications with stakeholders with an improved social media presence and a twice monthly newsletter to all parents, staff and stakeholders.

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.

The biggest need for all students is to transition back to daily, in person instruction similar to how instruction was delivered pre-COVID. We improved our instructional practices for distance learning and will need to integrate those practices consistently for seat time instruction. We constantly strive to improve the California School Dashboard indicators. For the 21-22 school year, our focus will be on increasing the graduation rate, decreasing the chronic absenteeism rate at all schools, and improving our College/Career Readiness numbers so more students are deemed "Prepared." The 2020 California School Dashboard indicator shows that only 26.4% of all students, 23.5% of English Learners, 22.9% of SocioEconomic Disadvantaged, 0% for Students with Disabilities, 8.3% for Foster Youth and 14.8% Homeless were deemed "Prepared". The overall suspension rate for each ethnic group show a decrease, with significant decreases for African American, American Indian, and Hispanic students. The American Indian student group rate remains higher than all other ethnic groups. The major focus of our schools in 21-22 and 22-3 is to fully implement Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) .

LCAP Highlights

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

Our LCAP goals have been updated to: 1) Provide equitable educational opportunities to every student; 2) Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) as a framework; and 3) Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities. We are using these goals to frame education for all students. We began implementing CR-PBIS during the 20-21 school year and are targeting full implementation by 22-23. We developed Guiding Principles and a Progressive Intervention Policy in 20-21. We have significantly increasec communication with stakeholders by producing a community newsletter twice per month and by utilizing social media daily to publicize events and activities in the district and at our schools. Students were issued a Chromebook and a hotspot (if necessary) to provide better access to the Internet.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Public stakeholder meetings were held via Zoom on March 22, 2021 and March 29, 2021 to solicit input and review data. LCAP is listed as an information item on each Board of Trustees meeting agenda so the district can provide updates and solicit additional public input. A Board-appointed Supportive School Climate Advisory Committee which also served as the Parent Advisory Committee or PAC) was established in 20-21, which is comprised of parents, students, teachers, administrators, non-profit organizations, and community organizations. The committee's purpose is to assist the district with improving instruction and school culture and climate for all students. Our LCAP was presented at each of the three meetings held this year. The district met with the Butte County SELPA to consult on this year's LCAP as required by law. LCAP surveys were distributed electronically to parents, community members, students and staff in March 2021. The Superintendent and Director of Education sought input from the Butte County NAACP at their March 15, 2021 general meeting. All input from our stakeholders was used to develop the goals and actions in this document. Elements of the LCAP were discussed with bargaining unit groups through the negotiations several times during the school year and complete drafts of the documents were provided to both union presidents for review and input. Drafts of the LCAP were posted on the district's website and an email address was established for stakeholders to provide input. The District gave the most recent draft of the LCAP to DELAC meeting participants on June 9, 2021.

A summary of the feedback provided by specific stakeholder groups.

As a result of the stakeholder meetings and discussions, the district maintained three overarching goals and priorities within each goal. Input from stakeholders showed the following recommendations (in no particular order):

What areas should the district focus on in the next three years?:

Increase college readiness
Build a positive school community
Create ways to improve parent involvement
Lower class sizes
Increase the number of CTE pathways
Smaller class sizes in shop classes
Career Exploration, Career Readiness, and Placements
Offer additional CTE pathways relevant to student interests and community needs
Continue to provide resources and training to fully implement CR-PBIS and CLRTL
Counselors need to meet with all 9th graders to develop a 4 year plan and follow up with them regularly regarding progress
Continue to highlight pathways in CTE
Continue to have CTE as a presence including funding
Increase graduation rate
Continue outreach to students
Expand work internships for CTE students

Student Success Workshops-college and career readiness
Provide opportunities for work based learning
Consider a CTE coordinator that focuses on placements in job sites

What other areas should be a focus?:

Increase transportation
Start school at a later time
Implement a 7 period day
Icrease future diversity through Student Teacher Intern Placements / Internships
Diversity in staff is essential
Offer programs to help students succeed in Advanced Placement classes
Improve outreach to families and communication to students

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

Input from stakeholders drove the amendments made to the 2021-2024 LCAP, which include continuing to focus on identified goals and actions in those key areas. After reviewing the data in the areas of attendance, graduation rates, college and career readiness, academic performance data (AP tests, CAASPP data), and the number of students completing A-G requirements, it was determined that the District should focus on assisting all students with developing a four-year high school plan when they enter as freshmen to focus on meeting their postseconday and/or career goals. It was also suggested the District explore more ways to assist students in searching for colleges, applying to colleges and completing financial aid forms. Stakeholders also believe that administration needs assistance with monitoring California School Dashboard indicators and developing strategies to improve performance in all of the areas measured as well as the district continuing to implement Culturally Responsive-Positive Behavior Intervention Supports (CR-PBIS) to reduce disproportional discipline and improve school culture.

