



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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### Plan Summary [2021-22]

#### General Information

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

Oak Grove School District is located in South San Jose, in the heart of the Bay Area's Silicon Valley.

Mission: To Ensure that Every Child's Potential is Achieved

Core Values: Student Learning, Respect, Integrity, Inclusivity, Positive Interdependence, Quality Performance

Oak Grove has a total student enrollment of 9535 students from grades PreK-8. The size of the school ranges from the highest (745) student enrollment at Herman Intermediate School to the lowest (385) student enrollment at Christopher Elementary School. There are currently 15 elementary schools, 3 intermediate schools, and various District Program Options that include the constructivist-learning based Indigo K-8 grade program, the AdVenture 5-8 STEM program, the Two-Way Spanish Bilingual Program grades designed for TK-8, and a TK-8 Oak Grove Virtual Learning Academy, an alternative instructional program that gives families options outside of a traditional classroom setting. Additionally, Oak Grove offers student experiences through the Christopher Grade 7/8 STEM program, and three Spanish Bilingual Programs currently for grades K-5. Oak Grove has 411 certificated classroom teachers TK-8.

Oak Grove School District is experiencing declining enrollment affecting all schools. In 2010-11 there were 11,858 students district-wide. Our Board of Trustees voted in March of 2018 to close 2 elementary schools, re-boundary attendance areas and to eliminate general transportation for the 2018-19 school year. These decisions are in response to our trend of declining enrollment and the increase of district contributions to the State Teacher Retirement System (STRS) and Public Employee Retirement System (PERS). The three year projection

for the district's revenue and expenses forced the district to make some difficult decisions regarding budget reductions. A Consolidation Committee was formed consisting of parents, staff, community member, and administrators. The Consolidation Committee met weekly for four months and presented their final recommendation to the Board of Trustees. As a result, the Board has agreed to close two schools, Miner Elementary and Glider Elementary in the 2018-2019 school year.

Oak Grove serves a diverse group of students. Our 2020-21 student population reflected: 20% English Learners representing over 50 languages spoken in the district, 30% of the students qualify for the free and reduced-price school lunch, 13% of the students receive special education services. 39% of our students are identified as "unduplicated pupils" who are English learners, are free and reduced meal eligible, and/or are Foster Youth. Currently there are 31 Foster Youth district-wide and 46 students who are considered homeless under McKinney Vento qualifications. 50% of students report as Hispanic, 23% as Asian, 3% Black or African American, 15% White, and 8% 2 or More Races.

## Reflections: Successes

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

Based on SBAC results from the 2018-19 school year, Oak Grove School District is proud of the following data summary:

### ENGLISH LANGUAGE ARTS (ELA)

SBAC Results ELA Meeting or Exceeding Standard

2015: 47%

2016: 50%

2017: 50%

2018: 54%

2019: 54% MAINTAINED performance

Over the past 5 years, our ELA rate of growth has been +7% in comparison to 5% for Santa Clara County.

In 2019, OGSD outperformed the state's percentage of students meeting or exceeding standards in ELA by 4%

In 2019, the following student groups had a performance indicator of green or blue on the California Dashboard in ELA:

Student groups in green: Filipino, Two or More Races, White

Student groups in blue: Asian

### MATH

SBAC Results ELA Meeting or Exceeding Standard

2015: 38%

2016: 42%

2017: 43%  
2018: 46%  
2019: 48% INCREASED performance

Over the past 5 years, our ELA rate of growth has been +10% in comparison to 5% for Santa Clara County and 6% for the state.

In 2019, OGSD outperformed the state's percentage of students meeting or exceeding standards in math by 8%

#### CA Dashboard for Math

2017: Yellow  
2018: Green  
2019: Green MAINTAINED performance in green

In 2019, the following student groups had a performance indicator of green or blue on the California Dashboard in math:

Student groups in green: All students, Filipino, Two or More Races, White

Student groups in blue: Asian

#### ENGLISH LEARNER AND RECLASSIFIED ENGLISH FLUENT PROFICIENT DATA

Oak Grove Reclassified English Fluent Proficient Students Outperformed similar students in the state by 19% in ELA in 2019.

Oak Grove Reclassified English Fluent Proficient Students Outperformed similar students in the state by 18% in math in 2019.

#### STUDENTS WITH DISABILITIES DATA

3% Growth in Math SBAC for students with disabilities

2018 to 2019: Growth of One Performance Level on CA Dashboard in math for students with disabilities

#### ATTENDANCE DATA

In 2019, the following student groups had a performance indicator of green or blue on the California Dashboard in chronic absenteeism:

Student groups in green: Filipino, Pacific Islander

#### CAMPUS SAFETY DATA

100% of OG schools are maintained in a manner that assures a clean, safe and functional site per the Williams' Settlement

In 2019, the following student groups had a performance indicator of green or blue on the California Dashboard in suspension:

Student groups in green: Asian, Two or More Races, White

Additionally, local data from the 2020-21 school year points to the following successes district-wide:

### IREADY READING AND MATH DIAGNOSTIC DATA

Diagnostic 1 data for math: Overall, 7% more students at or above grade level in comparison to last year's W1 assessment, 27% to 34%!

