OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPRORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

MEETING AGENDA

Monday, May 16, 2022 at 5:00 p.m. via Zoom

Meeting link: **https://ouhsd.zoom.us/j/86824883431?pwd=VDg2OWZnc25tN3BNTE96WGpoaVJlQT09**

Meeting ID: 868 2488 3431

Passcode: 641662

Committee Members:

Rob Anderson
Sandra Barnes
Consuela Bennett
Diana Castillo
David Devine
Joanna Dolores
Tim Drury
Keely Frazier
Janet Goodson
Joe Hejl
Johnny Holmes
Makaiya Jones
Matt Kermen
Aaliyah Lee
Brad Lund
Shane Overstreet
Irene Santos
Durell Siplin
Lisa Torres
Zinziel Vales-Bennett
Corey Willenberg
Seng Yang

Agenda materials are available on the district's website (ouhsd.org)

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

MEETING AGENDA

Monday, May 16, 2022, 5:00 p.m. via Zoom

ROLE OF THE COMMITTEE

One of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

CALL TO ORDER

ROLL CALL

Rob Anderson, Sandra Barnes, Consuela Bennett, Diana Castillo, David Devine, Joanna Dolores, Tim Drury, Keely Frazier, Janet Goodson, Joe Hejl, Johnny Holmes, Makaiya Jones, Matt Kermen, Aaliyah Lee, Brad Lund, Shane Overstreet, Irene Santos, Durell Siplin, Lisa Torres, Zinziel Vales-Bennett, Corey Willenberg and Seng Yang.

PLEDGE OF ALLEGIANCE

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *NON-AGENDA* ITEMS

At this time, the Co-Chair will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to step to the podium, state their name for the record and make their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

At this time, the Co-Chair will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state their name and the item number on which they wish to speak. When that item comes up on the agenda, the person will be asked to step to the podium, repeat their name and give their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Overview of OUHSD California School Dashboard Indicator Data**
2. **Overview of OUHSD LCAP**
3. **LCAP Board Approval Timeline**
   a. **Initial draft presented as an informational item on May 18th**
   b. **Public hearing held to solicit public input on June 22nd**
   c. **Recommendation for Board approval on June 29th**

4. **Department of Justice Update**

5. **Input from Educational Partners**

NEW BUSINESS

6. **Minutes from the November 11, 2021 and January 31, 2022 Meetings**
   The January 31st meeting could not be held due to lack of a quorum

ADJOURNMENT

To: Supportive School Climate Committee
From: Corey Willenberg, EdD, Superintendent
Date: May 3, 2022
Subject: LCAP Draft for Public Review

The Superintendent is presenting a draft of the 2022-2023 Local Control Accountability Plan (LCAP) for review. The update to the LCAP was developed in collaboration with stakeholders.

The focus of the OUHSD LCAP is to address California School Dashboard Indicators that also align with the OUHSD Goals. Below is an overview of the OUHSD Data.

OUHSD Graduation Rate	
19-20 Data	**20-21 Data**
89.5% All 60.3% SWD 100% FY 82.4% EL's 90.4% SED 85.2% Homeless 89.4% LPHS 96.0% OHS 56.3% PHS	83.5% All 68.1% SWD N/A FY 76.9%% EL's 82.0% SED 79% Homeless 89.3% LPHS 93.9% OHS 48.6% PHS

SWD = Students with Disabilities
FY = Foster Youth
EL's = English Language Learners
SED = Socio Economically Disadvantaged

Students "Prepared" for College/Career	
19-20 Data	**20-21 Data**
All 26.4% SWD 0% FY >1% EL's 23.5% SED 22.9% Homeless 14.8% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5%	All 26.4% SWD 0% FY >1% EL's 3.1% SED 72.5% Homeless 6.9% African American 1.5% American Indian 5.3% Asian 25.2% Hispanic 16.8% White 48.1%

A-G Completers	
19-20 Data	**20-21 Data**
All 16% SWD FY >1% EL's 18% SED 14% Homeless 5% American Indian 62.5% Asian 42% African American 5% Hispanic 9% White 14%	All 58.8% SWD FY >1% EL's 75% SED 60% Homeless 44.4% American Indian 42.9% Asian 78.8% African American 0% Hispanic 45.5% White 54%

CTE Pathway Completers	
19-20 Data	**20-21 Data**
All 9% SWD 5% FY >1% EL's 18% SED 9% Homeless 22.2% American Indian 13%	All 14.5% SWD 0% FY >1% EL's 0% SED 14.7% Homeless 8.1% American Indian 28.6%

African American 5% Asian 6% Hispanic 10% White 11%	African American 0% Asian 3% Hispanic 18.2% White 19%

Chronic Absenteeism	
18-19 Data*	**20-21 Data**
All 26% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7% Homeless 47.1% LPHS 21.5% OHS 21.5% CDS 93.9% PHS 86.1%	All 21.0% SWD 32.3% Foster Youth 34.5% EL's 18.9% SED 24.7% Homeless 45.1% LPHS 13.5% OHS 20.6% CDS N/A PHS 88.8%

*19/20 data not available

Suspension Data	
19-20 Data	**20-21 Data**
OUHSD 8.7% LPHS 7.1% OHS 8.1% PHS 18.0% CDS 29.0%	OUHSD 0.1% LPHS 0.1% OHS 0.2% PHS 0% CDS N/A

Expulsion Data	
19-20 Data	**20-21 Data**
All Students 0.25%	All Students 0%

A public hearing on the 22/23 LCAP and Original Budget will held at the June 22, 2022 Board meeting. The LCAP and the Original Budget will be recommended for approval at June 29, 2022 board meeting. Once approved, both documents will be submitted to the Butte County Office of Education for approval.

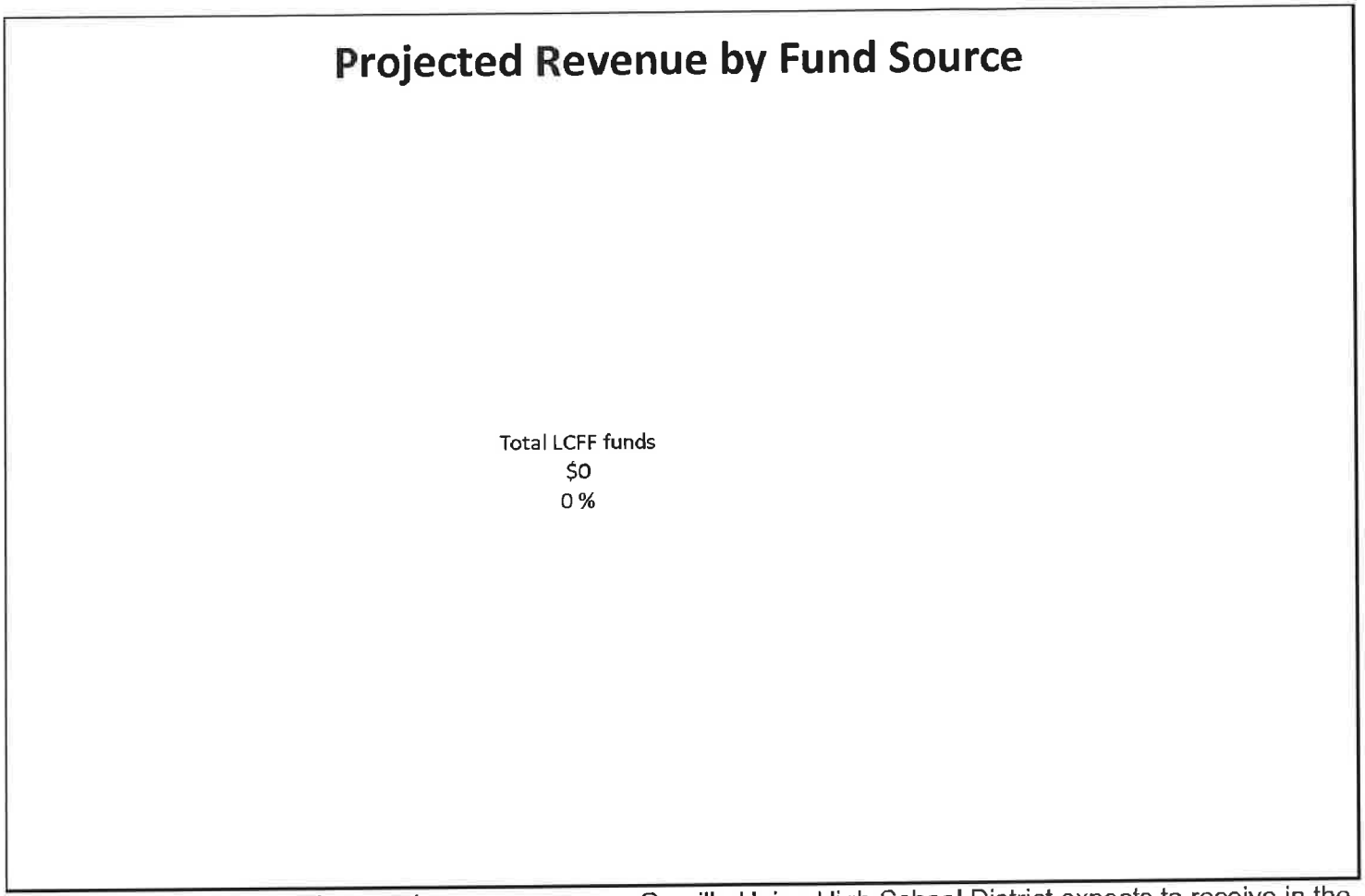
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville Union High School District
CDS Code: 04-61515-0000000
School Year: 2022-23
LEA contact information:
Dr. Corey Willenberg
Superintendent
cwillenb@ouhsd.net
(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 2022-23 School Year