Goals and Actions

Goal

Goal #	Description
1	Provide equitable educational opportunities for all students

An explanation of why the LEA has developed this goal.

Our California School Dashboard Indicators show that we are not serving students equitably. We will use California School Dashboard metrics to monitor progress on graduation rate, chronic absenteeism, college and career readiness, and suspensions/expulsions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate for all students (Priority 5 Pupil Engagement)	19-20 Data 89.5% All 60.3% SWD 100% Foster Youth 82.4% EL's				94% All 75% SWD 100% Foster Youth 85% EL's
College/Career Readiness Indicator (Priority 8 College/Career Indicator) for all students deemed "Prepared"	19-20 Data All 26.4 SWD 0% EL 23.5% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%				All >40% SWD >40% EL>40% African American >40%% American Indian >40% Asian > 60% Hispanic >40% White >40% SED >40% Homeless >40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students (Priority 5 Pupil Engagement)	19-20 Data All 26% SWD 38.89% Foster Youth 42.4% ELs 16.2%				All <15% SWD <20% Foster Youth <20% ELs <15%
Student Performance on Advanced Placement Exams (score of "3" or better on all exams taken) (Priority 4 Pupil Achievement)	19-20 Data 68% scored a "3" or better on all exams taken)				>75% scored a "3" or better on all exams taken)
School Facilities in "Good Repair" per CDE Facility Inspection Tool (FIT) Priority 1 Basic)	Average FIT score for all facilities is 90.28%				>Over 90% average for all facilities
Teachers Fully Credentialed and Appropriately Assigned (Priority 1 Basic)	100% appropriately credentialed and assigned as measured by Williams Act criteria.				100% appropriately credentialed and assigned as measured by Williams Act criteria.
Standards aligned instructional materials for all students (Priority 1 Basic)	All students have standards aligned instructional materials.				Continue to have all students with standards aligned instructional materials as measured by Williams Act.
Parent engagement and parent input	Engage parents and community members				Continue to engage parents and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3 Parent Involvement)	in school district by using dialer/community newsletters/social media. An average of 2,041 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices.				community members in school district by using dialer/community newsletters/social media. The goal is to increase an average of 2,500 views on Community Newsletters. Increase the number of informational meetings via in-person and Zoom to ten yearly.
Attendance Rate (Priority 5 Pupil Engagement)	19-20 Data OUHSD: 87.5% LPHS:94.7% OHS: 92.5% PHS: 75.4%				OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%
High School Dropout (Priority 5 Pupil Engagement)	20-21 Data OUHSD: 33 LPHS: 7 OHS: 3 CDS: 5 PHS: 18				<10 dropouts district-wide
Implementation of CA state Standards including how EL's will	Full implementation of State Standards as observed by				Full implementation of State Standards as observed by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access the CCSS and ELD standards (Priority 2).	administration using informal walkthrough form.				administration using informal walkthrough form.
% of EL's who progress in English proficiency (Priority 4)	19-20 Data 4 out of 29 ELL's showed improvement on the ELPAC.				>20% of ELL's will show improvement on the ELPAC.
Reclassification Rate for English Learners	20-21 Data 11 (15.9%) total for OUHSD				>16% of ELL's will be reclassified

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Replacement and Repair	Repair and replace Chromebooks, upgrade Internet connectivity at all sites, purchase interactive boards, and provide professional development for staff.	$506,271.00	No
2	Professional Development for all Staff	Focus professional development on CR-PBIS, Professional Learning Communities (PLC), Universal Design for Learning, strategies for assisting ELL's and ELD, technology and curriculum. OUHSD teachers have four additional contract days for professional development and collaboration.	$490,137.00	Yes
3	Intervention for 5th Year Seniors	Students continuously enrolled in OUHSD schools that need extra time and support to complete High School diploma requirements.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4	Purchase Assessment Software for Targeted Support	Use MAP assessment as a universal screener to ensure appropriate placement in math and English classes as well as target interventions. IO Education Assessment Platform to identify student needs and targeted support.	$30,000.00	Yes
5	Maintain and Expand Library Services	Provide library supervision during and after school, ensure library resources are current and in good condition, and use Follett software for library management.	$147,275.00	Yes
6	Outreach for Foster Youth by Social Workers and BCOE School Ties Program	Social Workers and Targeted Case Managers will provide outreach to Foster Youth and Homeless students and support services to assist them in completing a high school graduation requirements.	$2,000.00	No
7	Advisory Period	The Advisory Period will be used to provide lessons on bullying, harassment, bias, suicide prevention and high school skills.	$0.00	No
8	Math, English, and Positive Behavior Interventions	Teachers on Special Assignment (TOSA) will assist with PBIS implementation and will monitor California School Dashboard Indicators and activities to assist students in improving math and English Language Art skills. We will fund intervention periods for math and English.	$810,130.00	Yes
9	Tutorial Support and Push In Support for Students with Disabilities	Tutorial Support (push-in) for students with disabilitiies. Differentiation of instruction for diverse learners. Additional assistance for students is provided by classified Para-Educators in the classroom and one-on-one settings.	$2,446,137.00	No