Diagnostic 2 data for math: Overall, 6% more students at or above grade level in comparison to last year's W2 assessment, 41% to 46%!

For Latino Students, a 5% increase in comparison to 2020 math diagnostic 2!

For Black Students, a 5 % increase in comparison to 2020 math diagnostic 2!

For English Learners, a 9% increase in comparison to 2020 math diagnostic 2!

Diagnostic 1 data for reading: Overall, 7% more students at or above grade level in comparison to last year's W1 assessment, 36% to 43%!

Diagnostic 2 data for reading: Overall, 6% more students at or above grade level in comparison to last year's W2 assessment, 48% to 54%!

For Latino Students, a 4% increase in comparison to 2020 reading diagnostic 2!

For Black Students, a 4 % increase in comparison to 2020 reading diagnostic 2!

For English Learners, a 10% increase in comparison to 2020 reading diagnostic 2!

### STUDENTS WITH DISABILITIES DATA

37% reduction of students placed into non-public school settings

**ATTENDANCE FACTOR:** Attendance factor is the average percent of enrolled students typically attending school on any given day. Our average monthly attendance in 20-21 averaged higher overall in comparison to percentages in 2019-20.

19-20	20-21
Month 1	97.59% 96.83%
Month 2	97.07% 97.70%
Month 3	96.50% 97.31%
Month 4	96.14% 97.23%
Month 5	95.22% 96.64%
Month 6	94.83% 96.78%
Month 7	94.98% 97.32%
Month 8	COVID 96.94%
Month 9	COVID 97.50%

### SUSPENSION DATA

During distance and hybrid learning in 2020-21, we had only two suspensions district-wide which was a significant drop in comparison to years during in-person learning.

### MENTAL HEALTH SERVICES DATA

2021 offered more tiered mental health supports at every school site.

Through Care Solace, we will be able to support over 10,000 employees, students and staff with mental health referrals.

All School Sites are served by our SLS (School Linked Services) mental health providers: Alum Rock Counseling, Community Solutions, and Rebekah's Children Services. (82 students are currently being served virtually)  
Increased Community Engagement Events: Virtual Makerspace Nights, Virtual Art and Paint, Virtual Cooking Classes, Parent Education Classes with Alum Rock Counseling, Wellness Wednesday Series and Yoga Nights  
Marriage and Family Therapist Support: Every school site has a MFT Intern for the 20-21 school year which is an increase over the 9 schools we supported last year. The interns are serving almost 117 students offering direct client services. Therapy on a weekly basis either group or individual via teletherapy.

#### CALIFORNIA HEALTHY KIDS SURVEY (CHKS) DATA

72% of 2339 parents who completed the survey reported distance learning was successful

83% of parents who completed the survey felt instruction in 2020-21 was adequate and met their child's needs

80% of parents who completed the survey felt informed about their school site and district

86% of parents who completed the survey agree or strongly agree that the district treats them with respect and that their concerns are heard and addressed

80% of 606 5th graders who completed the survey felt motivated even in distance learning

93% of 5th graders who completed the survey agree or strongly agree that their school treats them with respect

81% of 5th graders who completed the survey agree or strongly agree that their concerns are heard and addressed

## Reflections: Identified Need

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

Based on SBAC and local data results from the 2018-19 school year, Oak Grove School District identified the following areas in need of significant improvement:

#### CALIFORNIA DASHBOARD DATA (2019)

##### ELA

A drop from green to yellow in overall performance level from 2018 to 2019

Student Groups in Orange: English learners, socioeconomically disadvantaged students, students with disabilities, African American/Black students, Latino students, and Pacific Islander students

##### MATH

Student Groups in Orange: English learners, homeless students, socioeconomically disadvantaged students, students with disabilities, African American/Black students, Latino students, Pacific Islander students

## CHRONIC ABSENTEEISM

A drop from yellow to orange in overall performance level from 2018 to 2019

Student Groups in Orange: English learners, homeless students, students with disabilities, African American/Black students, Latino students, students of two or more races

Student Groups in Red: socioeconomically disadvantaged students

## SUSPENSION RATE

A drop overall from green to yellow in performance level from 2018 to 2019

Student Groups in Orange: English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, African American/Black students, Latino students, students of two or more races

## STUDENTS WITH DISABILITIES INCLUSION

Currently, 603 students or 53.08% of our SWD spend at least 80% of their day in general education classes.

## PBIS DATA

Based on a staff survey, we are currently implementing Tier I at a 61% and Tier II at a 59% implementation rate.