Projected Revenue by Fund Source

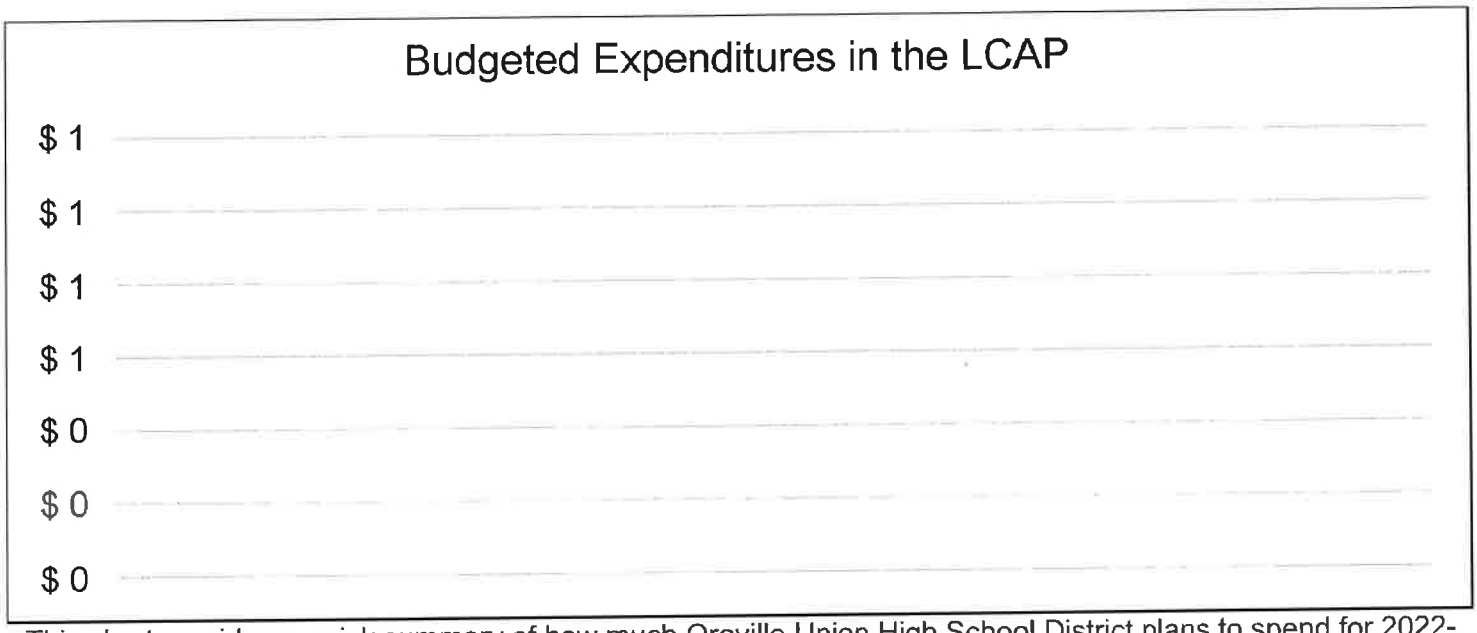


This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oroville Union High School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

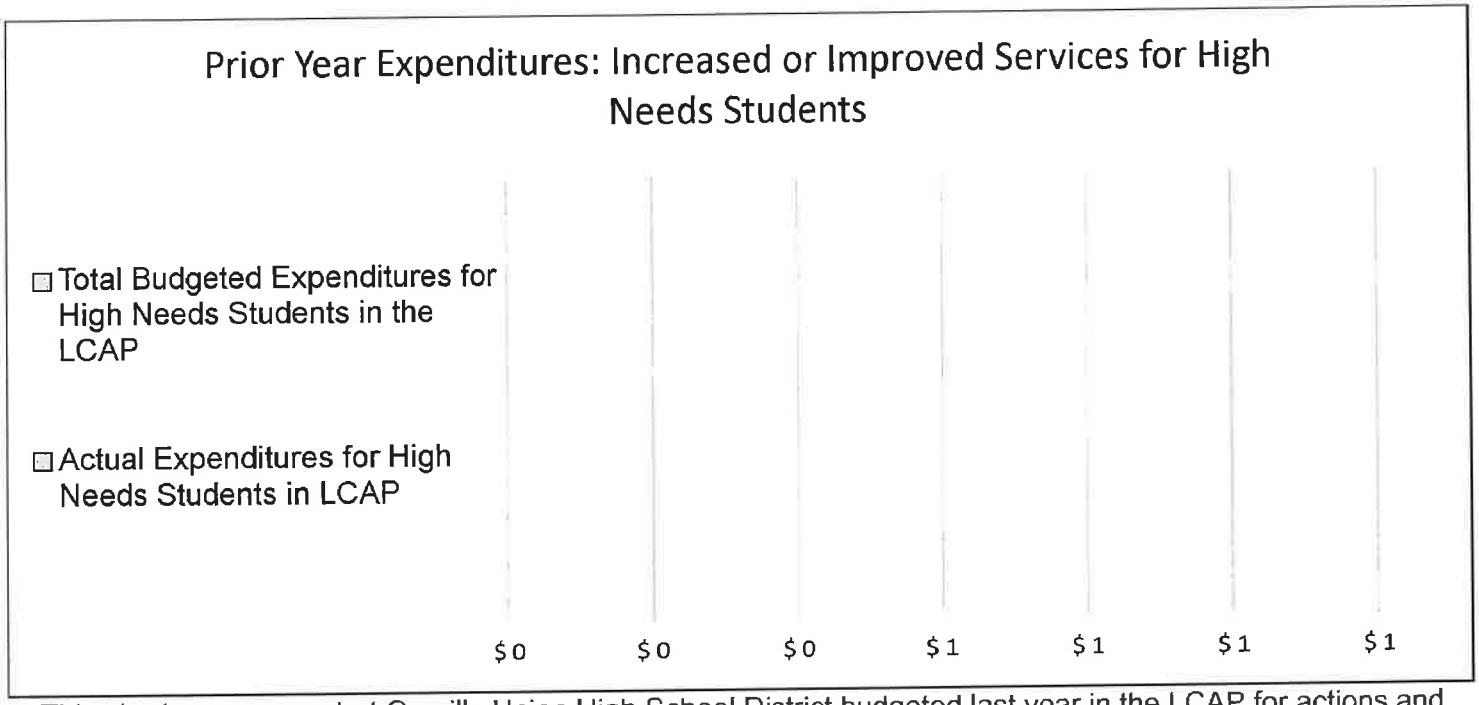
The text description of the above chart is as follows: Oroville Union High School District plans to spend $ for the 2022-23 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Oroville Union High School District is projecting it will receive $ 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 $ 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 2021-22



