



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oro Grande School District

CDS Code: 36 67827 0000000

School Year: 2023-24

LEA contact information:

Kyla Rivera

Assistant Superintendent - Educational Services

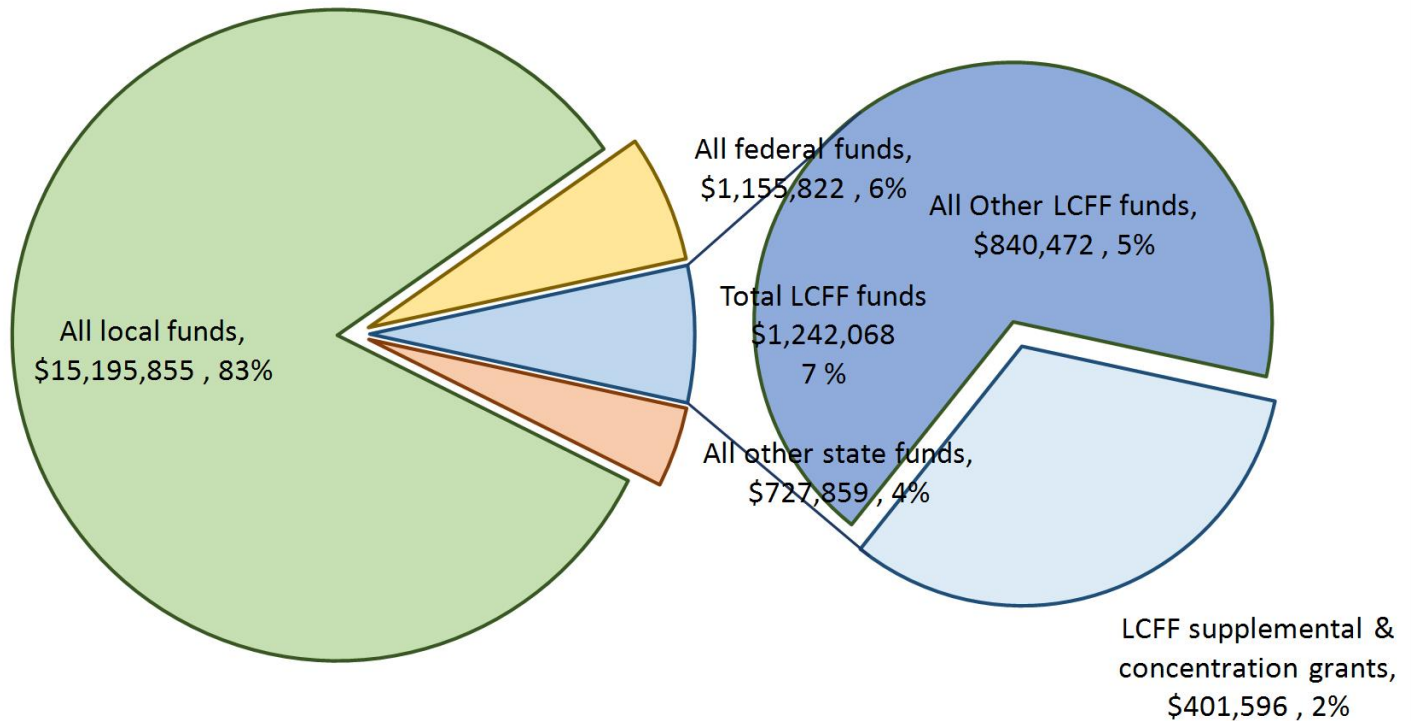
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7602435884

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

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

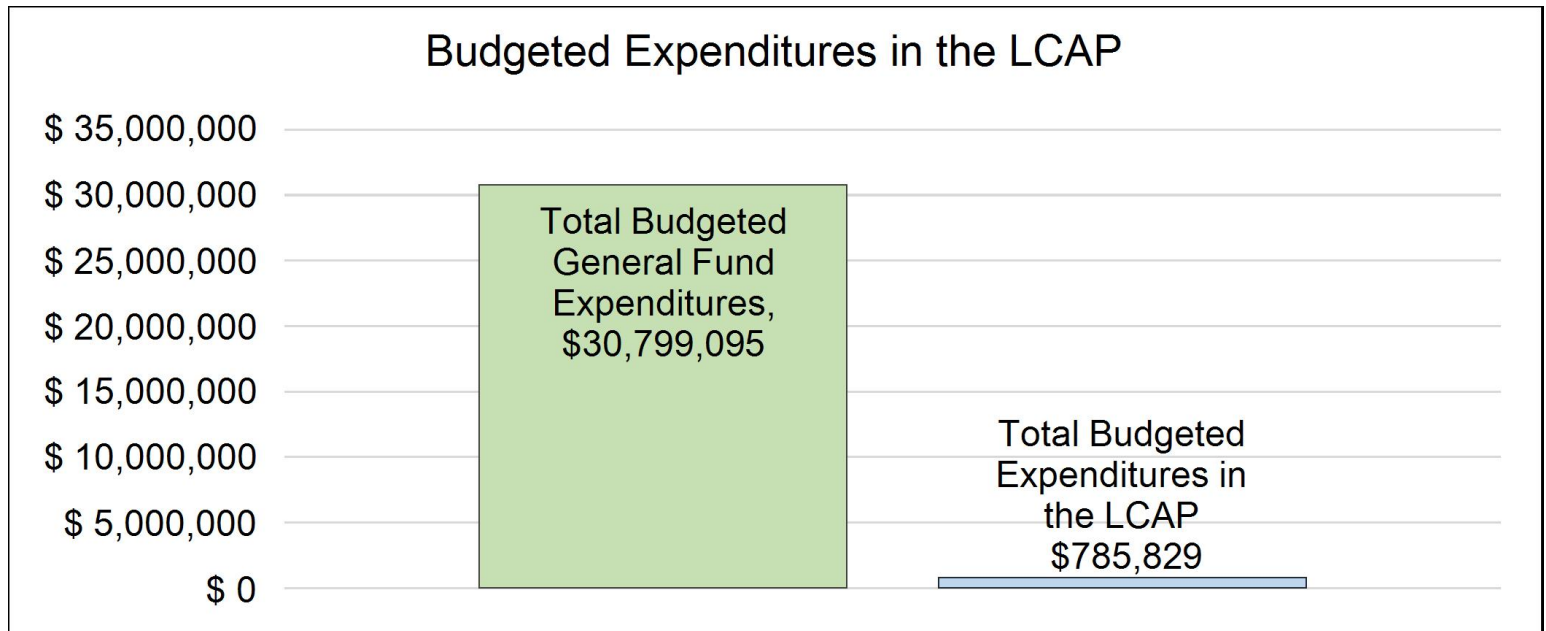


This chart shows the total general purpose revenue Oro Grande School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oro Grande School District is \$18,321,604, of which \$1242068 is Local Control Funding Formula (LCFF), \$727859 is other state funds, \$15195855 is local funds, and \$1,155,822 is federal funds. Of the \$1242068 in LCFF Funds, \$401596 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 Oro Grande School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oro Grande School District plans to spend \$30799095 for the 2023-24 school year. Of that amount, \$785,829 is tied to actions/services in the LCAP and \$30,013,266 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries and benefits for general classroom teachers, administration, core curriculum, operating costs (utilities) and capital outlay.

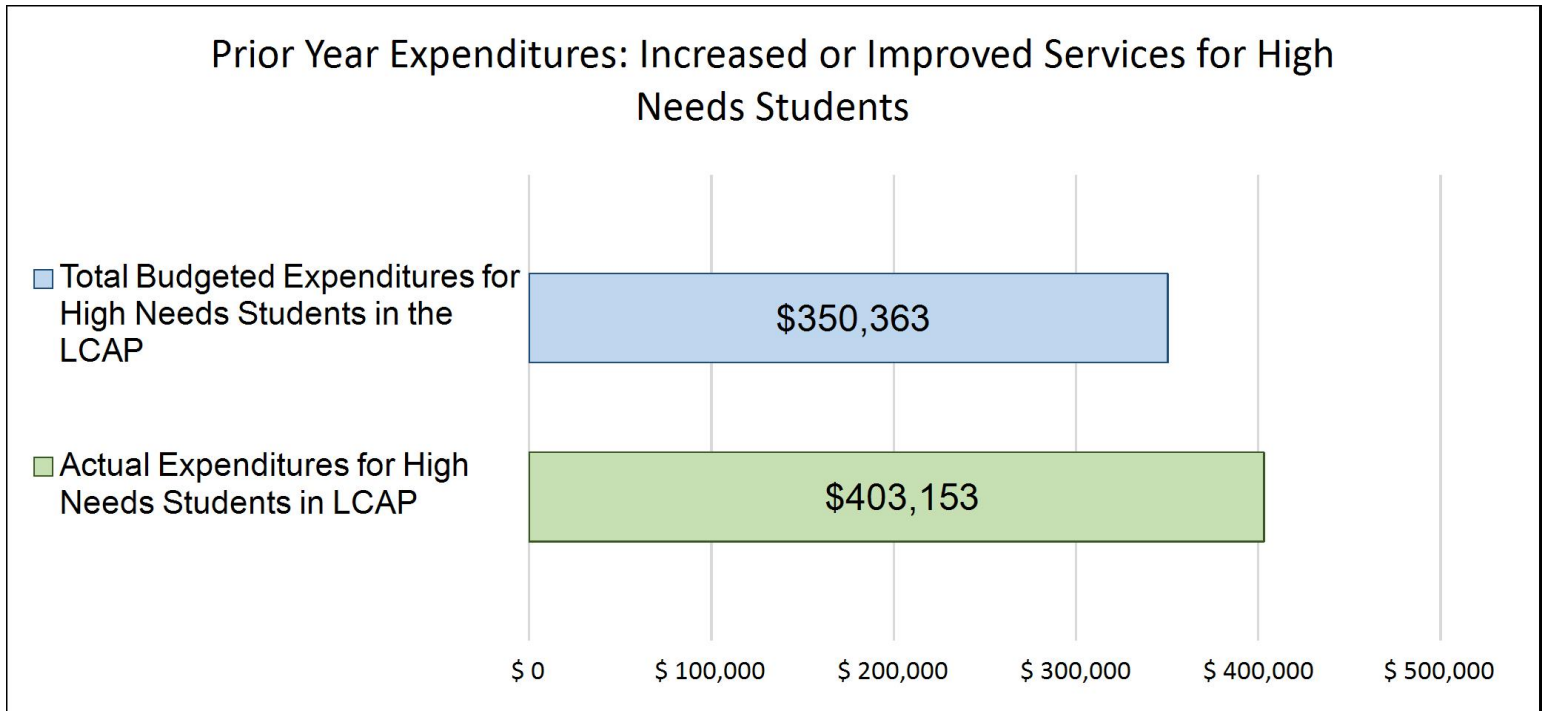
### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Oro Grande School District is projecting it will receive \$401596 based on the enrollment of foster youth, English learner, and low-income students. Oro Grande School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oro Grande School District plans to spend \$543,644 towards meeting this requirement, as described in the LCAP.