Based on local data results from the 2020-21 school year, Oak Grove School District identified the following areas in need of significant improvement:

### READING--IREADY mid-year diagnostic assessment

Only 54% of overall students scored at or above grade level

Only 36% of Latino students scored at or above grade level

Only 39% of Black students scored at or above grade level

Only 24% of English learners scored at or above grade level

Only 25% of students with disabilities scored at or above grade level

### MATH--IREADY

Only 46% of overall students scored at or above grade level

Only 29% of Latino students scored at or above grade level

Only 28% of Black students scored at or above grade level

Only 23% of English learners scored at or above grade level

Only 22% of students with disabilities scored at or above grade level

## ENGLISH LEARNER (EL) DATA

Reclassification numbers for English learners dropped from 9% of ELs reclassified in 2019-20 to 4% in 2020-21

Rate of Long Term English Learners (LTELs) who have been identified as English learner for 6+ years has increased from 24% in Fall 2019 to 37% in Fall 2020

### STUDENTS WITH DISABILITIES INCLUSION DATA

The goal is to have less students in separate special day classrooms, therefore students who are in separate classrooms at least 60% of the time must be mainstreamed in the general education setting at least 40% or more of their day. The District target is  $\leq 21.6\%$ . For the 2020-21 school year, only 3 out of 9 sites (33%) with special day classes achieved this goal.

The goal is  $\geq 52\%$  of students with disabilities are in General Education settings for at least 80% of their day. 7 out of 12 sites (58%) achieved this goal.

### ATTENDANCE DATA

Based on positive 2020-21 attendance percentages indicated above in the successes section, absenteeism is not an identified need from this school year. However, as noted above from 2019 CA Dashboard data, in years when students attend physically on campus, chronic absenteeism of specific student groups is an identified need.

### SUSPENSION DATA and ATTENDANCE DATA

During distance and hybrid learning in 2020-21, we had two suspensions overall so don't see an identified need based on this year's data. Based on the positive attendance data indicated in the successes section above, local attendance rates did not indicate an identified need based on this year's data.

### CALIFORNIA HEALTHY KIDS SURVEY (CHKS) DATA

50% of 2339 parents who completed the survey are still concerned about returning

64% of parents who completed the survey are concerned for safety during in-person learning

61% of parents surveyed are concerned about the social emotional wellness of their child

76% of 532 OGS staff who completed the survey are concerned about the social emotional needs of their students

32% of 871 7th graders who completed the survey were interested in their school work

51% of 7th graders who completed the survey felt connected even in distance learning

56% of 7th graders who completed the survey felt their concerns are heard and addressed

27% of 7th graders who completed the survey felt they have opportunities to give input in decision making

### STEPS TAKEN TO ADDRESS NEEDS:

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP as we plan the following actions and services for students:

\*Learning hubs and homework centers available at all sites

\*Continued exploration of valid and comprehensive assessment systems to monitor progress

\*Continued enrichment offerings to students to support engaging students back into the classroom

\*Summer math and STEM programs for extended year learning

For students with unique needs:

\*An increase in Title II professional development allocation to Special Education to support training for teachers on supporting students with disabilities with learning loss.

\*Providing before and after school enrichment and care for foster youth, homeless youth and socioeconomically disadvantaged students to help support them to advance to proficiency.

\*Additional tutoring, enrichment and intervention support for English learners, foster youth and homeless you to support learning advancement

\*Additional middle school support for English learners at middle schools, focused on newcomers

As we've analyzed and reflected on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, the following have informed the development of the 21-22 through 23-24 LCAP:

There is a wide and ongoing need for mental health services for our students, staff and community. We'll look at increasing actions and services to address expanded counseling services, mental health partnerships and CARE openings, focused on student mental health and social emotional learning needs, as we return to an anticipated full-return to school model.

Core and Supplemental curriculum resources need to have a complementary online component with resources that easily align to Google Classroom and other online programs. Additionally, a focus on culturally relevant curriculum and resources to teach with a diverse, equitable, and inclusive lens is a priority, especially in conjunction with all that is going around in the world of our students and communities right now. As we develop criteria for future curriculum pilots and adoption, this will be a necessary component.

Support for extended day, extended year intervention opportunities is a need as students display learning gaps arising from this school year. Development of actions to plan for systemic intervention practices will inform our LCAP. Sites will have opportunities to plan extended learning interventions and learning hubs for all students at their site who show a need.

Even with our quick response to technology needs in this past year, we've also learned that a common foundation of technology hardware and supporting software is needed for all classrooms. Additionally, the need for reliable internet access for students was highlighted during this past year. These plans will be included in the LCAP.

Safety mitigation strategies and creating safe learning environments will remain at priority and LCAP actions will reflect this need for schools, employees and classrooms.

We learned the value of consistent and ongoing communication with our OGSD community. Additionally, we learned that parents want to continue to receive training opportunities in the areas of technology, curriculum, mental health services and other areas of their child's education. LCAP services will reflect more Parent Information Nights and support.

Online, virtual meetings and opportunities to stream meetings helped us reach a larger stakeholder audience. LCAP actions will reflect continued opportunities for parents to access information virtually.

PBIS and MTSS Behavioral Supports will be supported through systematic professional development in the areas of de-escalation training and restorative practices training.

Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the OGSD LCAP invests heavily in instructional coaching in content, rigor, relationships, and relevant pedagogy to improve academic outcomes for all students. Additionally, we will utilize data to target support of our coaches at sites and with students who show the greatest need. We also continue to invest in targeted support and intervention programs (iReady, Read 180, Systems 44, Math 180, etc.) to meet the instructional needs of English learners, and students with disability (SWD) at all grade levels.