This chart compares what Oroville Union High School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Oroville Union High School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent $ for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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, x 1107

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

OUHSD is using surveys to parents, students and community members that assisted in the development of the 2021-2024 Local Control Accountability Plan (LCAP) and in the development of the ESSER III plan. At the beginning of the 2021-2022 school year, OUHSD developed a survey for staff, parents and members of the school community to gather input on the priorities for spending our ESSER III funds. Links to the survey were emailed, posted on our website, and posted on social media. OUHSD also sought input via virtual and in person meetings with groups such as Supportive School Climate Committee, and via survey with the LPO Band Boosters, OUHSD Hall of Fame, and from bargaining units. We also asked members of the Supportive School Climate Committee to circulate the link to the ESSER III survey to their members.

OUHSD provided multiple opportunities to the public to provide input at OUHSD Board meetings, specifically at our June, July, August, September and October Board meetings. These governing board meetings were open to all stakeholders so that those who could not access surveys or attend meetings during the school day could provide input in person. OUHSD has representatives of both Rancherias that reside within district boundaries, the NAACP of Butte County, Hmong Cultural Center, African American Family Cultural Center, Boys and Girls Club of the North Valley, and individuals representing students with disabilities on our Supportive School Climate Committee that serves as the OUHSD Parent Advisory Group.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Oroville Union High School District has an un duplicated student count of 77.1% (73% SED, 3.1% English Learners and 1% Foster Youth). During the 2020-2021 school year, the district implemented Culturally Responsive-Positive Behavior Intervention Supports (CR-PBIS). The goal was to restructure discipline, develop alternatives to suspension and develop positive school cultures throughout the district. Implementing this program takes additional staffing to make sure PBIS is being implemented in every classroom, everyday and to support staff in the implementation of CR-PBIS with fidelity. After consulting with stakeholders, it was determined that an additional Assistant Principal at each comprehensive site (LPHS and OHS) was an excellent use of additional concentration funds. In addition, the district added a Supplemental Ed Tech at each comprehensive site to assist with student testing. A science teacher, and math teacher and a social science teacher were added at Las Plumas due to increased enrollment.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We have had many successes with this funding source. We have been able to hire an additional Social Workers, increase nursing time to assist with COVID safety protocol implementation and address health and safety issues regarding facilities. One of the biggest challenges with spending these funds was hiring staff. We are having a difficult time hiring para-educators, bus drivers, custodians and appropriately credentialed teachers. We have also contracted for School Resource Officers for all of our schools. BCSO has not been able to provide an officer for the 21-22 school year due to staffing issues. OPD has reduced the hours their officer on campus due to staffing issues.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Oroville Union High School District uses our LCAP to drive how most of our funds are allocated. The major focus is on providing students with an outstanding high school education aligned to California State Standards in a safe, clean learning environment. Stakeholder input was

gathered in the development of the LCAP, the Extended Opportunity Learning Opportunity Plan and the ESSER III plan. After reviewing all of the community input, the following are the top priorities that align with ESSER funding categories:

a. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve air quality and address safety concerns in school facilities.
b. Activities to address the unique needs of low income students, students with disabilities, English Learners, Foster Youth, homeless students, and racial and ethnic minorities.
c. Planning for, coordinating and implementing activities during long term closures.
d. Planning for, coordinating and implementing activities to address learning loss.
e. Purchasing educational technology (including hardware, software and connectivity) for students and children with disabilities, which may include assistive technology or adaptive equipment.
f. Providing mental health services and supports, with the implementation of evidence based and research based practices.
g. Providing safety equipment such as masks and hand sanitizer at each school site.

The majority of the actions in our ESSER III Expenditure Plan align to these priorities, especially in the strategies for continuous safe in person instruction and addressing the impact of lost instructional time categories.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe

Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

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 approximately 877 students. Las Plumas High School was established in 1960 as the second comprehensive high school. The sixty-four-acre campus serves approximately 1,218 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 98 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 did not have students during the 21-22 school year. The plan is to enroll students during the 22-23 school year. CDS provides a smaller environment to assist 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 2,217 students. The majority ethnicity of our student population is 3% African American, 7% American Indian/Alaska Native, 13% Asian, 22% Hispanic, and 47% 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 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 20-21 school year was 83.5% districtwide (89.3%-LPHS, 93.9%-OHS,48.6%-PHS and 68.1% for Students with Disabilities). Our Chronic Absenteeism rate districtwide is 21% (LPHS-13.5%, OHS-20.6%, PHS-88.8% , and CDS-0%). Suspensions have significantly decreased with a districtwide suspension rate of .1% (LPHS-.1%, OHS .2%, PHS-0%, and CDS-0%). 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. The Board has also developed a list to prioritize facility improvements throughout the district.

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.

OUHSD began the 21-22 fully in-person instruction and have remained that way all year. 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 22-23 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, 3.1% of English Learners, 72.5% of Socio Economic Disadvantaged, 0% for Students with Disabilities, 8.3% for Foster Youth and 6.9% 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 22-23 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 increased communication with stakeholders by producing a community newsletter twice monthly and 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. During the 21-22 school year, OUHSD added a social worker and Targeted Case Manager at Prospect High, and added Targeted Case Managers at OHS and LPHS. OUHSD added a fourth social worker to split time between OHS and LPHS to address increased demands for mental health services. OUHSD also added an additional Assistant Principal at both OHS and LPHS.

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

Engaging Educational Partners

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

Public stakeholder meetings were held via Zoom on January 31, 2022 and May 2, 2022 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. The Superintendent presented the LCAP mid year data to the Board on February 16, 2022. The 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 Supportive School Climate Committee held three meetings via Zoom on November 1, 2021, January 31, 2022, and May 16, 2022. 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 on April 20, 2022. OUHSD held a CTE Advisory Committee meeting on April 26, 2022, to seek input on the LCAP, focusing on the area of CTE. LCAP surveys were distributed electronically to parents, community members, students and staff in February 2022. 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 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 12/7/21, 4/22/22, and 5/4/22.

A summary of the feedback provided by specific educational partners.

As a result of the stakeholder meetings, educational partner input 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?:

Focus on good first instruction in all classes
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
Increase 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 input from educational partners.