Reading Support, English Language Learner Support, Math Support, Health Services, Community Engagement, Transportation, SEL Support, Parent Outreach, Instructional Coaching, PD in ELD and SEL, Technology, Music and Art opportunities.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Oro Grande 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 Oro Grande 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 2022-23, Oro Grande School District's LCAP budgeted \$350,363 for planned actions to increase or improve services for high needs students. Oro Grande School District actually spent \$403,153 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$52,790 had the following impact on Oro Grande School District's ability to increase or improve services for high needs students:

Reading support, as well as, community outreach and SEL support to students.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oro Grande School District	Kyla Rivera Assistant Superintendent - Educational Services	kyla_rivera@orogrande.org 7602435884

## Plan Summary [2023-24]

### General Information

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

Oro Grande Elementary School (OGE) District educates around 95 students per year, transitional kindergarten through sixth grade. Oro Grande is a small community located in the High Desert region of Southern California. The population of Oro Grande is 1,019. The main industry in Oro Grande is a large cement factory located near the elementary school. Most residents in this area travel to other parts of the High Desert for work. The student population consists of 94.5% of unduplicated students. The demographic breakdown of Oro Grande Elementary School homeless is 5% low income 82%, students with disabilities 5% African American 4% American Indian 2% Asian 1% Filipino, 4% Hispanic. 81% Two or More races 1% White 6%. The English Learner Population is 34% of students, and the English Learner group consists of a primary language of Spanish.

## Reflections: Successes

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

The data reflections are based on the 2022 California School Dashboard school year and local data from the 2022-2023 school year. Students in grades TK-6 stated that they "feel" safe on a local LCAP survey. This is an increase of 32% from the same survey last year. The LCAP prioritizes supports for social emotional education. In the 2022-2023 school year, a social emotional class is taught to all students in grades TK through 5th grades (Goal 2 Action 1 and Goal 4 Action 2). While the chronic absenteeism rates are significantly high in Oro Grande, there was a decrease from the 2020-2021 school year. The chronic absenteeism rates decreased 51% to 42% for all students, for EL students the rates went from 57% to 44% in 2021-2022 and low income students the rates decreased from 52% to 43% in 2021-2022. An increase of support and a new social worker will continue to support families to ensure regular attendance (Goal 2 Action 2). In the area of mathematics, Oro Grande students are performing above the baseline data on the interim assessment block. During the 2022-2023 school year 41% of all students were performing at/above grade level on the math interim assessment blocks. EL students also had a baseline of 9% and are now performing at 40% on the math interim assessment blocks. Low income students were performing at 21% on the baseline data and are now performing at 42% at/above grade level in math (Goal 1 Action 3). The following metrics in the LCAP; teachers with proper credentials, teachers with English language learner certification and students with access to technology maintained 100% throughout the last two years. Oro Grande will continue to make a commitment to hire and keep effective teachers for all students. Ensuring all students have access to technology will also continue to be prioritized.

## 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.

There are three areas where the California Dashboard indicated students are performing very low. The three areas are; English Language Arts, mathematics and chronic absenteeism. Chronic absenteeism data shows 42.4% of all students, 43.2% of English Learners, 43% of Hispanic, 42.1% of socio-economically disadvantaged have been chronically absent in the 2021- 2022 school year. Chronic absenteeism rates increased significantly due to the COVID 19 pandemic and the protocols to ensure student and staff safety. Oro Grande Elementary was expecting growth in absenteeism numbers. Oro Grande will continue to prioritize good attendance. Specifically, Goal 2 provides resources for physical health resources, mental health support, and transportation. (Goal 2, Actions 3 & 7). In English Language Arts, all students performed -93.8 Distance from Standard (DFS), English Language Learners performed -111.2 DFS, Hispanic students performed -100 DFS and low income students performed -96.5 DFS. Due to very high chronic absenteeism rates and a lack of consistent instruction in English Language Arts, students show evidence of lacking many literacy skills at their grade level. Oro Grande will continue to prioritize literacy, and initiated new programs and teacher training in the 2023-2024 school year. These programs include a new assessment program and digital learning program (iReady). Teachers also received training in foundational balanced literacy and data analysis. (Goal 1 Action 1 and Goal 3 Action 1)



In mathematics, all students performed -134.9 DFS, English Language Learners performed -147.7 DFS, Hispanic students performed -138.6 DFS and low income students performed -139.8 DFS. Due to very high chronic absenteeism rates and a lack of consistent instruction in mathematics, students show evidence of lacking many literacy skills at their grade level. Oro Grande will continue to prioritize mathematics, and initiated new programs and teacher training in the 2023-2024 school year. These programs include a new assessment program and digital learning program (iReady). Teachers received training in foundational mathematics literacy and data analysis. (Goal 1 Action 3 and Goal 3 Action 1)

## LCAP Highlights

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

Oro Grande Elementary's 2021-2024 Local Control Accountability Plan highlights four goals for our school. These goals are designed to support our mission: Educating all students to become successful adults. There is an emphasis on ensuring that students are making gains that were lost in reading and math (Goal 1.1. and 1.3) and also ensuring that students are continuing to stay physically and mentally well (Goal 2.1 and 2.2). These are the top priorities in the next years. Goal One focuses on student literacy through rigorous standards. This goal focuses on students' CAASPP scores, instructional reading level, and English language acquisition proficiency. The goal was designed to hold students to a high standard and ensure necessary differentiation to help all students be successful. Goal Two establishes Oro Grande Elementary's commitment to community support and wellness for students. This goal was designed to ensure that OGE's families are a part of our school community and that students' social and emotional needs are met. This goal also provides resources to ensure that students have resources to increase attendance (through transportation, health services, and mental health services). The Third Oro Grande Elementary LCAP goal focuses on the support and training for teachers. Oro Grande Elementary recognizes to best support our students in a high-expectations, rigorous, academic setting, teachers must have training and support in best practices and methodologies. In an effort to provide extraordinary educational choice and because we believe in a well-rounded education, Oro Grande Elementary created goal four as a commitment to and acknowledgment of education extending beyond the core curriculum.

## 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.

Oro Grande Elementary School

## ***Support for Identified Schools***

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

The LEA worked with site administration, district administration, teachers, parents, and other staff to develop a plan to increase proficiency in math and English language arts and decrease chronic absenteeism rates for all students in Oro Grande. A school needs assessment developed with guidance from all educational partners resulted in a plan that will add new programs and increase the frequency of programs that are showing positive results. The following data was analyzed and shared with educational partners to make decisions on how to best use the CSI grant funds ( CAASPP ELA, CAASPP Math, chronic absenteeism rates, local ELA and Math benchmarks, and Local Oro Grande LCAP survey results. Educational partners used protocols (example: 5 Why Needs Analysis) to determine the priority and urgency of the needs of all students.

The research (Attendance Works- California Department of Education) indicates that the school must unpack and address common barriers to getting to school, such as lack of access to health care, a safe path to school or bullying, and nurturing a community wide culture of daily attendance in schools. Over the past seven years Attendance Works has found that chronic absence can be significantly reduced when schools, families and community partners work together to monitor data, promote good attendance and address the hurdles that keep children from getting to school every day. Providing a tiered, evidence based intervention, to support good attendance will allow Oro Grande to use resources to best support student attendance. The three tiered system will provide programs to all students (example clear communication of schedules, attendance expectations and attendance recognition) to more targeted intervention for tier two and tier three students (example -restorative alternatives to discipline and suspension, housing support and legal interventions).

After analyzing local data and studying researched based best practices, Oro Grande determined that funds would be best utilized to provide additional social emotional resources for students (example: social worker) and attendance incentives to increase attendance.

Additional professional development for teachers, staff, and administration, and programs to combat high chronic absenteeism rates will include; illness prevention, community health resources, and nutrition. These services will be provided by a newly hired social worker that will work as a liaison between school, families and community resources.

During educational partner meetings and after the use of protocols, it was determined that resource inequities were not found. However, it was determined that all students would benefit from an increase in actions and services to increase student achievement and limit chronic absenteeism.



## ***Monitoring and Evaluating Effectiveness***

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

The LEA will monitor the plan by requiring updates and analyzing data in the following areas; CAASPP (both summative and Interim Assessments), Local Benchmarks; including iReady scores for math and English Language Arts and formative math and ELA assessments CA Dashboard (decrease in chronic absenteeism and increase scores in math and English Language Arts).

District Professional Development Metrics will measure the targeted growth projections in the following areas: scope and sequences, realigned assessments development, and administration walkthrough usage and data. Data will be collected throughout the year and will be shared and analyzed quarterly with teachers, staff, and administration. Data will also be shared with parents and community educational partners in LCAP planning meetings. Data will be collected and stored in the district Student Information System (AERIES) and through grade-level assessment worksheets. A quarterly "district report card" will be created and shared with all educational partners to share the progress in all metrics. The metrics will include 5% growth for all student groups in formative and summative assessments in math and ELA, a decrease of chronic absenteeism rates for all students by 26%, and have 100% of teachers utilizing the new scope and sequences, measured by weekly administration walkthrough data.

# Engaging Educational Partners

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

Educational partners that participated in the 2023-2024 LCAP development meetings included, DELAC, Parent Advisory Committee which is composed of parents/guardians of Low Income, English Learners, Foster Youth, Homeless, and students with disabilities (parents that represent our demographic populations) teachers, counselors, classified staff, district, SELPA administrator, site administration and the certificated local bargaining unit (Oro Grande School District does not have a classified bargaining unit). The students were represented by participating in a school academic, safety and connectedness survey.

Educational partners were advised of the opportunity to participate in the 2023-2024 LCAP development meetings via social media, phone callers, posted on district web site, ParentSquare and the Peachjar communication application.

During LCAP development meetings, the following data was shared with educational partners:

- Local Assessment Data: iReady Reading and math data, Benchmarks and grades
- ELPAC Scores
- CAASPP Scores and Interim Block Assessments
- Attendance Rates
- Suspension and Expulsion Data
- LCAP Parent Survey Data
- Chronic Absenteeism Data
- Student Surveys

Parents /Community/Parent Advisory Committee-

The LCAP development process for the 2022-2023 was discussed at both the September 2022 and May 31, 2023 DELAC, SSC and parent advisory meetings.