Action #	Title	Description	Total Funds	Contributing
10	District ELD Coordinator	EL Coordinator - 20% (1 section)	$26,500.00	Yes
11	Supplemental English Language Development Support Classes for all ELD students	Supplemental English Language Development support classes for EL students.	$229,010.00	Yes
12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Extended instructional hours from 15/week to 30/week at PHS gives students more opportunities to earn credits and graduate on time.	$467,486.00	Yes
13	College Connection Program	Provide College Connection program to seniors who wish to complete their senior year at Butte College. Students can earn up to 11 credits per semester towards their AA/AS degree or transfer credits.	$160,521.00	Yes
14	Maintain Facilities in Good Repair	Ensure all facilities are in good repair and are clean and safe as defined in the Williams Act Requirements.	$2,207,458.00	No
15	Teachers and Staff are Appropriately Assigned and Credentialed	Ensure staff and teachers are appropriately assigned and credentialed as defined in the Williams Act Requirements	$0.00	No
16	Sufficient Instructional Materials	Ensure all students have sufficient instructional materials as defined in the Williams Act Requirements	$105,000.00	No
17	Collaborate with Butte College	Work with Butte College to offer concurrent and dual enrollment classes as well as the College Connection program.	$0.00	No
19	Credit Recovery and Summer School	Credit recovery opportunities will be offered throughout the school year as well as a summer session for students to make up credits.	$217,334.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purchase Edgenuity software for credit recovery and independent study.		
20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	The district will provide outreach and supports to incoming 9th graders through campus visits and freshman orientation.	$13,653.00	Yes
21	Provide Facilities to the Boys and Girls Club of the North Valley	The Boys and Girls Club of the North Valley has clubhouses on each comprehensive high school campus. They collaborate with the district to provide tutoring, social emotional supports and career exploration opportunities to our students.	$52,000.00	Yes
22	Expand the Independent Study Program	Prior to the 20-21 school year, the independent study program was limited to 120 students. Beginning with the 21-22 school year, the independent study/digital learning program will be expanded to accommodate 420 students.	$1,247,116.00	No
23	Addition of Online Geography and Independent Study PE	With the addition of Online Geography and Independent Study PE, students can access Band, Spanish or CTE courses.	$48,025.00	Yes
24	Additional Paths to a Diploma for Students with Disabilities	Review policies and procedures to explore additional pathways to a diploma and process for reducing Certificates of Completions.	$0.00	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	Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework

An explanation of why the LEA has developed this goal.

OUHSD believes every student deserves a high school education in a safe, nurturing and culturally responsive environment. Students will likely attend school regularly and graduate on time in a safe, positive and nurturing learning environment. Reducing suspensions and expulsions will reduce the number of days students are excluded from school due to disciplinary issues.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey question on school being a supportive and inviting place for students to learn). (Priority 6 School Climate)	71% agree (17/18 data)				85% agree
Implementation of PBIS (Priority 6 School Climate)	Implementation of PBIS 19-20				Full implementation of PBIS all schools.
Suspension Rate (Priority 6 School Climate)	All 8.7% SWD 15.48%				<2% for all students and SWD
Expulsion Rate (Priority 6 School Climate)	All .25%				,.25% for all students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor for Implementation of CR-PBIS	Independent Monitor to oversee implementation of the Department of Justice agreement and assisting the district in implementing CR-PBIS.	$30,000.00	No
2	Social, Emotional and Health Supports	Provide additional Social Workers, School Nurse, School Psychologist, and Speech Therapist to assist students in addressing barriers that could interfere in their school success.	$1,081,003.00	Yes
3	School Resource Officer/Deputy and Campus Security	Contract with the Oroville Police Department and Butte County Sheriff's Office for a School Resource Officer/Deputy services. Hire campus security for each 9-12 campus.	$768,766.00	No
4	Targeted Case Manager/Family Liaison	This new position would assist Las Plumas High School, Oroville High School and Prospect High School unduplicated students with instructional and mental health needs as well as pursuing opportunities to increase and improve parent and community engagement.	$223,590.00	Yes
5	Extra Curricular and Co-Curricular Opportunities	Offer athletics, clubs and other activities	$817,421.00	Yes
6	Home to School Transportation	The district will provide home to school transportation	$152,724.00	Yes
7	Incentives	The district will provide incentives for student attendance and positive behavior.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	School Attendance and Achievement Review Team	The Superintendent will assemble a team of school staff and community members to assist students in addressing barriers to reduce truancy.	$0.00	No
9	Provide Nutritious Meals	The district will provide meals to all students at no cost to the student.	$1,256,249.00	Yes
10	Parent and Family Engagement	Improve communication with parents with social media, website and informational bulletins and newsletters.	$100,017.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