A district MTSS (multi-tiered systems of support) team meets monthly to identify and clarify a tiered model of support in academics, social emotional and behavior for students across the district. The focus of the MTSS team has been to strengthen components of Tier 1.

## LCAP Highlights

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

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Key Features:

- \*A strong induction program and residency program partnership with SJSU to develop and retain highly qualified teachers
- \*Core and supplemental curriculum support in academic instructional content areas
- \*Preparation for a science curriculum adoption based in diverse stakeholder feedback, a collaborative process, focus on culturally relevant and engaging pedagogy and guidance from the CA Department of Education (CDE) and Santa Clara County Office of Education (SCCOE)
- \*Diverse program options for district students and parents
- \*Relevant and supportive professional development for teachers in academic curriculum and standards
- \*Enrichment activities and a well-rounded diverse educational experience for students that includes electives (at the intermediate level) and visual and performing arts

Goal 2 - We will employ equitable practices to accelerate the academic and language achievement for traditionally underserved student groups, specifically English learners, socioeconomically disadvantaged students, foster youth, homeless you and students of color.

Key Features:

- \*Implementation of research-based best practices to support academic language development for all students, but with a focus on accelerating achievement for English language learners
- \*Relevant and supportive professional development for teacher in supporting equitable teaching and learning practices for students in need of timely intervention and support based on data
- \*Equitable staffing supports for students in need of focused, tier 2 or tier 3 intervention and support, with a focus on English language newcomers
- \*Coaching, development and support of leadership to develop goals, equity vision, theory of action, scope and sequence and cycle reviews to systematically review student data for needs and opportunities for intervention for traditionally underserved students
- \*Site instructional leadership team support to engage in school transformation through data driven improvement cycles--including the development of site-based, equity-driven theories of action and professional learning plans

\*Extended day and extended year learning and enrichment opportunities to support students with academic, behavioral and socioemotional needs based on data

\*A district commitment to increasing diversity, equity, inclusion and belonging (DEIB) practices system-wide through actions and services that promote DEIB and a commitment to curriculum that reflect the diversity of our experiences of Oak Grove students

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Key Features:

\*Supplemental curriculum support to address the unique academic, behavioral and social emotional needs of our students with disabilities

\*Relevant and supportive professional development for teachers and staff in supporting equitable teaching and learning practices for students with disabilities

\*Equitable staffing supports for students with disabilities and their needs for focused and unique intervention and support

Goal 4 - Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.

Key Features:

\*Foundational technology hardware and software to support students and staff in academic instructional content areas

\*Coaching, development and support of teachers, staff, and parents to access technology as a tool for intervention, teaching and engagement for all students, but with a focus on supporting traditionally underserved students and families

\*A commitment to student data privacy guidelines and laws to ensure vetted programs and software for students, parents and staff

\*Actions and services for accessible and reliable internet access for students and families, both at school and at home

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Key Features:

\*Relevant and supportive professional development for teachers and staff in supporting positive, safe and supportive learning environments for students, including de-escalation training and training on restorative practices

\*Supporting physically safe campuses and buses for students and staff

\*Safety mitigation practices implemented system-wide with attention and adherence to California Department of Public Health (CDPH) guidelines

\*Support of social emotional learning, wellness and interventions through curriculum, professional development, mental health counseling, academic counseling, screening and staffing

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Key Features:

\*District social workers and interns supporting parents and families based on need

\*Regular and relevant district communication to staff, parents and community

\*Opportunities for community engagement through enrichment events, both academic and culturally relevant, at sites and district wide

\*Parent information nights and community nights focused on engaging parents and families in their children's academic and social emotional progress

\*Translation, interpretation and childcare support for parents accessibility to information and involvement

## **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.

No schools have been identified for Comprehensive Support and Improvement from OGSD.

### **Support for Identified Schools**

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

No schools have been identified for Comprehensive Support and Improvement from OGSD.

### **Monitoring and Evaluating Effectiveness**

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

No schools have been identified for Comprehensive Support and Improvement from OGSD.

# Stakeholder Engagement

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

During the 2020-2021 School Year Oak Grove School District has been involving families, students, staff, and community members in multiple stakeholder engagement opportunities.

Oak Grove School District (OGSD) created a collaborative process to gather input from all stakeholders, including representatives from all numerically significant groups, to develop the LCAP and ELO plans.

LCAP and ELO Input Meetings were held on:

- 3/18 DEIB Committee
- 3/22 ELTPs and Ethnic Studies Committee
- 3/23 DAC, DELAC, Koffee Klatch, HABLA, HSC, EdTech and IT
- 3/23 Leadership Team
- 3/24 Site Secretaries
- 3/26 District Curriculum Team
- 3/29 PBIS Mentors
- 4/2 Homeless, Migrant, and Foster Youth
- 4/14 Counselors
- 4/15 Induction Teachers
- 4/15 Tech Mentors
- 4/16 Community Liaisons
- 4/16 DO Staff Meeting
- 4/21 All-Union Leadership
- 4/22 ELD IAs

Additionally, site administrators presented and gave in-person opportunities for input at site staff meetings & parent meetings. Paper copies were available at school front offices upon request. An LCAP and ELO information slide deck was shared via Parent Square and at all stakeholder meetings to provide additional context.