Input from stakeholders drove the amendments made to the 2022-2024 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	2021 Data 83.5% All 68.1% SWD N/A Foster Youth 76.9%% EL's 82.0% SED			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%	20-21 Data All 26.4% SWD 0% EL 3.1% African American 1.5% American Indian 5.3% Asian 25.2% Hispanic 16.8% White 48.1% SED 72.5% Homeless 6.9%			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%	20-21 Data All 21.0% LPHS 13.5% OHS 20.6% PHS 88.8% SWD 32.3% Foster Youth 34.5% ELs 18.9%			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)	20-21 Data OHS-66 students took 122 exams and 30% scored a "3" or better. LPHS-57 students took 96 exams and 32% scored a "3" or better.			>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%	Average FIT score for all facilities is 92.07%			>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.			100% appropriately credentialed and assigned as measured by Williams Act criteria.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards aligned instructional materials for all students (Priority 1 Basic)	All students have standards aligned instructional materials.	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 (Priority 3 Parent Involvement)	Engage parents and community members 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.	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 3,928 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. Have also held ELAC, DELAC and School Site Council meetings to seek stakeholder input.			Continue to engage parents and 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%	20-21 Data OUHSD: 91.51% LPHS:94.8% OHS: 94.04%			OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PHS: 75.4%	PHS: 85.70%			
High School Dropout (Priority 5 Pupil Engagement)	19-21 Data OUHSD: 33 LPHS: 7 OHS: 3 CDS: 5 PHS: 18	20-21 Data OUHSD: 54 LPHS: 14 OHS: 5 PHS: 31			<10 dropouts district-wide
Implementation of CA state Standards including how EL's will access the CCSS and ELD standards (Priority 2).	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.			Full implementation of State Standards as observed by administration using informal walkthrough form.
% of EL's who progress in English proficiency (Priority 4)	18-19 Data 6 students (10.71%) were Proficient on ELPAC. 58 students were tested.	20-21 Data 14 students (14.94%) were Proficient on ELPAC. 95 students were tested.			>20% of ELL's will show improvement on the ELPAC.
Reclassification Rate for English Learners	20-21 Data 11 (15.9%) total for OUHSD	21-22 Data 36 (19.05%) total for OUHSD			>16% of ELL's will be reclassified

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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
1.2	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
1.3	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
1.4	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
1.5	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
1.6	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
1.7	Advisory Period	The Advisory Period will be used to provide lessons on bullying, harassment, bias, suicide prevention and high school skills.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	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
1.9	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
1.10	District ELD Coordinator	EL Coordinator - 20% (1 section)	$26,500.00	Yes
1.11	Supplemental English Language Development Support Classes for all ELD students	Supplemental English Language Development support classes for EL students.	$229,010.00	Yes
1.12	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
1.13	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

Action #	Title	Description	Total Funds	Contributing
1.14	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
1.15	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
1.16	Sufficient Instructional Materials	Ensure all students have sufficient instructional materials as defined in the Williams Act Requirements	$105,000.00	No
1.17	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
1.19	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. Purchase Edgenuity software for credit recovery and independent study.	$217,334.00	Yes
1.20	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
1.21	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

Action #	Title	Description	Total Funds	Contributing
1.22	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
1.23	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
1.24	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
1.25	Add additional staff to provide direct support to students	Provide staff to provide direct support to students		Yes
1.26	Curriculum Adoption	Review curriculum and make adoptions to align to California State Standards		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.

OUHSD looked for options for students to reach their educational goals entering the 21-23 school year. We expanded the independent study program, we provided additional staff to provide direct services to students. We also looked for ways to assist students with alleviating barriers to school attendance and graduating.

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

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

All of the proposed actions assisted OUHSD in providing equitable educational opportunities for all students. Attendance was down during the 21-22 school year due to a return to in person instruction.

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.

OUHSD added curriculum adoption and additional staff to provide direct support to students after reflecting on prior practice.

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

Goals and Actions

Goal

Goal #	Description
2	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 (720 students) (17/18 data)(9th graders and 11th graders took the survey)	CHKS survey was administered to students grades 9-12. 1,143 students took the survey and 26% of respondents agreed school was supportive and an inviting place for students to learn.			85% agree
Implementation of PBIS (Priority 6 School Climate)	Implementation of PBIS 19-20	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).			Full implementation of PBIS all schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (Priority 6 School Climate)	19-20 Data OUHSD 8.7% LPHS 7.1% OHS 8.1% PHS 18.0% CDS 29.0%	20-21 Data OUHSD .1% LPHS .1% OHS .2% PHS 0%			<2% for all students and SWD
Expulsion Rate (Priority 6 School Climate)	All .25%	All 0 for 20-21			.25% for all students

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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
2.2	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
2.3	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
2.4	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

Action #	Title	Description	Total Funds	Contributing
2.5	Extra Curricular and Co-Curricular Opportunities	Offer athletics, clubs and other activities	$817,421.00	Yes
2.6	Home to School Transportation	The district will provide home to school transportation	$152,724.00	Yes
2.7	Incentives	The district will provide incentives for student attendance and positive behavior.	$15,000.00	Yes
2.8	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
2.9	Provide Nutritious Meals	The district will provide meals to all students at no cost to the student.	$1,256,249.00	Yes
2.10	Parent and Family Engagement	Improve communication with parents with social media, website and informational bulletins and newsletters.	$100,017.00	Yes
2.11	Parent Involvement	Parent Square as a way to communicate with parents	$13,000.00	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.

OUHSD overhauled our discipline system at the beginning of the 20-21 school year. We have made tremendous growth in fully implementing CR-PBIS throughout the district.

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

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

OUHSD has had difficulty in recruiting bus drivers. BCSO was not able to provide a School Resource Deputy due to the lack of qualified staff.

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.

OUHSD adopted Parent Square to use as a notification system for parents. BCSO was not able to provide a School Resource Deputy due to the lack of qualified staff.

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

Goals and Actions

Goal

Goal #	Description
3	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%	20-21 Data All 58.8% American Indian 42.9% Asian 78.8% African American 0% Hispanic 45.5% White 54% SED 60% ELs 75% Homeless 44.4%			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%	20-21 Data All 14.5% American Indian 28.6% African American 0% Asian 3% Hispanic 18.2%			All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs 18% SED 9% SWD 5%	White 19% ELs 0% SED 14.7% SWD 0%			White >25% ELs >25% 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%	20-21 Data 49.01%			% 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%	20-21 Data 33.76%			% 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	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%	20-21 Data 86/575 or .15%			>10% of students will complete a CTE pathway and meet CSU/UC requirements.
Priority 4 % of pupils prepared for college - Science (11th grade CAASPP 3 or higher)	18-19 Data 29.93%	20-21 Data 28.72%			% of pupils prepared for college on Science (11th grade CAASPP 3 or higher) will be >40%.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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
3.2	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
3.3	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
3.4	Provide High Quality CTE Courses	The district will provide CTE courses and pathways at all schools.	$1,669,696.00	No
3.5	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
3.6	FAFSA Completion	Comply with AB 132 that requires all students complete a FAFSA		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.

OUHSD has added College and Career Techs at OHS and LPHS to support students with college and career decisions.

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

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

Each action will assist OUHSD in increasing the number of students deemed "Prepared" on the College and Career Readiness California School Dashboard Indicator.

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.

OUHSD has had difficulty in filling the Industrial Technology position at LPHS for the last two years. Still recruiting to add CTE options for students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

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

The Oroville Union High School District (OUHSD) serves an unduplicated student group population of 78.7% (SED: 73.6%, ELL: 3.9% and Foster Youth: 1.2%). 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 24.7%, SWD 32.3%, HY 45.1%, FY 34.5% as compared to overall average of 21.0 for all students) 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 has TOSAs (1.8), four social workers (2.2), four Assistant Principals and five Targeted Case Managers (2.4) to monitor and check in with each student 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.

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 to assist with the implementation of PBIS districtwide. For the 22-23 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 Socio Economically Disadvantaged Students (82.0%), Students with Disabilities (68.1%), EL's (76.9%) and all students (83.5%). 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, and have added Tutor.com which is a 24/7 online tutoring service that can assist students in core subjects. In addition only 58% of all students, 78.8% of Asian students, 0% of African American students, 45.5% of Hispanic students, 54% of White students, 60% of Socio Economically disadvantaged (SED) and 75% EL's and 44.4% Homeless students meet the CSU/UC requirements (A-G). OUHSD offers Career and Technical Education pathways in automotive, culinary arts, agriculture, engineering, welding and manufacturing. 14.5% of all students , 0% of students with disabilities (SWD), 14.7% of Socio Economically Disadvantaged (SED), and 0% of English Language Learners (ELL) completed a CTE pathway.