An explanation of why the LEA has developed this goal.

OUHSD believes that every student should graduate from high school with skills and knowledge to be college ready and/or career ready. This goal was developed after reviewing the College and Career Readiness Dashboard indicator where 26.4% of OUHSD students were deemed "Prepared."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Rate of students meeting UC/CSU requirements (a-g)	19-20 Data All 16% Asian 42% African American 5% Hispanic 9% White 14% SED 14% ELs 18% Homeless 5%				All Students >30% Asian >50% African American> 30% Hispanic >30% White >30% SED >30% ELs >30% Homeless >30%
Priority 4 Rate of students completing a CTE pathway	19-20 Data All 9% American Indian 13% African American 5% Asian 6% Hispanic 10% White 11% ELs 18% SED 9%				All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25% White >25% ELs >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD 5%				SED >25% SWD >25%
Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	19-20 Data 54%				% of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher) will be >65%
Priority 4 % of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher)	19-20 Data 21%				% of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher) will be >40%.
Priority 7 Course Access Number of CTE pathways Number of AP classes	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS				9 AP Courses OHS 10 AP Courses LPHS or more 5 CTE Pathways OHS 10 CTE Pathways LPHS
Priority 4 Students completing a CTE pathway and met CSU/UC requirements.	19-20 Data 2/448 students or .45%				>10% of students will complete a CTE pathway and meet CSU/UC requirements.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselling Staff	Counselors, and counseling office staff will assist students with college/career readiness, developing four year plans and providing interventions for the schools' CR-PBIS program.	$1,367,429.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	College/Career Guidance Technician	This new position will assist comprehensive high schools with college/career readiness, assisting students and parents with completing college applications, applying for FAFSA, scholarship information, and supporting counseling departments to provide excellent service to our students and families.	$117,189.00	Yes
3	Purchase Naviance Software	The district purchased a two-year Naviance software license to facilitate four year academic plans and assist students with ACT, SAT and AP test preparation.	$33,000.00	Yes
4	Provide High Quality CTE Courses	The district will provide CTE courses and pathways at all schools.	$1,669,696.00	No
5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	The district will provide additional funding to Career Technical Education and Visual and Performing Arts sections for materials, field trips and professional development.	$53,400.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.13%	5,350,005

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.

The Oroville Union High School District (OUHSD) serves an unduplicated student group population of 76%. Actions and services described within this document represent district-wide and/or school-wide increased or improved services that principally support the varying academic and socio-emotional needs of students or their parents/guardians. After reviewing our California School Dashboard Indicators and input from stakeholders, it is apparent that our current system is not adequately meeting the needs of our low income students and foster youth in the areas of attendance, behavior and academics.

OUHSD's Chronic Absenteeism data shows that our Foster Youth, Homeless Youth, students from low income families, as well as our Students with Disabilities have much higher rates of absenteeism. (SED 30%, SWD 36%, FY 42%, HY 47%, as compared to overall average of 26%) We have found several barriers that these student groups experience and are currently trying to address them. Low income families often do not have reliable transportation so we are providing bussing and/or bus passes (2.6) Incentives are being offered to encourage our reluctant teenagers to actually utilize the bussing option to get to school (2.7) Foster and Homeless Youth often experience challenges related to trauma and the uncertainty of living arrangements. To address their specific needs, OUHSD is hiring TOSAs (1.8), three social workers (2.2), and three Targeted Case Managers (2.4) to monitor and check in with each of our students experiencing these challenges. By building caring relationships and consistent check-ins with each of the students experiencing homelessness and living in a foster home situations, we expect to see the chronic absenteeism rates decline by at least 5% for our FY and HY. The Teachers on Special Assignment (TOSA) primary responsibility is to monitor Chronic Absenteeism and assist the students with the largest amount of absences to address barriers to school attendance.
OUHSD will provide induction to new certificated staff and extra contracted days for teacher orientation and professional development.
OUHSD will focus professional development for staff on Culturally Responsive-Positive Behavioral Intervention Supports (CR-PBIS) and Professional Learning Communities (PLC's). (1.2)