Teachers, Counselors and Classified Staff

Teacher/staff input for the LCAP was elicited through the LCAP Staff planning meetings. These meetings occurred on March 31, 2023 and May, 3 2023

District and Site Administration

Site Administration analyzed data pertaining to math, literacy, and school climate and in September during the principals' meeting. Monthly meetings (during the 2022-2023 school year). These meetings held monthly beginning from Aug 2022 through May 2023.

Students

Students in grades TK through sixth grade participated in a survey that addresses the following areas; academic success, school culture, safety and connectedness. The survey was conducted from April 27, 2023 to May 5, 2023.

## SELPA

SELPA consultation took place in May 2023 to gather input regarding the needs for students with disabilities.

The LCAP was presented to both the DELAC and Parent Advisory Committee on May 31, 2023. There were no comments presented from either committee and therefore the Superintendent did not provide written feedback. The 2023-24 LCAP was presented for public hearing at the June 7th, 2023 Board of Education meeting. The LCAP was posted to the district website 72 hours prior to the meeting and hard copies were made available upon request and at the meeting.

The LCAP was adopted by the Oro Grande Board of Education at a regularly scheduled meeting on June 14th, 2023.

## A summary of the feedback provided by specific educational partners.

After presentation and discussion of data in LCAP development meetings with all educational partners, there was a shared agreement that resources should be put in place for proficiencies in reading and math, programs to combat chronic absenteeism, mental and physical health services, and develop programs to help EL students and the needs of students in the social and emotional development. This input from educational partners with an analysis of the data resulted in the four goals outlined in this LCAP.

Parents, Community and the Parent Advisory Committee- Parents and community members are specifically concerned about their students being behind in academic achievement due to the amount of school many students missed during the pandemic and how to make gains that were missed due to school closure. Parents want the school to provide opportunities for students to receive remediation in both ELA and math. Parents are also concerned about the emotional health of their students. These areas are both addressed in Goal 1 and 2 of the LCAP.

SELPA - Desert Mountain SELPA provided feedback regarding the LCAP and indicated that there are programs specified in LCAP that provide tiered systems of support and intervention for students in the area of math, ELA and social emotional support.

DELAC - The families of English Language Learners addressed the low percentage of students that are being reclassified and 0% of students that are reading at grade level. Families advocated for intervention programs that specifically address language acquisition and teacher training in ELD. These two areas are addressed in LCAP Goal 1 and 3.

Counselors/Teachers - The two top priorities for teachers, counselors and administrators are student engagement and remediating learning loss that occurred due to high levels of absences. Counselors/teachers also voiced concerns about the high rates of absences that continue to be seen at all grade levels. Encouraging parents and helping parents with resources to encourage good attendance is a priority for all educational partners. These educational partners have advocated for increased teacher training, and counseling services for students. These two areas are addressed in LCAP Goal 1, 2 and 3.

Feedback at the quarterly meetings suggests that there is a need for more coaching for new teachers, training in core curriculum and literacy professional development (addressed in Goal 3.2), access to technology and technical assistance (Goal 4.1)

Students- Students communicated in connectedness and safety surveys indicated that the programs that make them feel safe and connected at school were attributed to their ability to meet with counselors when they need help. The students also stated that having more field trips and classes such as art, music and drama made them feel more connected to school (Goal 2 Action and Goal 4 Action 1).

Local Bargaining Units (certificated only, Oro Grande does not have a classified bargaining unit) - The bargaining unit member members discussed the need for more options for formative assessment in the area of math and English Language Arts. There is a desire to understand and evaluate the learning that is occurring between assessments (i.e. iReady). These assessments can be addressed in LCAP and will show evidence of progress. The members discussed approaching assessments with a growth mindset and communicating the "why" behind assessments- the same reason we give assessments to students is the same reason we look at assessment data with teachers (Goal 1 actions 1-3).

After looking at suspension data and concentrating on chronic absenteeism rates, the members feel that school culture and rewarding positive behaviors is the best way to address these issues. We will look at ways restricted funding can promote whole school rewards and build a culture of high expectations (Goal 2 Actions 1-6). Professional Development will focus on balanced literacy, the science of reading and writing. The plan will have a cyclical model that introduces Professional Development (pedagogy), models lessons, observation and back to Professional Development. PLCs will include opportunities to plan with other grade levels and will be calendared before the year begins LCAP/Title II funding will be used for this Professional Development (Goal 3 Action 1-3).

Site Administration and District Administration - District and Site Administration have discussed the need to prioritize chronic absenteeism, English Language Arts and math. This group has worked on needs analysis to determine programs that combat the high chronic absenteeism rates that are keeping students from being in class and having access to the family instruction and intervention programs. After the needs analysis, this group agreed that focusing on programs to increase attendance is the top priority. A new social worker will be added to work with administration to build connections between community resources and school for Oro Grande families (Goal 2.5). This group also determined that revamping professional development and adding new components of balanced literacy would help students achieve high proficiency on CAASPP and iReady (Goal 3.1)

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

The results of the LCAP survey denote a need for growth in offerings for social and emotional and community outreach. 77% of parents state that their student feels connected at school were pleased with and aware of the programs and support opportunities, Oro Grande recognizes that we could provide even more programs to support students, and create more opportunities for

parents/community members to be involved.

Oro Grande continues to have low participation rates at school site council (4% of parents participate) and DELAC meetings (1% of parents that represent English Language Learners). Increasing the participation will help the district understand the needs of Oro Grande families and build supportive relationships with families. Based on the input from the DELAC community, we will continue to provide additional support for our EL population. (Actions 1 & 2 and Goal 3 Action 1).

All educational partners agreed that continued support from the counseling staff, a new social worker will help students as they recover emotionally and academically from the stresses of the COVID 19 pandemic. There was an increase from 46% in 2021-2022 school year to 66% in 2022-2023 school year of students indicated that they "feel safe at school". (Local Student Safety Survey- Goal 2.2)

# Goals and Actions

## Goal

Goal #	Description
1	Oro Grande Elementary School will increase the number of students proficient in English literacy and Mathematics through the implementation of rigorous state standards and provide appropriate interventions as needed.

An explanation of why the LEA has developed this goal.

State Priorities: 4, 8

All students need grade-level proficiency in English literacy and Mathematics to understand and access the curriculum and secure college and career readiness. This goal will provide intervention services specifically to our English Language Learners, Special Education students and students that are performing significantly low in both reading and math.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: All students, English Learners, Low Income, SpEd	CA Dashboard  CAASPP ELA Baseline (2019) ELA -  ALL Stu 63.3 Points below standard ELA  EL 113.8 Points below standard ELA -  Low Income 63.5 Points below standard ELA  SpEd NA - Not a Significant Subgroup	CAASPP was not administered in the 2020- 2021 school year. STAR Instructional Reading Level (2021- 2022)  All Students - 16.2% of students are reading at or above grade level  EL Students - 8.3% of students are reading at or above grade level	CA Dashboard 2022  ALL Stu 93.8 Points below standard ELA  EL 111.2 Points below standard ELA -  Low Income 96.5 Points below standard ELA  SpEd NA - Not a Significant Subgroup		CAASPP ELA 2023- 2024 ELA -  ALL Stu 53 Points below standard ELA -  EL 93 Points below standard ELA -  Low Income 53 Points below standard ELA -  SpEd NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income Students - 13% of students are reading at or above grade level			
Math Interim Assessments (IABs)	<p>Math IAB (2020-2021)</p> <p>All Students - 27% students were approaching, at or above grade level.</p> <p>EL - 9% students were approaching, at or above grade level.</p> <p>Low Income - 21% students were approaching, at or above grade level.</p>	<p>Math IAB (2021-2022)</p> <p>All Students - 42% students were approaching, at or above grade level.</p> <p>EL - 50% students were approaching, at or above grade level.</p> <p>Low Income - 43.6% students were approaching, at or above grade level.</p>	<p>Math IAB (2022-2023)</p> <p>All Students - 41% students were approaching, at or above grade level.</p> <p>EL - 40% students were approaching, at or above grade level.</p> <p>Low Income - 41.8% students were approaching, at or above grade level.</p>		<p>Desired Outcomes (2023-24)</p> <p>All students - 37% students approaching, at or above grade level.</p> <p>EL Students - 24% students approaching, at or above grade level.</p> <p>Low Income - 36% students approaching, at or above grade level.</p>
iReady (STAR Instructional Reading Level) Scores (metric changed to iReady in August 2022)	<p>STAR Instructional Reading Level</p> <p>All Students - 12% of students are reading at or above grade</p>	<p>STAR Instructional Reading Level (2021-2022)</p> <p>All Students - 16.2% of students are</p>	<p>iReady Instructional Reading Level (2022-2023)</p> <p>All Students - 35% of students are reading</p>		<p>Desired Outcome 2023-24</p> <p>All Students - 22% of students reading at grade level (iReady)</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>level (STAR Reading 2020-2021)</p> <p>EL Students - 0% of students are reading at or above grade level (STAR Reading 2020-2021)</p> <p>Low Income Students - 13% of students are reading at or above grade level (STAR Reading 2020-2021)</p>	<p>reading at or above grade level</p> <p>EL Students - 8.3% of students are reading at or above grade level</p> <p>Low Income Students - 13% of students are reading at or above grade level</p>	<p>at or above grade level</p> <p>EL Students - 21% of students are reading at or above grade level</p> <p>Low Income Students - 31% of students are reading at or above grade level</p>		<p>EL Students - 15% of students reading at grade level (iReady)</p> <p>Low Income Students - 23% of students reading at grade level (iReady)</p>
English Language Proficiency (Dashboard)	28% Oro Grande English Learners - making progress toward English proficiency.	ELPAC (2021-2022) Level 1 - 18% Level 2 - 36% Level 3 38% Level 4 9%	34.4% Oro Grande English Learners - making progress toward English proficiency (2021-2022).		53% English learners making progress towards proficiency.
Reclassification Data	0%- Reclassification	1%- Reclassification based on local data (2021-2022)	6.6% - Reclassification based on local data (2022-2023)		Increase 3.33%- Reclassification Data
CAASPP Math - All students, EL, Low Income,	<p>CAASPP Math Baseline (2019) Math</p> <p>ALL Stu 77.4 Points below standard Math -</p> <p>EL 113.3 Points below standard Math</p>	<p>CAASPP was not administered in the 2020- 2021 school year. Math IAB (2021-2022)</p> <p>All Students - 42% students were</p>	<p>CA Dashboard 2022</p> <p>ALL Stu 134.9 Points below standard Math -</p> <p>EL 147.7 Points below standard Math</p>		<p>CAASPP Math 2023-2024 Math -</p> <p>ALL Students 67 Points below standard Math -</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SpEd - Not a Significant Subgroup	Low Income 77.8 Points below standard Math -  SpEd NA - Not a Significant Subgroup	approaching, at or above grade level.  EL - 50% students were approaching, at or above grade level.  Low Income - 43.6% students were approaching, at or above grade level.	Low Income 138.6 Points below standard Math -  SpEd NA - Not a Significant Subgroup		EL 93 Points below Standards Math -  Low Income 67 Points below standard Math -  SpEd NA
State Aligned Materials	100% of students have state aligned materials. (2021-2022)	100% of students have state aligned materials. (2021-2022)	100% of students have state aligned materials (2022-2023).		100% of students have state aligned materials.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention	Increased reading intervention programs will provide by a reading intervention specialist. These interventions will be principally directed for our English Language Learners and low income students in an intervention program during the school day. This program will increase ELA CAASPP scores, and iReady reading scores.	\$161,627.00	Yes
1.2	English Language Learners	The Educational Services Department will provide rigorous supplemental California state standards-aligned ELD curriculum. The Ellevation online platform will be used to implement academic vocabulary curriculum that will address EL instruction for multiple EL levels to increase language acquisition across all content areas. The use of Ellevation will increase ELPAC scores and reclassification rates.	\$58,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Math Intervention	Increased math intervention programs will be provided by core content teachers in small group settings during the school day. These interventions will be principally directed for our English Language Learners and low income students. This program will increase target math CAASPP scores and local math benchmarks (Interim Assessment Blocks).	\$3,300.00	Yes