The 2019-20 LCAP was posted on the Oak Grove website. Information about what the LCAP and LCFF were also available via the shared slide deck. The survey was available on the Oak Grove website from March 19-April 23. The survey could be translated into over 100 languages via Google Translate. A "how-to" video was shared with parents on how to access this feature. The survey was provided in English, Spanish, and Vietnamese. Communication and outreach also went out during the survey window via Oak Grove's Facebook and Twitter accounts. Staff and parents were encouraged to participate in the survey by site principals as well. The Board of Trustees will be presented with the stakeholder update during the May 13th Board Meeting.

We had two district information nights on March 4, 2021 and April 13, 2021 to provide details and updates to our community. We responded to numerous questions from stakeholders as well as gathered feedback and input on successes and needs.

In December, we administered a staff survey on assessment and supplemental curriculum needs.

On May 18, 2021 the LCAP draft was discussed at our district Koffee Klatch meeting. One question regarding extended learning opportunities in Spanish for students in dual language programs was asked and answered during the meeting. On May 20, 2021, the LCAP draft was discussed at the District Advisory Committee (DAC) meeting. No questions were asked specific to the LCAP draft. DELAC parents were consulted on the LCAP draft on May 20, 2021. No questions were asked specific to the LCAP draft.

We had a meeting with our South East Consortium Special Education Local Plan Area (SELPA), Santa Clara County on May 28, 2021 for consultation to determine that specific actions for individuals with exceptional needs are included in our LCAP.

These opportunities provided with necessary feedback on what types of intervention programs to make available to students in core subjects, increase in counseling support and classroom lessons on social emotional well-being, options for summer offerings to engage students in continued learning throughout the summer and options to provide teachers on-going professional development, coaching, and learning to address students learning needs.

#### A summary of the feedback provided by specific stakeholder groups.

##### Goal 1:

71.4% of 1297 survey respondents in English agreed or strongly agreed that OGSD prepares all students to be proficient in common core state standards

88.5% of 165 survey respondents in Spanish agreed or strongly agreed

88.9% of 54 survey respondents in Vietnamese agreed or strongly agreed

##### Goal 2:

61.9% of 1297 survey respondents in English agreed or strongly agreed that OGSD accelerates proficiency of students with high needs (ELs, homeless and foster youth, underperforming student groups based on data)

81.8% of 165 survey respondents in Spanish agreed or strongly agreed

94.5% of 54 survey respondents in Vietnamese agreed or strongly agreed

##### Goal 3:

66.3% of 1297 survey respondents in English agreed or strongly agreed that OGSD provides inclusive learning environments for students with disabilities

81.2% of 165 survey respondents in Spanish agreed or strongly agreed

92.6% of 54 survey respondents in Vietnamese agreed or strongly agreed

Goal 4:

84.7% of 1297 survey respondents in English agreed or strongly agreed that OGSD students master 21st century skills using technology

94% of 165 survey respondents in Spanish agreed or strongly agreed

100% of 54 survey respondents in Vietnamese agreed or strongly agreed

Goal 5:

83.4% of 1297 survey respondents in English agreed or strongly agreed that OGSD provides safe, engaging and creative learning environments

93.9% of 165 survey respondents in Spanish agreed or strongly agreed

98.2% of 54 survey respondents in Vietnamese agreed or strongly agreed

Goal 6:

81.4% of 1297 survey respondents in English agreed or strongly agreed that OGSD actively engages parents and community members

93.3% of 165 survey respondents in Spanish agreed or strongly agreed

92.6% of 54 survey respondents in Vietnamese agreed or strongly agreed

Of the 6 district goals, survey respondents in English, Spanish and Vietnamese believe that goal 5 should be the top priority for 21-22:

Based on the LCAP/ELO Stakeholder Input Process, the following areas were top priorities or areas of interest for 2020-21:

\*Enrichment and extra-curricular programs

\*In-person instruction

\*Student academic achievement

\*Curriculum

\*District program options

\*Free meal distribution for students

\*Intervention or tutoring services for students

\*Special education services and supports

\*Technology, innovative hardware and 1:1 devices

\*Social emotional learning

\*Health and safety protocols

\*Social interaction for students

\*Mental health services and counseling

\*Regular, weekly communication

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

As we've started to analyze trends and patterns to the feedback, we've used the following to inform LCAP development:

There is a wide and ongoing need for mental health services for our students, staff and community. We'll look at increasing actions and services to address expanded counseling services, mental health partnerships and CARE openings as we return to an anticipated full-return to school model.