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 added a fourth Social Worker. Each school will have a Social Worker (2.2) on their site five days a week. OUHSD added a Targeted Case Manager/Family Liaison at LPHS, OHS, and PHS beginning with the 21-22 school year. These positions 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 implement PBIS. (1.8)

2) Implement CR-PBIS at each 9-12 school to increase attendance, 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 rates, 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 to provide 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 78.7% or 1,837 students. (73.6% Socio Economically Disadvantaged, 3.9% English learners and 1.2% 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 and students deemed "Prepared" are low for all students, including SWD (0%), EL's (3.1%), SED (72.5%) and Homeless (6.9%). 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 83.5%, but the rates for SWD (68.1%) and EL's (76.9%) 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
16. Home to School Transportation
17. Attendance incentives
18. Student Achievement and Attendance Review Team (SAART)
19. Nutritious meals
20. TOSA – implement CR-PBIS
21. CTE courses and pathways
22. Materials and supplies for VAPA and CTE programs
23. Additional Assistant Principals at OHS and LPHS to monitor attendance, implement PBIS and supervise instruction.

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 $. This exceeds the requirement for increased and improved services.

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

The Oroville Union High School District has an unduplicated student count of 78.7% (73.6% SED, 3.9% English Learners and 1.2% Foster Youth). During the 2020-2021 school year, the district implemented Culturally Responsive-Positive Behavior Intervention Supports (CR-PBIS). The goal was to restructure discipline, develop alternatives to suspension and develop positive school cultures throughout the district. Implementing this program takes additional staffing to make sure PBIS is being implemented in every classroom, everyday and to support staff in the implementation of CR-PBIS with fidelity. After consulting with educational partners, it was determined that an additional Assistant Principal at each comprehensive site (LPHS and OHS) was an excellent use of additional concentration funds. In addition, the district added a Supplemental Ed Tech at each comprehensive site to assist with student testing. A science teacher, a math teacher and a social science teacher were added at Las Plumas due to increased enrollment. We added a CTE teacher at Prospect to add elective opportunities that would also provide job skills.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,524,704.00	$3,603,509.00	$81,000.00	$4,695,324.00	$16,904,537.00	$13,680,203.00	$3,224,334.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology Replacement and Repair	All Students with Disabilities	$161,263.00	$289,008.00	$56,000.00		$506,271.00
1	1.2	Professional Development for all Staff	English Learners Foster Youth Low Income	$152,992.00	$187,159.00		$149,986.00	$490,137.00
1	1.3	Intervention for 5th Year Seniors	All Students with Disabilities					$0.00
1	1.4	Purchase Assessment Software for Targeted Support	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.5	Maintain and Expand Library Services	English Learners Foster Youth Low Income	$142,775.00			$4,500.00	$147,275.00
1	1.6	Outreach for Foster Youth by Social Workers and BCOE School Ties Program	All				$2,000.00	$2,000.00
1	1.7	Advisory Period	All					$0.00
1	1.8	Math, English, and Positive Behavior Interventions	English Learners Foster Youth Low Income	$732,637.00			$77,493.00	$810,130.00
1	1.9	Tutorial Support and Push In Support for	Students with Disabilities		$1,698,977.00		$747,160.00	$2,446,137.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Students with Disabilities						
1	1.10	District ELD Coordinator	English Learners	$26,500.00				$26,500.00
1	1.11	Supplemental English Language Development Support Classes for all ELD students	English Learners	$229,010.00				$229,010.00
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	English Learners Foster Youth Low Income	$467,486.00				$467,486.00
1	1.13	College Connection Program	English Learners Foster Youth Low Income	$160,521.00				$160,521.00
1	1.14	Maintain Facilities in Good Repair	All	$1,130,431.00			$1,077,027.00	$2,207,458.00
1	1.15	Teachers and Staff are Appropriately Assigned and Credentialed	All					$0.00
1	1.16	Sufficient Instructional Materials	All		$105,000.00			$105,000.00
1	1.17	Collaborate with Butte College	All Students with Disabilities					$0.00
1	1.19	Credit Recovery and Summer School	English Learners Foster Youth Low Income	$167,332.00			$50,002.00	$217,334.00
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	English Learners Foster Youth Low Income	$13,653.00				$13,653.00
1	1.21	Provide Facilities to the Boys and Girls	English Learners Foster Youth	$52,000.00				$52,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Club of the North Valley	Low Income					
1	1.22	Expand the Independent Study Program	All Students with Disabilities		$220,705.00		$1,026,411.00	$1,247,116.00
1	1.23	Addition of Online Geography and Independent Study PE	English Learners Foster Youth Low Income	$48,025.00				$48,025.00
1	1.24	Additional Paths to a Diploma for Students with Disabilities	Students with Disabilities					$0.00
1	1.25	Add additional staff to provide direct support to students	English Learners Foster Youth Low Income					
1	1.26	Curriculum Adoption	English Learners Foster Youth Low Income					
2	2.1	Monitor for Implementation of CR-PBIS	All Students with Disabilities	$30,000.00				$30,000.00
2	2.2	Social, Emotional and Health Supports	English Learners Foster Youth Low Income	$269,798.00	$524,503.00		$286,702.00	$1,081,003.00
2	2.3	School Resource Officer/Deputy and Campus Security	All	$519,656.00	$11,610.00		$237,500.00	$768,766.00
2	2.4	Targeted Case Manager/Family Liaison	English Learners Foster Youth Low Income	$223,590.00				$223,590.00
2	2.5	Extra Curricular and Co-Curricular Opportunities	English Learners Foster Youth Low Income	$817,421.00				$817,421.00
2	2.6	Home to School Transportation	English Learners Foster Youth Low Income	$152,724.00				$152,724.00
2	2.7	Incentives	English Learners Foster Youth	$15,000.00				$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.8	School Attendance and Achievement Review Team	All Students with Disabilities					$0.00
2	2.9	Provide Nutritious Meals	English Learners Foster Youth Low Income	$225,391.00	$85,000.00	$25,000.00	$920,858.00	$1,256,249.00
2	2.10	Parent and Family Engagement	English Learners Foster Youth Low Income	$92,800.00			$7,217.00	$100,017.00
2	2.11	Parent Involvement	English Learners Foster Youth Low Income	$13,000.00				$13,000.00
3	3.1	Counselling Staff	English Learners Foster Youth Low Income	$1,138,111.00	$207,416.00		$21,902.00	$1,367,429.00
3	3.2	College/Career Guidance Technician	English Learners Foster Youth Low Income	$117,189.00				$117,189.00
3	3.3	Purchase Naviance Software	English Learners Foster Youth Low Income	$33,000.00				$33,000.00
3	3.4	Provide High Quality CTE Courses	All Students with Disabilities	$1,308,999.00	$274,131.00		$86,566.00	$1,669,696.00
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	English Learners Foster Youth Low Income	$53,400.00				$53,400.00
3	3.6	FAFSA Completion	All					