## Goal Analysis [2022-23]

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

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

1.1 This action was fully implemented for the entire 2022-2023 school year. The reading intervention teacher provided a pull out program that was targeted for low income students and English Language Learners that were not reading at grade level. The success of this program was seen by local reading scores increasing for all students. The challenges for the implementation came from the amount of students that need reading intervention support after the Covid 19 pandemic. Ensuring that all students can read at grade level will continue to be a priority and fully supported.

1.2- This action was fully implemented for the entire 2022-2023 school year. Every English Language Learner has a complete a robust ELD portfolio that archives work samples and demonstrates areas of growth and concern. There continues to be steady growth in the number of students that are reclassifying and reaching proficiency on the CA Dashboard.

1.3- This action was fully implemented for the 2022-2023 school year. All teachers grades TK- fifth grade provided students not meeting grade level proficiency in math a daily intervention rotation. In grade six, students attended a math lab class. There was a significant decrease in CAASPP math scores. Providing more opportunities for students for intervention in math will continue to be a priority in Oro Grande.

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.

Action 1.1 - There were no material difference differences in this action.

Action 1.2 - There were no material difference differences in this action.

Action 1.3- There was an \$18,472 difference between the budgeted and actual expenditures in this action. The decreased funds came from our allotted federal money in this Action. The funds were spent in Action 3.2 to provide additional instructional coaching.

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

Action 1.1 - Oro Grande saw significant improvement in the student reading levels. This year all students are 35% at/above grade level in reading compared to the baseline data of 12%. English Learners improved 21% over the baseline data and low income students saw an improvement of 13% to 31% at or above grade level.

Action 1.2- The ELD curriculum and a progress monitoring tool have shown an increase in EL student's proficiency. 6.6% of Oro Grande's English Language Learners were reclassified. 34.4% Oro Grande English Learners are making progress toward English proficiency. This is an increase of 6.4% from the baseline of 28%.

Action 1.3- The addition of a math intervention teacher and new math intervention curriculum resulted in an increase for all students on the math IABs. All students approaching or meeting grade level on the math Interim Assessment Block (IAB) increased 15% for all students, 41% for EL students and 22.6% for low income students.

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.

There will be no changes to the goal, actions or outcomes for the 2023-2024 school year. The local reading metric changed from STAR reading to iReady in August 2022.

**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	Oro Grande Elementary School will provide resources that promote social/emotional and physical health, safety, good attendance and parent/community partnerships.

An explanation of why the LEA has developed this goal.

State Priorities: 1, 3, 5, 6

Oro Grande Elementary recognizes that students have needs that extend beyond the academic setting. In an effort to support our community and family partnerships, OGE feels that it is essential to provide access to and communication about welfare services. Similarly, Oro Grande Elementary knows that students need support socially and emotionally to become positive contributing members of the community, maintain low suspension/expulsion rates, and decrease chronic absenteeism rates.

Oro Grande also recognizes that safe, clean facilities help students feel engaged and safe at school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey/Panorama/Safety Survey	63% of 5th- grade students surveyed responded that they feel safe at school.	46% of 5th- grade students surveyed responded that they feel safe at school.(2021- 2022)	66% of all students surveyed responded that they feel safe at school (2022-2023)		70% of students indicate that they feel safe on the Healthy Kids Survey.
Facilities Inspection Tool	100% of items inspected in Good repair.	100% of items inspected in Good repair. (2021-2022)	100% of items inspected in Good repair. (2022 - 2023)		100% of items inspected to be in Good repair.
School Attendance Rate	93.65% attendance rate (2019- 2020)	84.5% attendance rate (2020- 2021- Local Data)	88.57% attendance rate (2021- 2022- Local Data)		95% attendance rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey	68% parent agree their student connects with school.	77% parent agree their student connects with school. (2021-2022)	63.6% parent agree their student connects with school (2022-2023)		70% parents agree their student connects with school.
Suspension Rate	CA Dashboard  All Students - 0.9% suspension rate (2018- 2019)  EL Students - 1% suspension rate  Low Income Students - 1% suspension rate	Suspension Rate - (2020- 2021- CDE DataQuest)  All Students - 0% suspension rate  EL Students - 0% suspension rate  Low Income Students - 0% suspension rate	CA Dashboard 2022  All Students - 2.5% suspension rate  EL Students - 4.5% suspension rate  Low Income Students - 2.8% suspension rate		All Students - Maintain below 1.5% suspension  EL Students - Maintain below 1.5% suspension  Low Income Students - Maintain below 1.5% suspension
Expulsion Rate	All Students - 0% expulsion (2019-2020- CDE DataQuest)  EL Students - 0% expulsion  Low Income Students - 0% expulsion	All Students - 0% expulsion (2020-2021)  EL Students - 0% expulsion  Low Income Students - 0% expulsion	2021-2022 CDE DataQuest  All Students - 0% expulsion (2021-2022)  EL Students - 0% expulsion  Low Income Students - 0% expulsion		All Students - 0% expulsion  EL Students - 0% expulsion  Low Income Students - 0% expulsion
Chronic Absenteeism	CA Dashboard  All Students - 17.9% Chronic Absenteeism Rate (2018- 2019)	2021 CA Dashboard did not report student outcomes on the Chronic Absenteeism Sate Indicator.	CA Dashboard 2022  All Students- 42.2% Chronic Absenteeism Rate		All Students - 16% Chronic Absenteeism Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL Students - 12.5% Chronic Absenteeism Rate  Low Income Students - 18.8% Chronic Absenteeism Rate	DataQuest CDE 2021 (2020-2021)  All Students- 51% Chronic Absenteeism Rate  EL Students- 57% Chronic Absenteeism Rate  Low Income Students- 52% Chronic Absenteeism Rate	EL Students- 44.2% Chronic Absenteeism Rate  Low Income Students- 42.5% Chronic Absenteeism Rate		EL Students - 10% Chronic Absenteeism Rate  Low Income Students - 16% Chronic Absenteeism Rate
DELAC parent engagement	2% of parents participating in DELAC	4% of parents participating (2021-2022)	6% of parents participating		5% of parents participating in DLEAC
School Site Council (SSC) Participation	10% participation in School Site Council	4% parents participating (2021-2022)	6% parents participating		10% participation in School Site Council
Social Emotional Parent Decision Survey	2% of parents participate in decision making process for social emotional programs.	1% of parents participate in decision making process for social emotional programs. (2021-2022)	63.6% of parents participate in decision making process for social emotional programs. (2022-2023)		10% of parents participate in decision making process for social emotional programs

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Services	School nurses will provide access to health services and community health programs. These services will help decrease chronic	\$77,806.00	Yes



Action #	Title	Description	Total Funds	Contributing
		absenteeism rates and increase student connectivity and will be principally directed towards low income students.		
<b>2.2</b>	After School Program	Oro Grande Elementary will provide an after school program principally directed to our low income student. This program will provide an after school program that engages students in the following activities; STEM, music, and social emotional learning opportunities and tutoring. This service will decrease suspension and chronic absenteeism rates.	\$52,320.00	No
<b>2.3</b>	Community Engagement Activities	Oro Grande Elementary will provide students with field trips (ie, California missions, natural history museum, local libraries) in and outside of the community and invite community members to the school district as experts. Field trips will focus around core content and electives. This action will result in lower suspensions and chronic absenteeism. This will be principally directed to our low income students.	\$19,170.00	Yes
<b>2.4</b>	Transportation	Daily transportation will be provided by Oro Grande School District's Transportation Department for students to increase daily attendance and decrease chronic absenteeism. Transportation will also be provided for the afterschool engagement program. This will be principally directed for our low income students.	\$88,951.00	Yes
<b>2.5</b>	Social/Emotional Support	Elementary staff will provide access to counseling, social emotional programs and social services support . These services will help decrease chronic absenteeism rates and increase student connectivity and will be principally directed towards low income students.	\$180,020.00	Yes
<b>2.6</b>	Parent Participation	Parent advisory groups will participate in advising and developing programs to support our English Language Learners and low income	\$20,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. New programs including family literacy nights. A new site assistant principal will implement new programs to support family literacy, social support programs and academic supports for students. These programs will increase student engagement and will increase parent participation. These programs will be principally directed toward our English Language Learners and low income students.		

## Goal Analysis [2022-23]

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

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

Action 2.1- This action was fully implemented in the 2023 school year. The health care services team was able to provide services such as wellness screenings, connect families to outside resources and educate staff on how to help students with health concerns. Ensuring that students are healthy and able to attend school has continued to be a challenge in Oro Grande. High chronic absenteeism rates have continued after the pandemic and providing these services will continue to be a priority.

Action 2.2- This action was fully implemented for the 2022-2023 school year. This program successfully provided afterschool care to 15% of students that attend Oro Grande Elementary school. This program will continue to also provide summer programs for students in the community. Oro Grande will continue to promote this program to provide enrichment, homework help and a safe a positive environment to Oro grande students afterschool and during the summer break.