The district will use existing staff to fill the TOSA positions at an estimated cost of $200,000 to address Chronic Absenteeism. For the 21-22 school year, OUHSD will assign two teachers for most of their day to assist with school-wide implementation of Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS). (1.8)

To address barriers to graduation, we will do the following:
Our graduation rates show that our graduation rate for Students with Disabilities (60.3%), EL's (82.4%) and all students (89.5%). We use teachers and Paraeducator to push into core academic classes to assist students in learning the material. OUHSD will also offer students tutoring after school in math and English. We offered tutoring in prior years, but was not able to offer in person tutoring during the 20-21 school year. In addition only 16% of all students, 42% of Asian students, 5% of African American students, 9% of Hispanic students, 14% of White students, 14% of Socio Economically disadvantaged (SED) and 18% EL's and 5% Homeless students meet the CSU/UC requirements (a-g). After further investigation we have found that our students from low income families, our students dealing with various disabilities, and our BIPOC students enter our system not fully prepared to take on rigorous academic classes. To address this issue and support ALL students, OUHSD will be adding a third Social Worker. Each school will have a Social Worker (2.2) on their site five days a week. OUHSD is also adding a Targeted Case Manager/Family Liaison at LPHS. OHS and PHS beginning with the 21-22 school year. These positions should assist all students to address barriers to earning a high school diploma.

Adverse Childhood Experiences (ACES) have been linked to low grade performance, special education, suspension, and expulsion (Balfanz and Fox, 2012). Additionally, in a widespread and renowned study by the Center for Disease Control and Prevention, researchers found that students who had endured 3 or more ACEs were 2.5 times more likely to fail a grade. Behavioral issues in the classroom are often results of trauma as well. Regarding kids with an ACE score of 3 or higher, a 2014 study by doctors David Murphey and Kristin Moore found:
48% reported low engagement in school
44% had trouble staying calm and controlled in the classroom
49% had difficulties finishing the tasks
23% were diagnosed with a learning disability

Unfortunately, because the effects of ACEs can mimic a myriad of other problems. We know students from low income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) These are all barriers we have seen students dealing with on a daily basis. The flood scare and the multiple fires have yet increased the trauma being experienced. To address these barriers and increase student achievement for our students, OUHSD will do the following:
1) Provide Teachers on Special Assignment (TOSA's) to monitor the graduation rate and chronic absenteeism dashboards. (1.8)
2) Implement CR-PBIS at each 9-12 school increase attendance address, address behavioral barriers to increase learning and to reduce out of school suspensions.
3) Provide nutritious meals daily (2.9)
4) Extend library hours for students to have a safe place to study with access to technology and reference materials (1.5)
5) Offer tutoring in the areas of math and English after school
6) Use NWEA MAP assessment as a universal screener for students to identify gaps in math and ELA (1.4)

7) Use support services such as College/Career Readiness Technicians, Targeted Case Managers/Family Liaisons, Speech Therapists, School Nurse, School Psychologists, Counselors and Social Workers to address barriers that interfere with learning.
8) Expand CTE opportunities at both comprehensive schools and add CTE sections at our alternative education school. (1.12 & 3.5)
9) Increase section allocations to VAPA and CTE courses to provide additional supplies for these programs (1.23
10) Academic Counselors and College and Career Readiness Technicians will provide assistance to students to develop their 4-year plan, PSAT and AP testing, FAFSA completion and college awareness (3.1 & 3.2 & 3.3)
11) Offer students the College Connection program at Butte College during their senior year (1.13)
12) Arrange college tours and provide the opportunity for students to participate in college and career fairs (3.5)
We will be monitoring graduation data, A-G completion rates, and CTE completion rate to ensure these services are effective in supporting our students from low income families in attending school. These opportunities will be made available to all students to not exclude them from support if needed.