Core and Supplemental curriculum resources need to have a complementary online component with resources that easily align to Google Classroom and other online programs. Additionally, a focus on culturally relevant curriculum and resources to teach with a diverse, equitable, and inclusive lens is a priority, especially in conjunction with all that is going around in the world of our students and communities right now. As we develop criteria for future curriculum pilots and adoption, this will be a necessary component.

Support for extended day, extended year intervention opportunities is a need as students display learning gaps arising from this school year. Development of actions to plan for systemic intervention practices will inform our LCAP. Sites will have opportunities to plan extended learning interventions and learning hubs for all students at their site who show a need.

Even with our quick response to technology needs in this past year, we've also learned that a common foundation of technology hardware and supporting software is needed for all classrooms. Additionally, the need for reliable internet access for students was highlighted during this past year. These plans will be included in the LCAP.

Safety mitigation strategies and creating safe learning environments will remain at priority and LCAP actions will reflect this need for schools, employees and classrooms.

We learned the value of consistent and ongoing communication with our OGSD community. Additionally, we learned that parents want to continue to receive training opportunities in the areas of technology, curriculum, mental health services and other areas of their child's education. LCAP services will reflect more Parent Information Nights and support.

Online, virtual meetings and opportunities to stream meetings helped us reach a larger stakeholder audience. LCAP actions will reflect continued opportunities for parents to access information virtually.

# Goals and Actions

## Goal

Goal #	Description
1	All students will be proficient in meeting and/or exceeding all Common Core State Standards (State Priorities 1, 2 and 4)

An explanation of why the LEA has developed this goal.

Analysis of student performance on 2020-21 local benchmark assessments shows that only 57% of students met or exceeded grade-level standards in reading and 51% in math. Input received in Spring 2021 from stakeholders through the LCAP development process indicates a desire to improve achievement for all students. Only 71.4% of 1297 survey respondents in English agreed or strongly agreed that OGSD prepares all students to be proficient in common core state standards. We plan to improve ELA, math and core content performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA State Assessment	2019 Overall ELA results of students meeting or exceeding standards: 54%				Overall ELA results of students meeting or exceeding standards: 63%, based on annual growth of 3%
SBAC Math State Assessment	2019 Overall Math results of students meeting or exceeding standards: 48%				Overall math results of students meeting or exceeding standards: 57%, based on annual growth of 3%
Local ELA Benchmark Assessment	2021 iReady Diagnostic 2 results of overall students at or above grade level: 54%				Overall reading mid-year results of students at or above grade level: 63%,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					based on annual growth of 3%
Local Math Benchmark Assessment	2021 iReady Diagnostic 2 results of overall students at or above grade level: 46%				Overall math mid-year results of students at or above grade level: 55%, based on annual growth of 3%
Properly Credentialed Teachers	2019-20: 99% of teachers teaching with a full credential				100% of teachers teaching with a full credential
Student Access to Instructional Materials	Fall 2020: 100% of sites visited successfully passed William's Compliance reviews				100% of sites visited successfully passing William's compliance reviews
Implementation of Academic Content Standards	2020-21 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, and history-social science and a 3 (or partially implemented) in the area of Next Generation Science Standards (NGSS)				Implementation of Academic Content Standards--OGSD CA Dashboard Local Indicator Ratings at 5 (Full Implementation and Sustainability) in all areas for ELA, ELD, math and history-social science and a 4 (full implementation) in the area of NGSS
Completion rate of Induction teachers	2020-21: 88% of teachers who started Induction in				100% of teachers complete the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	September 2019 completed the program May 2021.				Induction Program within 2 years