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					$5,374,355.00	0.00%		Total:	$5,374,355.00
								LEA-wide Total:	$4,906,869.00
								Limited Total:	$53,400.00
								Schoolwide Total:	$2,513,517.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development for all Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$152,992.00	
1	1.4	Purchase Assessment Software for Targeted Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$30,000.00	
1	1.5	Maintain and Expand Library Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	$142,775.00	
1	1.8	Math, English, and Positive Behavior Interventions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$732,637.00	
1	1.10	District ELD Coordinator	Yes	LEA-wide	English Learners	All Schools 9-12	$26,500.00	
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	LEA-wide	English Learners	All Schools 9-12	$229,010.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Prospect High School 10-12	$467,486.00	
1	1.13	College Connection Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$160,521.00	
1	1.19	Credit Recovery and Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$167,332.00	
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: OHS and LPHS 9th grade	$13,653.00	
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$52,000.00	
1	1.23	Addition of Online Geography and Independent Study PE	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	$48,025.00	
1	1.25	Add additional staff to provide direct support to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.26	Curriculum Adoption	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Social, Emotional and Health Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$269,798.00	
2	2.4	Targeted Case Manager/Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$223,590.00	
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Oroville High and Las Plumas High 9-12	$817,421.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$152,724.00	
2	2.7	Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$15,000.00	
2	2.9	Provide Nutritious Meals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$225,391.00	
2	2.10	Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$92,800.00	
2	2.11	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
3	3.1	Counselling Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$1,138,111.00	
3	3.2	College/Career Guidance Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$117,189.00	
3	3.3	Purchase Naviance Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$33,000.00	
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 9-12	$53,400.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,891,537.00	$16,134,181.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology Replacement and Repair	No	$506,271	$544,563
1	1.2	Professional Development for all Staff	Yes	$490,137	$388,516
1	1.3	Intervention for 5th Year Seniors	No	$0	$0
1	1.4	Purchase Assessment Software for Targeted Support	Yes	$30,000	$29,442
1	1.5	Maintain and Expand Library Services	Yes	$147,275	$154,453
1	1.6	Outreach for Foster Youth by Social Workers and BCOE School Ties Program	No	$2,000	$30
1	1.7	Advisory Period	No	$0	$0
1	1.8	Math, English, and Positive Behavior Interventions	Yes	$810,130	$890,973
1	1.9	Tutorial Support and Push In Support for Students with Disabilities	No	$2,446,137	$2,395,756
1	1.10	District ELD Coordinator	Yes	$26,500	$23,771

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	$229,010	$216,580
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	$467,486	$538,473
1	1.13	College Connection Program	Yes	$160,521	$160,834
1	1.14	Maintain Facilities in Good Repair	No	$2,207,458	$2,632,993
1	1.15	Teachers and Staff are Appropriately Assigned and Credentialed	No	$0	$0
1	1.16	Sufficient Instructional Materials	No	$105,000	$284,437
1	1.17	Collaborate with Butte College	No	$0	$0
1	1.19	Credit Recovery and Summer School	Yes	$217,334	$337,018
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	$13,653	$23,986
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	$52,000	$52,000
1	1.22	Expand the Independent Study Program	No	$1,247,116	$1,035,906
1	1.23	Addition of Online Geography and Independent Study PE	Yes	$48,025	$49,805

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Additional Paths to a Diploma for Students with Disabilities	No	$0	$0
2	2.1	Monitor for Implementation of CR-PBIS	No	$30,000	$30,000
2	2.2	Social, Emotional and Health Supports	Yes	$1,081,003	$1,194,902
2	2.3	School Resource Officer/Deputy and Campus Security	No	$768,766	$600,978
2	2.4	Targeted Case Manager/Family Liaison	Yes	$223,590	$368.078
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	$817,421	$859.117
2	2.6	Home to School Transportation	Yes	$152,724	$218,785
2	2.7	Incentives	Yes	$15,000	$9,621
2	2.8	School Attendance and Achievement Review Team	No	$0	$0
2	2.9	Provide Nutritious Meals	Yes	$1,256,249	$1,215,797
2	2.10	Parent and Family Engagement	Yes	$100,017.	$108,627
3	3.1	Counselling Staff	Yes	$1,367,429	$1,140,036
3	3.2	College/Career Guidance Technician	Yes	$117,189	$132,927

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Purchase Naviance Software	Yes	$33,000	$32,951
3	3.4	Provide High Quality CTE Courses	No	$1,669,696	$1,638,232
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	$53,400	$50,562

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$5,361,355.00	$157,246.00	$5,204,109.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development for all Staff	Yes	$152,992	$157,246		
1	1.4	Purchase Assessment Software for Targeted Support	Yes	$30,000.00			
1	1.5	Maintain and Expand Library Services	Yes	$142,775.00			
1	1.8	Math, English, and Positive Behavior Interventions	Yes	$732,637.00			
1	1.10	District ELD Coordinator	Yes	$26,500.00			
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	$229,010.00			
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	$467,486.00			
1	1.13	College Connection Program	Yes	$160,521.00			
1	1.19	Credit Recovery and Summer School	Yes	$167,332.00			
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	$13,653.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	$52,000.00			
1	1.23	Addition of Online Geography and Independent Study PE	Yes	$48,025.00			
2	2.2	Social, Emotional and Health Supports	Yes	$269,798.00			
2	2.4	Targeted Case Manager/Family Liaison	Yes	$223,590.00			
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	$817,421.00			
2	2.6	Home to School Transportation	Yes	$152,724.00			
2	2.7	Incentives	Yes	$15,000.00			
2	2.9	Provide Nutritious Meals	Yes	$225,391.00			
2	2.10	Parent and Family Engagement	Yes	$92,800.00			
3	3.1	Counselling Staff	Yes	$1,138,111.00			
3	3.2	College/Career Guidance Technician	Yes	$117,189.00			
3	3.3	Purchase Naviance Software	Yes	$33,000.00			
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	$53,400.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	$157,246.00	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE
November 1, 2021

MINUTES

CALL TO ORDER

Superintendent Willenberg called the meeting to order at 5:04 p.m. on Monday, November 1, 2021, via Zoom.

ROLL CALL

Committee Members Present: Sandra Barnes, David Devine, Tim Drury, Keely Frazier, Janet Goodson, Joe Hejl, Irene Jimenez, Bobby Jones, Matt Kermen, Brad Lund, Shane Overstreet, Durell Siplin, Lisa Torres, and Corey Willenberg.

Committee Members Absent: Rob Anderson, Consuela Bennett, Diana Castillo, Joanna Dolores, Johnny Holmes, Makayla Jones, Zinziel Vales-Bennett and Seng Yang.

Guests: Lamar Collins (LPHS Principal), David Goodson (community member), Kevin Simas (Director of Education) and Cristi Tellechea (OHS Principal) and Ray Sehorn (board member)

PLEDGE OF ALLEGIANCE

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Introduction of Co-Chairs and Committee Members**
   Dr. Willenberg introduced co-chairs Mr. Drury, Mr. Kermen and Mr. Siplin as well as the committee members in attendance.

2. **Role of the Supportive School Climate Advisory Committee**
   Dr. Willenberg stated that one of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

3. **Group Norms**
   Dr. Willenberg stated that the group norms that the committee will follow are: our meetings will begin and end on time; we will listen to each other and not interrupt; we will make sure everyone has had a chance to speak; we will support our facilitator's efforts to moderate discussions; we will avoid ethnic or gender-based humor; and we will speak respectfully to each other.

4. **Guiding Principles for the School Community**
   Dr. Willenberg discussed the Guiding Principles that were created last year: The District is committed to providing safe classrooms and healthy environments conducive to learning and free from disruption for all students. Every student has the right to be educated in environments that support all aspects of their well-being. Every educator has the right to teach and every employee has the right to work in an atmosphere free from disruptions and obstacles that impede learning. The District's guiding principles include: 1) respect; 2) responsibility; 3) appreciation of differences; 4) honesty; 5) safety and 6) life-long learning.

5. **Progressive Intervention Policy**
   Dr. Willenberg stated that the Progressive Intervention Policy was created last year and is approved by the school sites, Board of Trustees and the Department of Justice. The policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Please use the following protocol to ensure that your students receive a fair opportunity to

be successful and that as a school we follow a consistent Intervention Plan. Intervention procedures will be documented and additional interventions not listed may be utilized as well.

6. 21/22 Meeting Schedule

Dr. Willenberg stated that additional meetings are scheduled for January 31st and May 16th at 5:00 p.m. via Zoom.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *NON-AGENDA* ITEMS

Mrs. Goodson asked about the diversity of the group. Dr. Willenberg responded that the committee is very diverse. The schools have purposely involved students with different backgrounds to participate.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

Although the audience (non-committee members) was given a chance to speak, nobody requested to, but they were still allowed to ask questions throughout the meeting.