Scholars agree that parent engagement is a challenge with ELL students because of varying cultural beliefs and expectations (Copeland, 2007; De Jong & Harper, 2005; Shim, 2013; Vera et al., 2012). According to Copeland (2007), "Barriers that may prevent involvement of parents of ELLs have been identified as language, cultural differences, work schedules, and lack of transportation" (p. 18). Copeland (2007) then expanded on the aforementioned concept of cultural differences by explaining that, "Parental involvement in school is not a universal expectation" (p. 67). Vera et al. (2012) offered an additional explanation for misunderstandings regarding the role of parent involvement due to cultural differences by explaining that many parents do not want "to interfere with how teachers do their jobs" (p. 186) and feel that communication would be disrespectful to the teacher.

To address barriers to our English Learners experience, OUHSD will do the following:
1)Provide outreach to incoming 9th graders to assist them in transitioning to High School (1.20)
2) Provide a Targeted Case Manager/Family Liaison to reach out to parents. (2.4)
3) Improve communication with parents via our website, newsletters, and social media (2.10)
4) Provide instructional support in core academic classes with co-teachers and/or paraeducators. (1.11)
5) Academic Counselors and College and Career Readiness Technicians (3.1 & 3.2) will provide assistance to students to develop their 4-year plan, PSAT and AP testing software preparation support(3.3), FAFSA completion and college awareness
6) EL specific support outlined below in second narrative
We will be monitoring graduation rates, chronic absenteeism rates, and ELPAC scores to ensure these services are effective in supporting our students from low income families in attending school. These opportunities will be made available to all students so as not to exclude others from support if needed.

Children who have suffered neglect appear to be particularly vulnerable to academic deficits (Stone, 2007). In general, children in foster care have been found to score significantly below their non foster peers on standardized tests, with researchers reporting a deficit of between 15 and 20 percentile points (Emerson & Lovitt, 2003). Additionally, Emerson and Lovitt (2003) found that 30% to 96% were performing below grade level in math and/or reading. Shin (2003) found that 33% of foster youth, with an average age of 17.5, were reading below the 6th-grade level, 31% had reading skills between the 6th- and 8th-grade level, and 18% were reading at the 9thand 11th-grade level. In addition to facing academic challenges, children and youth in foster care also struggle with behavior issues. Scherr (2007) found that 24% of youth in foster care had experienced either a suspension or expulsion from school. Their research suggests that youth in foster care are 3 times more likely to experience disciplinary actions than their non foster peers. The 24% is significantly higher than the 7% national average. Emotional and behavioral challenges can also help to explain grade retention and representation in special education at higher rates than non foster peers (Zetlin & Weinberg, 2004). It is clear that youth in foster care bring emotional and behavioral challenges into a classroom and that the education system may not be adequately prepared to meet those unique needs.

To address barriers to college and career readiness, for our Foster Youth, we will do the following:
1) Provide Teachers on Special Assignment (TOSA's) to monitor the college and career Dashboard Indicator (1.8)
2) Provide extended library hours for students to have a safe place to study with access to technology and reference materials (1.5)
3) Offer tutoring in the areas of math and English after school
4) Provide math and English intervention classes (1.8) and summer school (1.19)
5) Expand CTE opportunities at both comprehensive schools and add CTE sections at our alternative education school. (1.12 & 1.23)
6) Increase section allocations to VAPA and CTE courses to provide additional supplies for these programs (3.5 & 1.23)
7) Academic Counselors and College and Career Readiness Technicians will provide assistance to students to develop their 4-year plan, PSAT and AP testing, FAFSA completion and college awareness (3.1 & 3.2 & 3.3)
8) Offer students the College Connection program at Butte College during their senior year (1.13)
9) Arrange college tours and provide the opportunity for students to participate in college and career fairs (3.5)

We will be monitoring graduation rates, chronic absenteeism rates, credit accrual, CTE completion rate, A-G completion rate, EAP, and college and career readiness data to ensure these services are effective in supporting our students from low income families in attending school. These opportunities will be made available to all students so as not to exclude others from support if needed.

Students experiencing trauma often feel disengaged from the school environment. Research states that schools need to find strategies that will keep students in school, and feeling safe. One strategy that is successful in keeping students interested in school is participation in sports. As the leaders of sports' teams, coaches provide the necessary mentoring that can positively guide a student's decision to stay in school. (Hinojosa & Maxwell)

To address barriers of engagement and feelings of safety for all students, we will do the following:
1) Offer an athletic program monitored by the Athletic Directors (2.5)
2) Implement CR-PBIS and use restorative practices with fidelity to reduce suspensions and expulsions
3) Repair and replace safety communication devices at all sites and upgrade our website (2.10)
These safety measures will be monitored using student and parent safety surveys. In addition we expect our suspension rates to continue to decline.