Action 2.3- This action was fully implemented for the 2022-2023 school year. All students in Oro Grande successfully participated in at least one standards aligned field trip. These field trips included; the CA science museum, L.A Zoo, History museum, etc.

Action 2.4- This action was fully implemented for the 2022-2023 school year. All students in Oro Grande are provided safe and reliable transportation to school, afterschool and from the afterschool program daily. Students in sixth grade are also provided transportation after daily afterschool tutoring. Providing transportation is important in the small rural town of Oro Grande.

Action 2.5- This action was fully implemented for the 2022-2023 school year. A social emotional teacher was hired to be part of the daily pull out enrichment classes. All students participated in this class weekly. This change was made due to increasing suspension rates (increase of 2.5% from 2021 and high chronic absenteeism rates (42.2% for all students).

Action 2.6- This action was fully implemented for the 2022-2023 school year. Providing opportunities for parents and the community to participate in decision making has continued to be a challenge in Oro Grande. The school district will continue to create more opportunities

for parents to participate and share in decision making, Ensuring that parents are receiving information in primary language and in a timely manner will continue to be a priority .

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.

Action 2.1 - There was a decrease of \$58,864 spent on this action. This bulk of the difference was spent on additional personnel for community engagement in Action 2.3.

Action 2.2 - There was an increase in our Expanded Learning expenditures of \$28,134 to provide after-school enrichment through the Champions program.

Action 2.3 - There was an increase of \$36,130 in this action, as mentioned in Action 2.1.

Action 2.4 - There was an increase of \$43,673. The additional money was used to pay for personnel and transportation costs associated with transportation costs.

Action 2.5 - There was an increase of \$38,869 to this action. We added a new teacher to provide Social Emotional Learning support to our students and used the extra funds to pay for this position.

Action 2.6 - There was a decrease of \$1,379.

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

2.1- Health services were increased for students and families that need basic services to combat day to day illnesses that can often lead to student absences. While the chronic absenteeism rates continue to be very high, Oro Grande decreased from 51% to 42.2% for all students.

2.2- Oro Grande provided an afterschool program to all students every day after school. This program provided enrichment activities as well as academic support. 16% of students attend the after school program daily. There were no students suspended or expelled during the 2022-2023 school year.

2.3- Oro Grande students were able to take many standards aligned, enriching field trips in the 2022-2023 school year. Some of these field trips include; the Los Angeles Zoo, California Science Center, Natural History Museum and Calico. These activities provided engaging activities that maintained low suspension rates at 2.5% and expulsion rates to 0% in the 2022-2023 school year.

2.4 - 70% percent of students utilize transportation to and from school everyday in this rural community. Although the chronic absenteeism rates are high at 42.2%, there is a decrease in rates from 51% last school year. Reliable transportation is essential in the rural area of Oro Grande.

2.5- Access to social emotional support though the two full time elementary counselors and social emotional instruction has maintained low suspension rates at 2.5% and expulsions to 0 for the 2022-2023 school year.

2.6- There was a 2% increase in parents participating in both DELAC and School Site Council for the 2022-2023 school year.

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.

Educational partners state that an increase of parents participation is an area of need for Oro Grande Elementary. For the 2023-2024 school year, a portion of salary for a new elementary assistant principal will be added. This new position will provide engagement opportunities for parents. They increase programs for services that will allow parents more opportunities to work with teachers and site administration (Action 2.6)

**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	Common Core State Standards and researched-based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in Math, English Language Arts, and English Language Development.

An explanation of why the LEA has developed this goal.

State Priorities: 1, 2

Oro Grande Elementary recognizes for students to be successful in a rigorous standards-based core curriculum, they must be taught by highly qualified teachers. Oro Grande understands that for teachers to teach utilizing current research-based practices, they must be provided high quality professional development.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards: Professional Learning: CA State Standards	100% teachers trained in CA State Standards	100% teachers trained in CA State Standards (2021-2022- Local Data)	100% teachers trained in CA State Standards (2022-2023- Local Data)		100% of teachers trained in CA State Standards
Properly Credentialed Teachers	100% properly credentialed	100% properly credentialed (2021-2022- CTC CalSAAS)	100% properly credentialed (2022-2023- CTC CalSAAS)		100% of teachers are properly credentialed.
English Language Learner Certified Teachers	100% English Language learner certified	100% English Language learner certified (2021-2022- CTC CalSAAS)	100% English Language learner certified (2022-2023- CTC CalSAAS)		100% English Language learner certified
Implementation of State Standards: Professional Learning: ELD State Standards	100% of teachers trained in ELD State Standards	100% of teachers trained in ELD State Standards (2021-2022)	100% of teachers trained in ELD State Standards (2022-2023)		100% of teachers trained in ELD State Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA - EL, Low SES	<p>CA Dashboard</p> <p>CAASPP ELA Baseline (2019) ELA-</p> <p>All 66.3 Points below standard ELA -</p> <p>EL 113.8 Points below standard ELA</p> <p>Low SES. 63.5 Points below standard</p>	<p>CAASPP was not administered in the 2020-2021 school year. STAR Instructional Reading Level (2021- 2022)</p> <p>All Students - 16.2% of students are reading at or above grade level</p> <p>EL Students - 8.3% of students are reading at or above grade level</p> <p>Low Income Students - 13% of students are reading at or above grade level</p>	<p>CA Dashboard 2022</p> <p>All 93.8 Points below standard ELA -</p> <p>EL 112.2 Points below standard ELA</p> <p>Low SES 96.5 Points below standard</p>		<p>CAASPP ELA 2023-2024 ELA -</p> <p>ALL Stu 53 Points below standard ELA -</p> <p>EL 93 Points below standard ELA -</p> <p>Low Income 53 Points below standard</p>
English Language Proficiency (Dashboard)	<p>28% Oro Grande English Learners-making progress toward English proficiency.</p>	<p>NA - The 2021 California Dashboard did not report ELPI. ELPAC Results (2021-2022) Level 1 - 18% Level 2 - 36% Level 3 - 38% Level 4 - 9%</p>	<p>CA Dashboard 2022</p> <p>34.4% Oro Grande English Learners-making progress toward English proficiency.</p>		<p>53% English learners making progress towards proficiency.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension	CA Dashboard  Baseline All Students - 0.9% suspension rate  EL Students - 1% suspension rate  Low Income Students - 1% suspension rate	Suspension Rate (2020- 2021- CDE DataQuest) All Students - 0% suspension rate EL Students - 0% suspension rate Low Income Students - 0% suspension rate	CA Dashboard 2022  All Students - 0.9% suspension rate  EL Students - 1% suspension rate  Low Income Students - 1% suspension rate		All Students - Maintain below 1.5% suspension  EL Students - Maintain below 1.5% suspension  Low Income Students - Maintain below 1.5% suspension
Chronic Absenteeism Rate	CA Dashboard  All Students - 17.9% Chronic Absenteeism Rate  EL Students - 12.5% Chronic Absenteeism Rate  Low Income Students - 18.8% Chronic Absenteeism Rate	2021 CA School Dashboard did not report student outcomes for the Chronic Absenteeism State Indicator. DataQuest- CDE (2020- 2021) All Students- 51% Chronic Absenteeism Rate  EL Students- 57% Chronic Absenteeism Rate  Low Income Students- 52% Chronic Absenteeism Rate	CA Dashboard 2022  All Students - 42.2% Chronic Absenteeism Rate  EL Students - 44.2% Chronic Absenteeism Rate  Low Income Students - 42.5% Chronic Absenteeism Rate		All Students - 16% Chronic Absenteeism Rate  EL Students - 10% Chronic Absenteeism Rate  Low Income Students - 16% Chronic Absenteeism Rate
CAASPP Math	CA Dashboard	CAASPP was not administered in the	CA Dashboard 2022		CAASPP Math. 2023-2024 Math -



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Math Baseline (2019) Math-  All 77.4 Points below standard Math  EL. 113.3 Points below standard Math  Low SES 77.8 Points below standard	2020- 2021 school year. Math IAB (2021- 2022)  All Students - 42% students were approaching, at or above grade level.  EL - 50% students were approaching, at or above grade level.  Low Income - 43.6% students were approaching, at or above grade level.	All 134.9 Points below standard Math  EL. 147.7 Points below standard Math  Low SES 139.8 Points below standard		ALL 67 Points below standard Math  EL. 93 Points below standard Math -  Low Income 67 Points below standard

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development Math and ELA	All teachers and administrators will have ongoing and rigorous professional development in the following; Math and English Language Arts. This training will be provided by both district support staff (academic and instructional coordinators and contracted professional development MDSS Solutions). This professional development will increase CAASPP ELA scores and math CAASPP scores for low income students. This action is principally directed towards low income students.	\$6,658.00	No
3.2	Instructional Coaching	All teachers will have instructional coaching provided by academic coordinators. Instructional coaching will focus around English	\$39,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Language Arts, math, and differentiation of instruction principally directed for our English language learners and low income students. This coaching will increase the instructional knowledge of our teachers resulting in higher math CAASPP scores, ELA CAASPP scores and progress towards English language proficiency.		
<b>3.3</b>	Professional Development ELD	All teachers and administrators will have ongoing and rigorous professional development in English Language Development. This training will be provided by both academic instructional coordinators and contracted professional development. This professional development will increase progress towards English language proficiency.	\$500.00	Yes
<b>3.4</b>	Professional Development SEL	All teachers and administrators will have ongoing and rigorous professional development in social and emotional learning and trauma informed practices. This training will be provided by both district support staff academic instructional coordinators and contracted professional development. This action is principally directed towards low income students and will be progress monitored for decreased suspensions and chronic absenteeism rates.	\$5,000.00	Yes

## Goal Analysis [2022-23]

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

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

Action 3.1-This action was fully implemented for the 2022-2023 school year. All teaches, administrators and instructional staff received professional development in literacy and math. Staff successfully participated in training on instructional strategies, data analysis and core content curriculum. Providing substitute teachers for all training continues to be challenge. In 2023-2024, training will be mostly conducted on minimum student days.

Action 3.2-This action was fully implemented for the 2022-2023 school year. An instructional coordinator provided support and coaching for all teachers. The coordinator also provided additional support for professional development.

Action 3.3-This action was fully implemented for the 2022-2023 school year. The multi-lingual instructional coordinator provided training for all instructional staff. Although the training and monitoring was completed, ensuring that adequate training for English language learner needs continues to be a challenge.