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit, hire and retain highly qualified and diverse staff	We will recruit, hire and retain highly qualified and diverse staff by providing training through our Induction program, regular PD open to all teachers, and by training student teachers through our university partnerships. By fostering a growth mindset and the importance of reflection with our student teachers and new Induction teachers, our students will have the opportunity to learn from teachers with an equity mindset and who use inclusive teaching practices.	\$56,353,472.00	No
2	Core and Supplemental Curriculum, Assessment and Data	<p>We will provide core and supplemental curriculum to teachers and students district-wide in the content areas of: English language arts, math, history-social science, science, health growth and development, and Spanish language arts for dual language classrooms. This will ensure equity of access and educational opportunity for all students--at all school sites and district programs--so that all students and teachers have equal access to the basics of a quality education.</p> <p>We will reconvene a curriculum pilot team for our science adoption. We will look at priorities and alignment to NGSS standards in order to provide students and teachers with updated, high-quality, relevant, inclusive and engaging curriculum.</p> <p>We will provide common, academic benchmark assessments, available in Spanish for our dual language classrooms, to teachers and students district-wide to provide feedback and data on student progress and learning. We will utilize accessible data systems to view, store and warehouse cumulative student data. This will support data driven instructional practices and pedagogy so that students with</p>	\$1,192,477.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement.</p> <p>We will enhance current school libraries to Increase selection of engaging STEAM and non-fiction informational books to support History Social Studies and NGSS units of study.</p> <p>include more inclusive books to represent our diverse community. Students who see themselves reflected in the literature and curriculum in school have more connection and engagement to learning. Additionally, books that represent perspectives beyond students' own experiences encourage students to cultivate empathy, understanding and inclusivity in their worlds.</p>		
3	Core Curriculum Professional Development	<p>We will provide Professional Development in the areas of Foundational Skills for Reading, Guided Reading, History Social Science and Math to new teachers and teachers new to our District. This will ensure teacher preparation to implement our Core Curriculum and pedagogical practices that make up our Tier 1 scope of instruction.</p> <p>Teachers in their second year of induction will also receive professional development in Universal Design for Learning. This training supports teachers in providing a variety of ways for students to access materials, interact with it, and ultimately demonstrate their learning.</p> <p>Teachers new to fifth and eighth grades will receive training in Comprehensive Sexual Health Education (CSHE) as required by the California Healthy Youth Act. This training ensures that students receive instruction and information that is inclusive and prepares them for a safe and healthy lifestyle.</p>	\$100,010.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Teachers in our Dual Language programs will receive continuing professional development and training on our Core Curriculum for Spanish Literacy Instruction, Benchmark Adelante. This training will ensure that teachers are prepared to teach and utilize the components of the curriculum to best meet the needs of their students.</p> <p>Teachers in our Dual Language programs will also receive continuing professional development and training on iStation, our district's benchmark assessment tool for Spanish instructed classrooms. This will ensure that students are being monitored for growth and their instructional needs are being met in a timely manner.</p>		
4	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	We will provide visual and performing arts enrichment and after school sports in intermediate schools for students throughout the district. This will help our students gain exposure to a well-rounded school experience to practice the 4Cs of collaboration, communication, critical thinking and creativity. These activities will support our students from a whole child perspective in meeting academic, behavioral, social-emotional learning and physical wellness	\$321,208.00	No
5	Additional Music Enrichment	<p>We will give socioeconomically disadvantaged students at our Title I funded school additional music enrichment to support the role of arts in their achievement and learning</p> <p>We will provide additional Visual and Performing Arts enrichment for students in schools with high levels of socioeconomically disadvantaged students, with actions principally directed to support English learners. This action is principally directed towards our English learners, Foster Youth and socioeconomically disadvantaged students because research shows that there is theoretical and psychological support for the inclusion of music and art in the teaching of English. English Learners acquire vocabulary and grammar, improve spelling,</p>	\$56,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors and Community School of Music &amp; Art provides English Learners with enhanced learning opportunities.</p>		
6	Multi-Tiered Systems of Support	<p>A district Multi-Tiered Systems of Support (MTSS) team will aim to build, communicate and clarify a comprehensive system of support for students across the district. The goal of MTSS and the district team is to build a system in Oak Grove designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth academically, behaviorally, and social-emotionally.</p> <p>Through the work of the MTSS team and systematic professional development and stakeholder input, MTSS will provide a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making. At its heart, MTSS is a self-repeating, self-correcting, ongoing methodology for effective decision making at all levels of the system and across all three response tiers in the areas of academics, behavior and social emotional learning.</p> <p>We need MTSS in our schools so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support that address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person.</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Program Options	<p>We will continue to provide and maintain program options outside of the "traditional" setting for students throughout the district. Current program options supported by Oak Grove through the program option application process include: AdVENTURE STEM (a science, technology, engineering and math program) for 5th-8th graders, the Indigo Program (a K-8 program designed to educate the whole child), STEAM at Stipe (a K-6 school providing the earliest access to science, technology, engineering, arts and math within project-based learning and Sobrato Early Academic Learning--SEAL--designs), OGSD Spanish Dual Language programs (TK-8 dual immersion programs with a goal of biliteracy for students in English and Spanish) and the Virtual Learning Academy (a K-8 program establishing an alternative instructional program where parents are given the opportunity to teach their children at home with support from a supervising credentialed teacher).</p> <p>These program options give all students, regardless of residential boundary, access to innovative programs that may better support the individual and unique interests and assets of students and families outside of the traditional school program setting.</p>	\$0.00	No
8	Instructional Materials to Support Curriculum Differentiation	<p>Instructional materials will be purchased to support unduplicated students in scaffolding and universal design for learning. Hands-on realia, innovative technology and primary sources to support schema building for English learners, Foster Youth, and Socioeconomically Disadvantaged Youth will provide necessary context and visual support principally directed to these student groups to help with access to grade level standards and curriculum.</p>	\$40,808.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	We will employ equitable practices to accelerate the academic and language achievement for traditionally underserved student groups, specifically English learners, socioeconomically disadvantaged students, foster youth, homeless you and students of color. (Priorities 2 and 4)

An explanation of why the LEA has developed this goal.