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

OUHSD has an unduplicated student population of 77.1% or 1,725 students. (73% Socio Economically Disadvantaged, 3.1% English learners and 1% Foster Youth). We chose actions that will increase and improve services for our unduplicated students, as well as all students. When we analyze the student data, we have identified attendance, College and Career Readiness and graduation rate as areas of focus. The California State Dashboard indicators for College and Career Readiness are low for all students, including SWD (0%), EL's (23.5%), SED (22.9%) and Homeless (14.8%). The California State Dashboard indicators for Chronic Absenteeism are higher than Butte County as a whole for all students (26%), SWD (38.89%), Foster Youth (42.4%) and EL's (16.2%). The OUHSD graduation rate is 89.5%, but the rates for SWD (60.3%) and EL's (82.4%) needs to be improved to the graduation percentage for all students.

OUHSD will provide the following increased and/or improved services LEA wide:

1. Technology – interactive boards, 1:1 Chromebooks
2. Intervention for 5th yr seniors
3. Assessments for targeted services
4. Library service
5. Foster youth social worker and Targeted Case Managers
6. TOSA for PBIS and Math/English intervention periods
7. Extended time for Prospect
8. College Connection for Seniors
9. Dual enrollment
10. Summer School credit recovery
11. Campus visits for 8th graders
12. Boys and Girls Club facility at both OHS and LPHS.
13. Online courses to allow for more access to CTE, Band, and Spanish
14. Social Worker/Nurse/ Psychologist/ speech therapist – addressing barriers
15. TCM and Family Liaison Mental wellness and instructional needs X
16. Home to School Transportation
17. Attendance incentives
18. Student Achievement and Attendance Review Team (SAART)
19. Nutritious meals
20. TOSA – monitor chronic absenteeism and CR-PBIS
21. CTE courses and pathways
22. Materials and supplies for VAPA and CTE programs

OUHSD will provide the following increased and/or improved services for our English Learners:
ELD Coordinator 20%
ELD classes

Instructional support in core academic classes.
PD for core academic teachers in supporting English Learners in the classroom.