7. Overview of the School Year – LPHS, OHS and PHS

LPHS

Mr. Kermen thanked the committee members for their participation. He stated that Dr. Collins has been a great leader and colleague and is a breath of fresh air for the school. He is very visible on campus and wants what is best for kids at all times. Aaliyah Lee has been a great student representative on campus. They created a CR-PBIS video to show examples of proper student behavior at school, which will be posted on their website tomorrow. Their site CR-PBIS group meets once or twice per month and Dr. Collins discusses PBIS at every faculty meeting. Respect Contracts have been posted in every classroom and are referred to frequently. They are always finding ways to connect with students via a culture that they understand. Teachers give students T-Bird Bucks for being safe, responsible and respectful. Students turn in these Bucks for monthly drawings of some great prizes, like gift cards, Bluetooth speakers, VIP parking passes, graphing calculators and more. They can also "purchase" smaller items, like water bottles. They are currently working on prizes for the November drawing. Dr. Willenberg commented that donations are always being sought and accepted if any committee member knows of a business that might be interested. Mrs. Frazier stated that the number of T-Bird Bucks given out doubled in October.

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September discipline data: The campus was becoming unsafe. We are using multiple forms of intervention before suspending. They are using Structured Day to keep kids are school. Students hate giving up their free time and cell phones. Our freshmen aren't used to being on campus. We are working through the tension. Many students are addicted to vaping and interventions aren't helping. The older students are becoming tired of the younger student's behavior. Mrs. Jimenez asked if student can be referred to Tribal Health. Mr. Kermen responded that they are absolutely open to more resources. Mrs. Barnes asked how this year's data compares to last year. Dr. Willenberg responded that it would be better to compare the data to 19/20 due to distance learning last year. He is working on attendance, discipline and other data for the DOJ that will be completed and released to the public in January. Mrs. Barnes asked if older students could mentor younger students. Mr. Kermen responded that they have discussed doing this in small groups but it would require training. It could be planned for the future. Mr. Overstreet asked how often LPHS has a Social Worker on campus. Mr. Kermen responded that they have a Social Worker on campus daily as well as a Targeted Case Manager, who are both very involved. They also have a Wellness Center for support. There were 956 interventions, 345 phone calls/emails/texts, six home visits, 11 Tier 2 intervention referrals and zero teacher suspensions. There were 17 admin suspensions: use of force or violence: two White males (10th) and one Native American female (9th). Inflicted or threatened physical harm: four White males (9th x2, 10th, 11th), one White female (10th), one Native American male (9th), one Native American female (10th), and one Hispanic male (11th). Possessed dangerous object: one White male (9th). Three disrupted

or defied school staff: one Native American female (10th), one White male (10th) and one Hispanic male (9th). One caused damage to school property: White male (9th). One possessed/used tobacco: white male (10th). One possessed drugs/alcohol: Hispanic female (12th). 27 Tier 3 interventions: 18 vaping: White males (9th x 6, 10th x 2, 11th), White females (9th x 2, 10th x 3), two Hispanic males (9th, 10th), one African American male (9th), two Native American males (9th, 10th), one multi-race female (9th). Three students on Structured Day for physical altercations: one African American male (12th), one White male (10th) and one Hispanic female (10th). Three under the influence: two White males (9th) and one Native American male (9th). Four attendance related: two White males (10th), one White female (9th) and one Native American male (10th).

October discipline data (as of 10/29): 1328 interventions, 366 phone calls/emails/texts, 11 home visits, 14 Tier 2 intervention referrals and one teacher suspension. Seven admin suspensions: inflicted or threatened physical harm: one Hispanic male (11th). One possessed dangerous objects: White male (9th). Three disrupted or defied school staff: one Asian female (10th), one White female (9th) and one Hispanic male (10th), possessed drugs of alcohol: one African American male (9th). Profanity/vulgarity: one Native American female (9th). 46 Tier 3 interventions: 13 vaping: 6 White Males (9th x 3, 10th x 2, 11th), four White females (9th, 10th x 2, 12th), one Native American male (9th), one Asian female (10th), and one Hispanic female (12th). 33 Structured Day: five physical altercations: two Hispanic males (10th), one Hispanic female (11th), two White males (10th). Seven vaping: five White males (9th x 2, 10th x 2, 11th), two Hispanic males (9th, 10th). Seven under the influence/in possession of marijuana: one White male (11th), three White females (9th, 10th x 2), one Hispanic male (10th), one Asian female (10th) and one multi-race female (11th). Four Tier 3 Interventions: two White males (9th) and two Native American females (9th). Ten attendance related: 6 White males (9th x 3, 10th x 3), one White female (10th), one African American male (9th), one Asian female (10th), and one Hispanic female (11th).

OHS

Mr. Siplin reported that OHS students earn Tiger Bucks, which can be put into monthly drawings for prizes like gift cards, a Nintendo Switch, digital camera and more. Students are surveyed on the kinds of prizes they'd like and Mrs. Castillo reaches out to organizations to gather them. He stated that their August and September data is in the agenda packet. They had 990 interventions in October: Level 1 (teacher): 193 phone calls/texts, 180 emails, 407 interventions notes, 37 redirected to positive, 160 students counseled, 12 conflict resolutions and one changing of a seat in class. Level 2 (Counselor/Social Worker): six home visits (they would like to do many more), 182 meetings with a Counselor, 12 Brief Intervention Counseling and 12 conflict resolutions. 112 Tier 3 (admin) interventions, including 15 suspensions: physical altercation (Structured Day) (12th, 11th, 10th x 2 and 9th x 4): four White males, one Hispanic male, one African American male, and one White female. Three physical altercations resulting in home suspension (12th, 10th, 9th): one White male, one Hmong male and one White female. Eleven under the influence/possession (Brief Intervention w/ Counselor) (11th, 10th x 7 and 9th x 3): two White males, 2 Native American males, one African American male and six White females. Twenty-one tobacco/vaping use/ possession (warnings) (12th, 11th x 6, 10th x 5 and 9th x 9): 14 White males, one Native American males and five White females. Other offenses include nineteen lunch referrals, three instances of profanity, two disruptions, seven bus referrals, three imitation firearms, and two sexual harassment. Structured Day is a challenge for staff to manage and isn't as effective with younger students. Depending on the severity of a fight, a student may get a Structured Day or home suspension. Vape pens are like candy on their campus, are more often used by boys and are mostly used in the bathrooms. He and Mrs. Tellechea do a lot of counseling and conflict resolutions. Students can also get a lunchtime intervention so admin can talk to them about being safe, responsible and respectful. Mrs. Barnes asked if students are still allowed to eat. Mr. Siplin responded that they pick up their lunch before coming to the office. Mrs. Goodson asked about the suspension for profanity. Mr. Siplin responded that it is only used in an extreme circumstance. Mrs. Torres asked how the August/September data compares to October and how they handle the Structured Day. Mr. Siplin responded that they saw three times the amount of Tier 3 interventions between September and October. The Structured Day takes a village. It's not easy but they are making it work. Some employees may have two or three students to escort at the same time. Mrs. Torres asked if it seems to be making a difference. Mr. Siplin responded that it's making a change with some students as they don't like to lose their privileges. The 9th and 10th graders are keeping them busy. Mrs. Tellechea commented that they've had parents thank them for using Structured Day rather than home suspension. Keeping students on campus gives them multiple levels of support. Students are given the opportunity to understand what they need to do to get back on track. Mrs. Torres thanked admin for what they do to keep kids in school. Some students are feeling frustration from being left behind. Mr. Siplin responded that everything they do is always for the kids.