Action 3.4-This action was fully implemented for the 2022-2023 school year. Counselors, the social-emotional teacher all successfully received training in the district adopted SEL curriculum as well as attended conferences.

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.

Action 3.1 - There were no material difference differences in this action.

Action 3.2 - There was an increase of \$12,046. As mentioned in Action 1.3, additional money was used to provide instructional coaching to our teachers.

Action 3.3 There were no material difference differences in this action.

Action 3.4- There were no material difference differences in this action.

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

3.1- Professional development for math and ELA was conducted for all teachers in Oro Grande. CAASPP for both math and ELA indicated decreased scores. These decreased scores can be attributed to school closures during the COVID 19 pandemic and high levels of absences due to mandatory quarantine procedures.

3.2 - Instructional coaching for math and ELA was conducted for all teachers in Oro Grande teachers. CAASPP scores for the 2021-2022 school year for math and ELA were both lower for reasons indicated in Action 1. The instructional coaches also provided support for English Language Learners and Oro Grande did improve 6.4% on English Language Proficiency on the 2022 California Dashboard.

3.3- All teachers were trained in the California State Standards for English Language Development. The teachers used this knowledge of the standards and proficiency levels of English Learners to monitor their English Learner students throughout the year. 34.4% Oro Grande English Learners are making progress toward English proficiency. This is an increase of 6.4% from the baseline of 28%.

3.4- Professional development for teachers and staff was attended by all instructional staff in the areas of Social Emotional Learning and relationship building with students. There was an increase of students being suspended during the year to 2.5%. This increase has prompted more training and services for our students and teachers.

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.

Action 3.1 Professional Development Math and ELA and Action 3.4 Professional Development SEL were changed to be contributing going into 2023-2024. These actions were changed to increase services for our low income students. In Action 3.1 additional English Language Arts and math professional development will be provided to teachers. This training will focus on using intervention strategies that focus on the needs of LI students. There was a 2.7 points below standards difference in ELA CAASPP scores from our LI students to all students. In math there was difference of 3.8 points below standard from all students compared to LI 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.**

# Goals and Actions

## Goal

Goal #	Description
4	Oro Grande Elementary school will provide students learning opportunities that extend beyond the core curriculum (such as Art, Music, and technology) to enhance all students' educational experience.

An explanation of why the LEA has developed this goal.

State Priorities: 8,7

Oro Grande Elementary students will have a well rounded course schedule and access to art, music and technology daily. These classes will be provided by credentialed teachers daily. Oro Grande believes in a rigorous standards-based academic curriculum, but also in cultural and expressive enrichment. Providing electives and interest opportunities to students from a young age will promote future participation in school activities and increase academic achievement. Oro Grande will also provide a 1:1 chromebook program for students and provide hot sports . Oro Grande has unreliable internet connection and there is a low number of students who have access to devices.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	All Students - 100% have fine arts built into their schedule. EL Students - 100% have fine arts built into their schedule. Low Income Students - 100% have fine arts built into their schedule.	All Students - 100% have fine arts built into their schedule. (2021-2022) EL Students - 100% have fine arts built into their schedule. Low Income Students - 100% have fine arts built into their schedule.	All Students - 100% have fine arts built into their schedule. (2021-2022) EL Students - 100% have fine arts built into their schedule. Low Income Students - 100% have fine arts built into their schedule.		All Students - 100% have fine arts built into their schedule. EL Students - 100% have fine arts built into their schedule. Low Income Students - 100% have fine arts built into their schedule.
Technology	All Students - 100% students have device (chromebook) EL Students - 100% students have device	All Students - 100% students have device (chromebook) (2021-2022) EL Students - 100% students have	All Students - 100% students have device (chromebook) (2021-2022) EL Students - 100% students have		All Students 100% students have device (chromebook) EL Students - 100% students have device

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(chromebook) Low Income Students - 100% students have device (chromebook)	device (chromebook) Low Income Students - 100% students have device (chromebook)	device (chromebook) Low Income Students - 100% students have device (chromebook)		(chromebook) Low Income Students - 100% students have device (chromebook)
iReady (STAR Reading Instructional Level) Scores (iReady replaced STAR reading in August 2022)	<p>All Students - 12% of students are reading at or above grade level (STAR Reading 2020-2021)</p> <p>EL Students - 0% of students are reading at or above grade level (STAR Reading 2020-2021)</p> <p>Low Income Students - 13% of students are reading at or above grade level (STAR Reading 2020-2021)</p>	<p>STAR Reading (2021-2022)</p> <p>All Students - 16.2% of students are reading at or above grade level</p> <p>EL Students - 8.3% of students are reading at or above grade level</p> <p>Low Income Students - 13% of students are reading at or above grade level</p>	<p>iReady (2022-2023)</p> <p>All Students - 35% of students are reading at or above grade level</p> <p>EL Students - 21% of students are reading at or above grade level</p> <p>Low Income Students - 31% of students are reading at or above grade level</p>		<p>Desired Outcome 2023-24</p> <p>All Students - 22% of students reading at grade level (iReady)</p> <p>EL Students - 15% of students reading at grade level (iReady)</p> <p>Low Income Students - 23% of students reading at grade level (iReady)</p>
iReady Math	<p>iReady (2022-2023)</p> <p>All Students - 18.3% of students are performing at or above grade level</p> <p>Low Income Students - 14.6% of students</p>				<p>iReady Math</p> <p>All Students - 24% of students are performing at or above grade level</p> <p>Low Income Students - 20% of students are</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	are performing at or above grade level				performing at or above grade level

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology	Oro Grande Elementary will provide an instructional technology program and devices to assist the core curriculum programs and increase technical skills. The technology program will increase iReady reading scores. These programs will be offered daily in the classroom and will be principally directed to low income students and English Language Learners.	\$49,785.00	Yes
4.2	Music and Art	Oro Grande Elementary students will participate in daily music, and art. These classes are provided to enhance the daily schedule for students and increase student engagement. These classes will assist in decreasing chronic absenteeism rates and increase iReady reading scores. These programs will be offered daily and will be principally directed to low income students.	\$21,930.00	Yes

## Goal Analysis [2022-23]

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

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

Action 4.1-This action was fully implemented for the 2022-2023 school year. All students successfully participated in a daily enrichment rotation daily. These classes include music, physical education, drama, social emotional learning and library. These classes provide students with engaging learning opportunities outside of the core subject areas.

Action 4.2-This action was fully implemented for the 2022-2023 school year. All students have a 1:1 chromebook or tablet. This program successfully allows students to utilize on line learning platforms and prepare for digital assessments.



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.

Goal 4.1 - There was a decrease of 43,103 in this action. We received a matching e-rate grant this year; less money was needed to provide the same expected services for the year.

Goal 4.2- There were no material difference differences in this action.

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

4.1- Oro Grande maintained a 1:1 chromebook to ensure students had access to a device for online programs. Students were able to access programs for enrichment and intervention, specifically in reading and math (Zearn and iReady).

For 2022-2023 iReady scores, all students improved to 35% at or above grade level, English Learners improved to 21% and low income students improved to 31%.

4.2- With the addition of a visual arts teacher, all students had access to a daily fine arts rotation. All students grade TK- 5 participated in this program daily as measured by the master schedule.

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

The metrics for STAR was changed to iReady in August 2022. Goal 4.2 has changed to be principally directed to low income students and the success of this goal will be measured by increasing iReady reading and math scores.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$401,596	\$52,727

## 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
42.97%	0.12%	\$1,029.66	43.08%

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.

Oro Grande educates a population of Foster Youth that is under the statistically significant percentage that is required by the state and therefore data is not available in order to protect the student's identity. Educating Foster Youth is a top priority for Oro Grande therefore all contributing actions are designed to provide services to include this student group.

OG Improved or increased services:

Goal 1: Action 1- Reading Intervention

Needs, Conditions, or Circumstances: ELA CAASPP scores indicate that all students performed at 63.3 points below standard, low income students performed at 63.5 points below standard, and English Language Learners performed 113.8 points below standard. The 2022-2023 iReady reading data shows 16.2% of all students are reading at or above grade level on the iReady Reading assessment, 13% of low income

students, and 8.3% of English Language Learners are reading at grade level. The 2022- 2023 iReady benchmark data confirm the need for additional intervention programs for literacy.

**Purpose:** Providing instructional support through a highly vetted, researched-based intervention curriculum (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPs), Renaissance Learning, iReady and IXL) and providing an intervention specialist will target the needs of English language learners and low income students. This action will provide teachers with a curriculum to hold small group intervention, pull-out intervention as needed and additional time for students that require differentiated support. Technology-based curriculum will be provided for students to access these reading and writing programs and will ensure they have access in class and at home. The reading intervention curriculum and intervention teachers supported students daily in fundamental skills reading instruction and vocabulary development. The reading intervention teacher also collaborated with core content area teachers to ensure literacy goals.

The continuation of this service was based on its effectiveness in previous years as demonstrated by the increase of scores on ELA CAASPP. From 2021 to 2022, Oro Grande saw substantial growth in English Language Arts CAASPP. English Language Learners improved 28.1 points from 2021 to 2022 on ELA CAASPP. Low income improved 13.4 points and all students improved 13.2 points. iReady scores from 2021-2022 to 2022-2023 show growth. All students increased 4.2% EL students grew 8.3% and Low Income students stayed at the same percentage.

**Measurement of Effectiveness:** This action's continued effectiveness will be demonstrated by the increased academic achievement in literacy which will be measured by ELA CAASPP and iReady local benchmark reading scores.

#### Goal 1: Action 3- Math Intervention

**Needs, Conditions, or Circumstances:** The 2021-2022 math CAASPP scores and 2023 local math benchmark data (IABs) confirm the need for additional intervention programs in math. Math CAASPP scores indicate that all students performed at 134.9 points below standard, low income students performed at 138.6 points below standard, and English Language Learners performed 147.7 points below standard. In 2022-2023 on the local math benchmarks (IAB), all students scored 41% approaching or at grade level, 42% of low income, and 40% of English Language Learners approaching or at grade level.

**Purpose:** Providing instructional support through a highly vetted, researched-based math intervention curriculum will focus on the needs of English language learners and low income students. This action will assist teachers in holding small group interventions, pull-out interventions as needed, and additional time for students that require differentiation. Technology-based programs such as iReady pathways and ZEARN will assist students in practicing on fundamental math standards, provide assessment data for both students and teachers and provide targeted instruction for our unduplicated students in highly assessed standards.