OUHSD has increased services for our unduplicated students utilizing the actions listed above, by $5,309,355. This exceeds the 24.13% ($5,350,005) requirement for increased and improved services.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$8,511,704.00	$3,603,509.00	$81,000.00	$4,695,324.00	$16,891,537.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$13,680,203.00	$3,211,334.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Technology Replacement and Repair	$161,263.00	$289,008.00	$56,000.00		$506,271.00
1	2	English Learners Foster Youth Low Income	Professional Development for all Staff	$152,992.00	$187,159.00		$149,986.00	$490,137.00
1	3	All Students with Disabilities	Intervention for 5th Year Seniors					$0.00
1	4	English Learners Foster Youth Low Income	Purchase Assessment Software for Targeted Support	$30,000.00				$30,000.00
1	5	English Learners Foster Youth Low Income	Maintain and Expand Library Services	$142,775.00			$4,500.00	$147,275.00
1	6	All	Outreach for Foster Youth by Social Workers and BCOE School Ties Program				$2,000.00	$2,000.00
1	7	All	Advisory Period					$0.00
1	8	English Learners Foster Youth Low Income	Math, English, and Positive Behavior Interventions	$732,637.00			$77,493.00	$810,130.00
1	9	Students with Disabilities	Tutorial Support and Push In Support for Students with Disabilities		$1,698,977.00		$747,160.00	$2,446,137.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners	District ELD Coordinator	$26,500.00				$26,500.00
1	11	English Learners	Supplemental English Language Development Support Classes for all ELD students	$229,010.00				$229,010.00
1	12	English Learners Foster Youth Low Income	Extended Instructional Hours from 15/week to 30/week at Prospect High School	$467,486.00				$467,486.00
1	13	English Learners Foster Youth Low Income	College Connection Program	$160,521.00				$160,521.00
1	14	All	Maintain Facilities in Good Repair	$1,130,431.00			$1,077,027.00	$2,207,458.00
1	15	All	Teachers and Staff are Appropriately Assigned and Credentialed					$0.00
1	16	All	Sufficient Instructional Materials		$105,000.00			$105,000.00
1	17	All Students with Disabilities	Collaborate with Butte College					$0.00
1	19	English Learners Foster Youth Low Income	Credit Recovery and Summer School	$167,332.00			$50,002.00	$217,334.00
1	20	English Learners Foster Youth Low Income	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	$13,653.00				$13,653.00
1	21	English Learners Foster Youth Low Income	Provide Facilities to the Boys and Girls Club of the North Valley	$52,000.00				$52,000.00
1	22	All Students with Disabilities	Expand the Independent Study Program		$220,705.00		$1,026,411.00	$1,247,116.00
1	23	English Learners Foster Youth Low Income	Addition of Online Geography and Independent Study PE	$48,025.00				$48,025.00
1	24	Students with Disabilities	Additional Paths to a Diploma for Students with Disabilities					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All Students with Disabilities	Monitor for Implementation of CR-PBIS	$30,000.00				$30,000.00
2	2	English Learners Foster Youth Low Income	Social, Emotional and Health Supports	$269,798.00	$524,503.00		$286,702.00	$1,081,003.00
2	3	All	School Resource Officer/Deputy and Campus Security	$519,656.00	$11,610.00		$237,500.00	$768,766.00
2	4	English Learners Foster Youth Low Income	Targeted Case Manager/Family Liaison	$223,590.00				$223,590.00
2	5	English Learners Foster Youth Low Income	Extra Curricular and Co-Curricular Opportunities	$817,421.00				$817,421.00
2	6	English Learners Foster Youth Low Income	Home to School Transportation	$152,724.00				$152,724.00
2	7	English Learners Foster Youth Low Income	Incentives	$15,000.00				$15,000.00
2	8	All Students with Disabilities	School Attendance and Achievement Review Team					$0.00
2	9	English Learners Foster Youth Low Income	Provide Nutritious Meals	$225,391.00	$85,000.00	$25,000.00	$920,858.00	$1,256,249.00
2	10	English Learners Foster Youth Low Income	Parent and Family Engagement	$92,800.00			$7,217.00	$100,017.00
3	1	English Learners Foster Youth Low Income	Counselling Staff	$1,138,111.00	$207,416.00		$21,902.00	$1,367,429.00
3	2	English Learners Foster Youth Low Income	College/Career Guidance Technician	$117,189.00				$117,189.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Purchase Naviance Software	$33,000.00				$33,000.00
3	4	All Students with Disabilities	Provide High Quality CTE Courses	$1,308,999.00	$274,131.00		$86,566.00	$1,669,696.00
3	5	English Learners Foster Youth Low Income	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	$53,400.00				$53,400.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,361,355.00	$7,909,093.00
LEA-wide Total:	$4,893,869.00	$7,441,607.00
Limited Total:	$53,400.00	$53,400.00
Schoolwide Total:	$2,513,517.00	$3,406,715.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development for all Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$152,992.00	$490,137.00
1	4	Purchase Assessment Software for Targeted Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$30,000.00	$30,000.00
1	5	Maintain and Expand Library Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	$142,775.00	$147,275.00
1	8	Math, English, and Positive Behavior Interventions	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$732,637.00	$810,130.00
1	10	District ELD Coordinator	LEA-wide	English Learners	All Schools 9-12	$26,500.00	$26,500.00
1	11	Supplemental English Language Development Support Classes for all ELD students	LEA-wide	English Learners	All Schools 9-12	$229,010.00	$229,010.00
1	12	Extended Instructional Hours from 15/week to	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Prospect High School 10-12	$467,486.00	$467,486.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		30/week at Prospect High School					
1	13	College Connection Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$160,521.00	$160,521.00
1	19	Credit Recovery and Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$167,332.00	$217,334.00
1	20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: OHS and LPHS 9th grade	$13,653.00	$13,653.00
1	21	Provide Facilities to the Boys and Girls Club of the North Valley	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$52,000.00	$52,000.00
1	23	Addition of Online Geography and Independent Study PE	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	$48,025.00	$48,025.00
2	2	Social, Emotional and Health Supports	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$269,798.00	$1,081,003.00
2	4	Targeted Case Manager/Family Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$223,590.00	$223,590.00
2	5	Extra Curricular and Co-Curricular Opportunities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Oroville High and Las Plumas High 9-12	$817,421.00	$817,421.00
2	6	Home to School Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$152,724.00	$152,724.00
2	7	Incentives	LEA-wide	English Learners	All Schools	$15,000.00	$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income	9-12		
2	9	Provide Nutritious Meals	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$225,391.00	$1,256,249.00
2	10	Parent and Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$92,800.00	$100,017.00
3	1	Counselling Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$1,138,111.00	$1,367,429.00
3	2	College/Career Guidance Technician	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$117,189.00	$117,189.00
3	3	Purchase Naviance Software	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$33,000.00	$33,000.00
3	5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 9-12	$53,400.00	$53,400.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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.