Mrs. Goodson applauded staff for their efforts and feels parents can also be part of the solution. She asked about the possibility of having parents on campus to help. Mr. Siplin responded that they need to get students moving toward being safe, responsible and respectful before involving parents as the students could be combative. Dr. Collins thought that the presentations tonight were great. The only true way to see what is going on at the campuses is to visit. Some of the students just don't care and are so disruptive that the teachers can't teach. Some parents want kids to be on a Structured Day every day as they seem to be more successful. Some of these students tend to get other students to leave campus with them. They need a more restrictive environment. Mr. Overstreet stated students also need to be treated respectfully by adults because how they feel is also important. Some students feel like they are talked down to. They are human too. Mrs. Barnes asked about the more restrictive environment that Dr. Collins referred to. Dr. Willenberg responded that the problem with starting another program is the inability to hire staff. We still have teacher vacancies at two of our schools.

PHS

Mr. Drury stated that students generally attend PHS due to credit deficiency, not being comfortable on the larger campuses or just wanting something different. They have new General Construction, Building Trades and Outdoor Education classes this year, which makes them unique. Mr. Lund does a great job implementing CR-PBIS and coordinating their monthly drawings for prizes. Their students also earn PBIS Bucks to enter drawings for prizes donated by the community. Students are also rewarded for attendance, honor roll, being Student of the Block and more. Some of their students need a lot of help. They have a Wellness Center setup this year to provide extra support. They have a lot of great kids and staff. Follow them on social media or check out their website to see the great things going on. He is still compiling October data. They currently have eight teachers and 100 students on campus. They are doing more intervention than time allows them to record, which makes it hard to do a deep dive into data. Mr. Goodson asked about the high number of offenses in the Native American group. Is this one student with multiple interactions or multiple students? Mr. Drury responded that it's one student. Entries can be made from teachers as well as their Social Worker and Targeted Case Manager. Lastly, Mr. Drury reported on AB 104, whereby the State allowed last year's and this year's seniors to graduate with fewer credits due to COVID. This allowed some students to return to the LPHS and OHS campuses.

NEW BUSINESS

8. Approval of Minutes from the May 3, 2021 Meeting

On a motion by Mrs. Goodson, seconded by Mrs. Torres, the minutes were unanimously approved as presented.

ADJOURNMENT

On a motion by Mr. Kermen, seconded by Mr. Siplin, the meeting adjourned at 6:34 p.m.

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Dr. Corey Willenberg, Superintendent

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE
January 31, 2022

MINUTES

CALL TO ORDER

Superintendent Willenberg called the meeting to order at 5:05 p.m. on Monday, January 31, 2022, via Zoom.

ROLL CALL

Committee Members Present: Sandra Barnes, David Devine, Tim Drury, Keely Frazier, Janet Goodson, Joe Hejl, Irene Jimenez, Bobby Jones, Matt Kermen, Brad Lund, Shane Overstreet, Durell Siplin, Lisa Torres, and Corey Willenberg.

Committee Members Absent: Rob Anderson, Consuela Bennett, Diana Castillo, Joanna Dolores, Johnny Holmes, Makayla Jones, Zinziel Vales-Bennett and Seng Yang.

Guests: Lamar Collins (LPHS Principal), David Goodson (community member), Kevin Simas (Director of Education) and Cristi Tellechea (OHS Principal) and Ray Sehorn (board member)

PLEDGE OF ALLEGIANCE

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Introduction of Co-Chairs and Committee Members**
   Dr. Willenberg introduced co-chairs Mr. Drury, Mr. Kermen and Mr. Siplin as well as the committee members in attendance.

2. **Role of the Supportive School Climate Advisory Committee**
   Dr. Willenberg stated that one of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

3. **Group Norms**
   Dr. Willenberg stated that the group norms that the committee will follow are: our meetings will begin and end on time; we will listen to each other and not interrupt; we will make sure everyone has had a chance to speak; we will support our facilitator's efforts to moderate discussions; we will avoid ethnic or gender-based humor; and we will speak respectfully to each other.

4. **Guiding Principles for the School Community**
   Dr. Willenberg discussed the Guiding Principles that were created last year: The District is committed to providing safe classrooms and healthy environments conducive to learning and free from disruption for all students. Every student has the right to be educated in environments that support all aspects of their well-being. Every educator has the right to teach and every employee has the right to work in an atmosphere free from disruptions and obstacles that impede learning. The District's guiding principles include: 1) respect; 2) responsibility; 3) appreciation of differences; 4) honesty; 5) safety and 6) life-long learning.

5. **Progressive Intervention Policy**
   Dr. Willenberg stated that the Progressive Intervention Policy was created last year and is approved by the school sites, Board of Trustees and the Department of Justice. The policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Please use the following protocol to ensure that your students receive a fair opportunity to

be successful and that as a school we follow a consistent Intervention Plan. Intervention procedures will be documented and additional interventions not listed may be utilized as well.

6. 21/22 Meeting Schedule

Dr. Willenberg stated that additional meetings are scheduled for January 31st and May 16th at 5:00 p.m. via Zoom.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *NON-AGENDA* ITEMS

Mrs. Goodson asked about the diversity of the group. Dr. Willenberg responded that the committee is very diverse. The schools have purposely involved students with different backgrounds to participate.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

Although the audience (non-committee members) was given a chance to speak, nobody requested to, but they were still allowed to ask questions throughout the meeting.

7. Overview of the School Year – LPHS, OHS and PHS

LPHS

Mr. Kermen thanked the committee members for their participation. He stated that Dr. Collins has been a great leader and colleague and is a breath of fresh air for the school. He is very visible on campus and wants what is best for kids at all times. Aaliyah Lee has been a great student representative on campus. They created a CR-PBIS video to show examples of proper student behavior at school, which will be posted on their website tomorrow. Their site CR-PBIS group meets once or twice per month and Dr. Collins discusses PBIS at every faculty meeting. Respect Contracts have been posted in every classroom and are referred to frequently. They are always finding ways to connect with students via a culture that they understand. Teachers give students T-Bird Bucks for being safe, responsible and respectful. Students turn in these Bucks for monthly drawings of some great prizes, like gift cards, Bluetooth speakers, VIP parking passes, graphing calculators and more. They can also "purchase" smaller items, like water bottles. They are currently working on prizes for the November drawing. Dr. Willenberg commented that donations are always being sought and accepted if any committee member knows of a business that might be interested. Mrs. Frazier stated that the number of T-Bird Bucks given out doubled in October.

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NEW BUSINESS

8. Approval of Minutes from the May 3, 2021 Meeting

On a motion by Mrs. Goodson, seconded by Mrs. Torres, the minutes were unanimously approved as presented.

ADJOURNMENT

On a motion by Mr. Kermen, seconded by Mr. Siplin, the meeting adjourned at 6:34 p.m.

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Dr. Corey Willenberg, Superintendent

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE
January 31, 2022

MINUTES

CALL TO ORDER

Superintendent Willenberg called the meeting to order at 5:05 p.m. on Monday, January 31, 2022, via Zoom.

ROLL CALL

Committee Members Present: Sandra Barnes, David Devine, Joe Hejl, Makiya Jones, Irene Santos, Lisa Torres, Corey Willenberg and Seng Yang

Committee Members Absent: Rob Anderson, Consuela Bennett, Diana Castillo, Joanna Dolores, Tim Drury, Keely Frazier, Janet Goodson, Johnny Holmes, Matt Kermen, Aaliyah Lee, Shane Overstreet, Durell Siplin and Zinziel Vales-Bennett

Guests: Ray Sehorn (board member) and Alicia Walker (community member)

This meeting could not be held due to a lack of quorum. The next meeting is scheduled for May 16, 2022 at 5:00 p.m. via Zoom.

ADJOURNMENT

The meeting adjourned at 5:15 p.m.

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Dr. Corey Willenberg, Superintendent