The continuation of math intervention was based on its effectiveness in previous years as demonstrated by the increase of scores on math CAASPP and the math Interim Assessment Blocks. Oro Grande has seen a large decrease in math scores coming out of the COVID 19 pandemic. The math CAASPP scores are 134.9 points below standard and continued intervention in math is critical for student success. The math intervention curriculum supports students daily in fundamental skills math instruction.

Measurement of Effectiveness: This action's continued effectiveness will be demonstrated by the increased academic achievement in math which will be measured by math CAASPP and local benchmark math scores (IAB assessments).

#### Goal 2: Action 1- Health Services

Needs, Conditions, or Circumstances: Chronic absenteeism rates and educational partner feedback from meetings confirm the need for health services to be principally directed for our low income students. The chronic absenteeism rate for 2021-2022 was 42% for all students and 43% for low income students. The 2022-2023 Student LCAP Survey indicates that 78% of students feel safe at school. (The survey did not include specific demographic data. Future surveys will include data that can be aggregated to show differences between student populations).

Purpose: Students and families will have health education programs (nutrition, personal hygiene and COVID prevention), daily health care for students with chronic health care issues (diabetes and asthma) and assistance with connecting to community health resources. This action provides additional registered nurses and licensed vocational nurses on campus to provide care and lead staff training. These health services are principally directed for our low income population and have been a vital component in this rural area.

Oro Grande's Chronic Absenteeism rates were 42.2% in the 2021-2022 school year. Although the pandemic and mandatory quarantine procedures have significantly increased the rates of chronic absenteeism rates, the programs and guidance from the school's health staff have helped students and families be present at school when they are healthy and safe.

Measurement of Effectiveness: This action's effectiveness will be measured by the California School Dashboard chronic absenteeism rates and the 2022-2023 student survey that gauges students' safety at school.

#### Goal 2: Action 3- Community Engagement Activities

**Needs, Conditions, or Circumstances:** Suspension rates and chronic absenteeism rates confirm the need for community engagement activities to support students. The chronic absenteeism rate for the 2021-2022 school year was 42% for all students and 43% for low income students. The 2022 suspension rates were 2.5% for all students and 2.8% for low income students.

**Purpose:** Field trips and community engagement activities such as visiting California Missions, the California Space Museum and local libraries, provide opportunities to connect standards with real-world experiences. The after school program will provide opportunities for low income students to have additional academic support and engage in engaging activities. Engaging in educational experiences will promote positive attitudes toward academics and decrease suspensions and chronic absenteeism rates. “Students who directly participate during a field experience generate a more positive attitude about the subject. Many researchers have investigated knowledge gain and learning that occurred during field trips” (Hudak, 2003; Kisiel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007).

Suspension rates have increased for unduplicated students coming out of the pandemic. Most recently, the suspension rates increased by 2.5% for all students and also increased 0% to 2.8% for low income students. The increased programs for low income students such as community engagement will continue to provide engaging activities to students to ensure they are maintaining positive behavior at school. The chronic absenteeism rates have decreased and but still remain very high at 42% for all students. Continued work to ensure high attendance rates for students is a high priority for Oro Grande.

**Measurement of Effectiveness:** The effectiveness of this action will be measured by maintaining low suspension rates and decreasing chronic absenteeism rates for our low income students.

## Goal 2: Action 4- Transportation

**Needs, Conditions, or Circumstances:** During the 2022-2023 school year daily local attendance rate from the school district’s student information system was 88.6% for all students. The chronic absenteeism rate on the 2022 California School Dashboard was 42% for all students and 43% for low-income students. These data points demonstrate the need to provide transportation that is principally directed to our low income students.

**Purpose:** The district provides daily transportation to and from school and for the after-school program. Providing daily transportation is essential for students to attend school in Oro Grande which is a large rural geographic community. Transportation provides a safe alternative to students who may have to walk on a busy highway and cross a railroad track that is not designed to be crossed by pedestrians. Transportation provides equitable access to academic and social emotional growth on a daily basis.

The continuation of this action was determined by the 2022 California Dashboard and the decrease of the chronic absenteeism rates from 51% in 2021 to 42% in 2022 for all students and a decrease from 52% to 43% for low-income students. The daily local attendance rates from the school district's student information system from August 2022 to May 2023 indicated that all students increased attendance to 90.6% as of May 2023, and low-income students' attendance rate is 88.8%. Although there was a dramatic increase in the number of students that were chronically absent, the district believes that transportation is vital in ensuring equitable access to curriculum, the afterschool program, and daily instruction. The district understands the number of chronically absent students was affected by mandatory quarantining procedures to combat the spread of the COVID 19 virus. The district will continue to monitor the effectiveness of this action.

The additional work to decrease California School Dashboard chronic absenteeism rates and increase local attendance rates will continue to be a top priority for Oro Grande School District.

**Measurement of Effectiveness:** The effectiveness of this goal will be measured by an increase in daily attendance rates from the school district's student information system and a decrease in California School Dashboard chronic absenteeism rates.

## Goal 2: Action 5- Social/Emotional Support

**Needs, Conditions, or Circumstances:** Chronic absenteeism rates and the Student Survey results on student safety confirm the need for counseling and social emotional services. On the 2022 California Dashboard, the chronic absenteeism rates were 42% for all students and 43% for low-income students. The 2023 LCAP Student Survey indicates that 78% of all students feel safe at school (The student survey did not include specific demographic data. Future surveys will include data that can be aggregated to show differences between student populations.) Input from educational partner LCAP meetings in the 2022-2023 school year reported the need for additional social emotional support and counseling services. This concern continues as the school puts in place programs to support students with the emotional and social effects that have come from the pandemic. A new social worker will provide opportunities for bridging programs for students and families and provide resources that will help students achieve regular attendance.

**Purpose:** Providing social emotional support and counseling services for our low-income students is a top priority coming out of school closures after the COVID pandemic. Counselors provide individual and group counseling, referrals to clinical counseling, and collaboration with classroom teachers to promote a positive mindset for students. Counselors also provide support in the delivery of the district's adopted social emotional curriculum ( Lion's Quest). These programs and services are principally directed to support the needs of our low income.

The continuation of this action was determined by the decrease of chronic absenteeism rates from 51% in 2021 to 42% in 2022 for all students and a decrease from 52% to 43% for low-income students. The Student Survey data for student safety increased 22% in the 2022-2023 Student Survey.

**Measurement of Effectiveness:** These actions' effectiveness will be measured by the California School Dashboard chronic absenteeism rates and Student Surveys that gauge student safety in school.

## Goal 2: Action 6- Parent Participation

**Needs, Conditions, or Circumstances:** The Oro Grande School District's 2023 school year local data indicates 6% of parent participation in DELAC and School Site Council (this was a decrease from the 2022 school year). 70% of parents participating in the decision making process for social emotional programs. Creating opportunities for parents to engage in decision making is a top priority in Oro Grande. This data demonstrates the need to provide more opportunities for the school to work with families and the community to ensure shared decision making.

**Purpose:** School Site Council, DELAC, and community social emotional programs give families opportunities to make shared decisions and elicit feedback regarding social emotional programs. The area of social emotional education has continued to be a top priority based on results from parent surveys. An additional assistant principal will be added to the staff 2023-2024 school year. This additional member of the elementary staff will be responsible for planning and implementing programs such as workshops that address digital bullying, self-harm, conflict resolution, literacy intervention, math intervention and healthy social media usage will actively give educational partners an opportunity to make decisions with the district that will increase social emotional and academic services for their students. Research shows, "When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement". Henderson, A.T., and Nancy Berla. 1995. *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Washington, DC: Center for Law and Education, 14–16.

Participation in educational partner feedback, engagement, and decision-making opportunities for parents and the community has always been a top priority. Prioritizing these opportunities will be measured to ensure an increase in parent participation and engagement in making decisions. The goal for parent participation in School Site Council, DELAC, and parent decision-making programs is to increase 10% in the 2023-2024 school year.

**Measurement of Effectiveness:** The effectiveness of this action will be measured by participation in parent and community groups that elicit feedback and parent decision-making opportunities for our unduplicated students. Data will be collected through sign-in sheets at community meetings (in person and virtual) and surveys.

## Goal 3: Action: 4-Professional Development Emotional Learning

**Needs, Conditions, or Circumstances:** Chronic absenteeism rates and the Student Survey results on student safety confirm the need for counseling and social emotional services. On the 2022 California Dashboard, the chronic absenteeism rates were 42% for all students and 43% for low-income students. The 2022 suspension rates were 2.5% for all students and 2.8% for low income students.



The 2023 LCAP Student Survey indicates that 78% of all students feel safe at school.

Purpose: Professional development for teachers staff, counselors and the social emotional teacher. This training will be provided by both San Bernardino County and the vendor of the school approved social emotional curriculum.

Measurement of Effectiveness This action's effectiveness will be demonstrated by decreased chronic absenteeism rates and decreased suspension rates.

### Goal 3: Action 2- Instructional Coaching

Needs, Conditions, or Circumstances: The 2022 math and ELA CAASPP scores for our low-income and English Language Learners confirms the need for instructional academic coaches in English Language Arts, math, and English Language Development. CAASPP ELA scores for all students were 93.8 points below standard, low-income students performed 96.5 points below standard, and English Language Learners performed 111.2 points below standard. Math CAASPP scores indicated that all students performed 134.9 points below standard, and low-income students performed 138.6 points below standard. English Language Learners performed 147.7 points below standard. In regards to English Learner Progress, the 2022 California School Dashboard indicates 34% of English Learners are making progress toward English language proficiency. Also, in the current school year, 35% of all students are reading at or above grade level on the iReady Reading assessment, 31% of low-income students, and 21% of English Language Learners are reading at grade level.

Purpose: The Oro Grande Educational Services department's instructional academic coaches will provide coaching and professional development for teachers. This professional development promotes researched-based instructional strategies to increase proficiency in English Language Arts, math, and English Language Development. Through a differentiated coaching model, teachers will work with instructional academic coordinators to plan and develop scope and sequences, analyze data, and develop instructional strategies to best meet the needs of unduplicated students.

The continuation of differentiated, rigorous, and evidence-based instructional coaching for students in the area of math, English Language Arts, and English Language proficiency. On ELA CAASPP, English Language Learners improved by 3 points, low-income decreased by 33 points, and all students decreased by 30 points from 2019 to the most recent CAASPP scores in 2022. On math CAASPP from 2019 to 2022, English Language Learners decreased by 60.8 points, low-income students decreased by 34 points, and all students decreased by 57.5 points. The 2022 data on the California School Dashboard for making progress toward English language proficiency for our English Language Learners shows an improvement of 6.4%. The local iReady data also shows support the need for additional Instructional Coaching. On the iReady Reading assessment 35% of all students are reading at or above grade level on the STAR Reading assessment, 31% of low-income students and 21% of English Language Learners are reading at grade level.



Measurement of Effectiveness: This action's effectiveness will be demonstrated by the increased academic achievement measured by math CAASPP, ELA CAASPP, and for our English Language Learners through ELPAC.

#### Goal 4: Action 1- Technology

Needs, Conditions, or Circumstances: ELA CAASPP scores from 2022 confirm the need for increased proficiency in reading and access to technology. ELA CAASPP scores for all students were 93.8 points below standard, low income students were 96.5 points below standard, and English Language Learners performed 111.2 points below standard. Local reading benchmarks (iReady) indicate that 35% of all students were reading at grade level, 31% of low-income students were reading at grade level, and 21% of English Language Learners were reading at grade level.

Purpose: Due to resource inequities, Oro Grande will provide a 1:1 chromebook program for students and hot spots in order to ensure reliable internet connectivity. The community of Oro Grande experiences unreliable internet connection, and there is a low number of students who have access to devices. This action will provide increased opportunities and will help close the digital divide for our low-income and English Language Learners. Students will have access to technology to support their learning in literacy through digital curriculum. Oro Grande has a blended learning model, and access to technology will promote equity. Access to technology and internet access will assist students in accessing their virtual curriculum at school and home. Students will have access to Accelerated reading, core ELA curriculum with leveled readers, EPIC reading, and BrainPOP. It is our hope that these programs will support growth in literacy. "When technology is involved, students are far more active in the learning process and the various ways of demonstrating their learning (Darling-Hammond et al., 2014; Ertmer et al., 2012; Matzen & Edmonds, 2007).

Student reading scores have improved from the 2021-2022 school year to the 2022-2023 school year. There was an increase of 18.8% of students reading at grade level, 12.7% of EL students, and the low-income students 18%. Measurement of Effectiveness: Effectiveness will be measured by iReady reading scores and ELA CAASPP scores. It will also be measured by maintaining a 1:1 program for students. This data will be stored in the district's student information system.

#### Goal 4: Action 2- Music and Art

Needs, Conditions, or Circumstances: The 2022-2023 iReady reading data shows 16.2% of all students and 13% of low income students are reading at or above grade level. The 2022- 2023 iReady math data shows 18.3% of all students and 14.6% of low income students are performing at or above grade level.

Purpose: Providing students with fine arts is key to building a well rounded education. Low income students in Oro Grande have little access to extra curricular activities such as music and visual outside of school. Based on educational research, the addition of fine arts programs will provide additional curricular support that will aid in math and reading proficiency. Research conducted by the National Association for Music Education confirmed significantly that quality fine arts programs correlate to higher reading scores, correlated to an improved negative effect of poverty on scores (NAfME.org). "On average, the children who learned to play a musical instrument for many years, and were now playing in high school band and orchestra, were the equivalent of about one academic year ahead of their peers with regard to their English, mathematics and science skills, as measured by their exam grades" (American Psychological Association).

Measurement of Effectiveness: This action's effectiveness will be demonstrated by the increased academic achievement in literacy and math which will be measured by iReady local benchmark reading and math scores. The action will also be measured by the master schedule to ensure that all students are partaking in the fine arts rotation daily.

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

Prioritizing services for unduplicated populations is the top priority for Oro Grande Elementary School.

Goal 1: Action 2 - English Language Learners Goal 3: Action 3 - English Language Learner Professional Development

Needs, Conditions, or Circumstances: The 2022 ELA CAASPP scores for English Language Learners indicated that this population of students is scoring 111.2 points below standard. In 2022, 34.4% of English Language Learners were making progress towards English language proficiency. 6.6% of students were reclassified in the 2022-2023 school year. These scores demonstrate the need for targeted English language instructional support. The iReady scores indicate that EL students scored.

Purpose: The district's Educational Services Department will provide a rigorous, supplemental, California state standards-aligned, ELD curriculum. Additionally, this action will utilize the Ellevation online platform that will be used to implement data information and best strategies in English Acquisition education. Ellevation provides teachers with, readily available and easily comprehensible data on all district benchmarks as well as state tests like CAASPP and ELPAC. The readability of these data points, coupled with the instructional strategies and professional development built into the system, will assist teachers in making sound educational decisions for our students. This will help address EL instruction for multiple EL levels to increase language acquisition across all content areas. The utilization of this program will allow for small group and differentiated instruction based on EL levels and diagnostic results obtained by the use of this program. Teachers

will receive instructional professional development in the ELD framework and language and vocabulary development. Teachers will work with the multilingual coordinator to gain research based strategies to guide students during designated ELD lessons.

The 2023 iReady data reported that 25% of EL students were reading at grade level. The effectiveness of the action will be measured by the increase ELPAC scores, reclassification rates, and ELA CAASSP scores of our English Language Learners.

The LEA-wide actions above, coupled with the Limited action described here allow the district to meet or exceed its percentage to increase or improve services of 42.97% quantitatively.

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.

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 chronic absenteeism rate for the 2021-2022 school year was 42% for all students and 43% for low income students. The 2022 suspension rates were 2.5% for all students and 2.8% for low income students. The additional concentration grant will be used to fund the addition of a new social worker and social programs that will be supported will decrease the amount of students that are chronically absent from school. This social worker will work at the site with the counseling staff, social nursing staff and administration to provide resources for students and families. The social worker will conduct home visits and analyze data to show the effectiveness of programs. This additional staff member will continue to work on action items established in Goal 2 of the 2023-2024 LCAP (Goal 2.3 ).

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	No comparison schools	1:5
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools	1:9

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$543,644.00	\$105,999.00		\$136,186.00	\$785,829.00	\$563,107.00	\$222,722.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Reading Intervention	English Learners Low Income	\$161,252.00			\$375.00	\$161,627.00
1	1.2	English Language Learners	English Learners	\$11,430.00			\$46,711.00	\$58,141.00
1	1.3	Math Intervention	English Learners Low Income	\$3,300.00				\$3,300.00
2	2.1	Health Services	Low Income	\$52,322.00			\$25,484.00	\$77,806.00
2	2.2	After School Program	All		\$32,610.00		\$19,710.00	\$52,320.00
2	2.3	Community Engagement Activities	Low Income	\$19,170.00				\$19,170.00
2	2.4	Transportation	Low Income	\$88,951.00				\$88,951.00
2	2.5	Social/Emotional Support	Low Income	\$79,383.00	\$73,389.00		\$27,248.00	\$180,020.00
2	2.6	Parent Participation	English Learners Low Income	\$20,812.00				\$20,812.00
3	3.1	Professional Development Math and ELA	All				\$6,658.00	\$6,658.00
3	3.2	Instructional Coaching	English Learners Low Income	\$39,809.00				\$39,809.00
3	3.3	Professional Development ELD	English Learners	\$500.00				\$500.00
3	3.4	Professional Development SEL	Low Income	\$5,000.00				\$5,000.00
4	4.1	Technology	English Learners Low Income	\$39,785.00			\$10,000.00	\$49,785.00
4	4.2	Music and Art	Low Income	\$21,930.00				\$21,930.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$934,631	\$401,596	42.97%	0.12%	43.08%	\$543,644.00	0.00%	58.17 %	<b>Total:</b>	\$543,644.00
								<b>LEA-wide Total:</b>	\$3,300.00
								<b>Limited Total:</b>	\$11,930.00
								<b>Schoolwide Total:</b>	\$528,414.00

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	1.1	Reading Intervention	Yes	Schoolwide	English Learners Low Income	All Schools	\$161,252.00	
1	1.2	English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$11,430.00	
1	1.3	Math Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,300.00	
2	2.1	Health Services	Yes	Schoolwide	Low Income	All Schools	\$52,322.00	
2	2.3	Community Engagement Activities	Yes	Schoolwide	Low Income	All Schools	\$19,170.00	
2	2.4	Transportation	Yes	Schoolwide	Low Income	All Schools	\$88,951.00	
2	2.5	Social/Emotional Support	Yes	Schoolwide	Low Income	All Schools	\$79,383.00	
2	2.6	Parent Participation	Yes	Schoolwide	English Learners Low Income	All Schools	\$20,812.00	

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 (%)
3	3.2	Instructional Coaching	Yes	Schoolwide	English Learners Low Income	All Schools	\$39,809.00	
3	3.3	Professional Development ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$500.00	
3	3.4	Professional Development SEL	Yes	Schoolwide	Low Income	All Schools	\$5,000.00	
4	4.1	Technology	Yes	Schoolwide	English Learners Low Income	All Schools	\$39,785.00	
4	4.2	Music and Art	Yes	Schoolwide	Low Income	All Schools	\$21,930.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$547,891.00	\$597,243.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Reading Intervention	Yes	135,553	141,275
1	1.2	English Language Learners	Yes	13,585	14,625
1	1.3	Math Intervention	Yes	68,293	49,821
2	2.1	Health Services	Yes	123,914	71,258
2	2.2	After School Program	Yes	39,291	67,425
2	2.3	Community Engagement Activities	Yes	700	36,830
2	2.4	Transportation	Yes	26,285	69,958
2	2.5	Social/Emotional Support	Yes	1,000	39,869
2	2.6	Parent Participation	Yes	3,354	1,975
3	3.1	Professional Development Math and ELA		6,750	7,453



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	3.2	Instructional Coaching	Yes	27,109	39,155
3	3.3	Professional Development ELD	Yes	1,000	0
3	3.4	Professional Development SEL		5,000	4,999
4	4.1	Technology	Yes	74,597	31,494
4	4.2	Music and Art		21,460	21,106

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$387,626	\$350,363.00	\$403,153.00	(\$52,790.00)	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	1.1	Reading Intervention	Yes	132053	146595		
1	1.2	English Language Learners	Yes	13300	12520		
1	1.3	Math Intervention	Yes	4500	3300		
2	2.1	Health Services	Yes	71465	49721		
2	2.2	After School Program	Yes	0			
2	2.3	Community Engagement Activities	Yes	700	36831		
2	2.4	Transportation	Yes	26285	73789		
2	2.5	Social/Emotional Support	Yes	1000	17272		
2	2.6	Parent Participation	Yes	3354	1975		
3	3.2	Instructional Coaching	Yes	27109	39156		
3	3.3	Professional Development ELD	Yes	1000	500		
4	4.1	Technology	Yes	69597	21494		



## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$890,143	\$387,626	1.86	45.41%	\$403,153.00	0.00%	45.29%	\$1,029.66	0.12%

# 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).

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