Our district is dedicated to continue collaborating with our stakeholders and holding ourselves collectively accountable to assure that each and every student has an equitable opportunity to develop and demonstrate academic achievement and language proficiency. Data highlights a need for equitable practices and achievement for traditionally underserved student groups. English learners, socioeconomically disadvantaged students, African American/Black students, Latino students and Pacific Islander students had performance levels in orange in ELA on the 2019 CA Dashboard. The same student groups also had performance levels in orange in math with the added addition of homeless students also at orange in math in 2019. These student groups also perform, on average, 20-30% below white and Asian students in reading and math at or above standard on local assessment indicators.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Access to CA Standards Including ELD Standards	2020-21 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) for ELD				Implementation of Academic Content Standards--OGSD CA Dashboard Local Indicator Ratings at 5 (Full Implementation and Sustainability) in ELD
English Learner Progress	2019: 45%, Level Medium on CA Dashboard				Level High or 55% to less than 65% of English learners making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					towards English language proficiency
English Learner Reclassification Rate	2020-21: 4% of ELs Reclassified				15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	Fall 2020: 37% of ELs are identified as LTELs (6+ Years as EL)				20% or less of English learners identified as Long Term English Learners
CA Dashboard for ELA	2019 Student Groups in Orange: English learners (12%), socioeconomically disadvantaged students (37%), African American/Black students (37%), Latino students (38%), and Pacific Islander students (35%)				No student groups in orange or red on the CA Dashboard for ELA. Percent meeting or exceeding standards by student group: English learners (31%), socioeconomically disadvantaged students (52%), African American/Black students (52%), Latino students (53%), and Pacific Islander students (50%)-- based on 5% growth annually
CA Dashboard for Math	2019 Student Groups in Orange: English learners (14%), homeless students (12%), socioeconomically disadvantaged				No student groups in orange or red on the CA Dashboard for math. Percent meeting or exceeding standards by student group: English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students (30%), African American/Black students (30%), Latino students (29%), Pacific Islander students (23%)				learners (29%), socioeconomically disadvantaged students (45%), African American/Black students (45%), Latino students (44%), and Pacific Islander students (38%)-- based on 5% growth annually
Local ELA Benchmark Assessment	2021 iReady Mid-Year Reading Diagnostic Assessment: **36% of Latino students scored at or above grade level **39% of Black students scored at or above grade level **24% of English learners scored at or above grade level				iReady Mid-Year Reading Diagnostic Assessment indicate: **51% of Latino students scoring at or above grade level, based on 5% growth annually **54% of Black students scoring at or above grade level, based on 5% growth annually **39% of English learners scoring at or above grade level, based on 5% growth annually
Local Math Benchmark Assessment	2021 iReady Mid-Year Math Diagnostic Assessment				iReady Mid-Year Math Diagnostic Assessment indicate:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>**29% of Latino students scored at or above grade level</p> <p>**28% of Black students scored at or above grade level</p> <p>**23% of English learners scored at or above grade level</p>				<p>**44% of Latino students scoring at or above grade level, based on 5% growth annually</p> <p>**43% of Black students scoring at or above grade level, based on 5% growth annually</p> <p>**38% of English learners scoring at or above grade level, based on 5% growth annually</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Language Development through the SEAL Model	<p>We will continue to implement the Sustainability Model for training new teachers and teachers new to the Sobrato Early Academic Language (SEAL) Model. This includes teachers in TK - 3rd grade at most sites and in grades 4-6 at five sites as well as Dual Language Teachers at these grade levels. Teachers will attend two years of training and Strategy Support Sessions. Teachers participating in this training are well prepared to enact the CA ELA/ ELD Framework as well as the English Learner Roadmap to ensure English Language Learners receive instruction that is based on research based best practices and in an environment that is affirming and asset based. The SEAL Model is also implemented in Spanish at our three Dual Language Sites.</p> <p>All sites will be provided with funds necessary to implement the SEAL Model such as read alouds, chapter books, print shop costs and realia. These materials are selected to ensure students see themselves reflected throughout the Thematic Units of instruction.</p>	\$209,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Realia makes the Science and Social Studies Standards come to life as students become Scientists and Social Scientists/Anthropologists as they study these content areas through the Thematic Units.</p> <p>Christopher and Edenvale will receive additional funding to provide additional materials and resources to support them as SEAL Demonstration sites in our district. Each year we welcome teachers, administrators, school board members and researchers into the classrooms at Christopher and Edenvale, our two Demonstration Sites. It is our privilege to be able to influence the opportunities for a robust model of instruction that teaches language development and content in tandem; designed for English Learners and all students beyond our district through our Demonstration sites.</p>		
<b>2</b>	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Teachers participate in three district-wide professional development days with a focus on English Language Learners, Foster Youth, Homeless Youth and Economically Disadvantaged Youth. Needs of these student groups are considered first in planning and will be planned based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English learner teaching partners and educational services managers who work primarily with the needs of these identified students. Teachers and coaches are encouraged to lead professional development on these days as we have many outstanding practitioners. Additionally, consultants and trainers are also leveraged to bring the latest research based information and strategies to our teachers. These professional development days ensure that our teachers are receiving training and support to best meet the needs of our highest needs students.	\$917,176.00	Yes
<b>3</b>	English Learner Support Staff	Our district English Learner Teacher Partners will provide focused ELA/ELD professional development to support implementation of	\$2,168,732.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>integrated and designated ELD, the integration of NGSS and history/social science standards with engaging and inclusive units focused on academic language</p> <p>We will have English Learner Development (ELD) Instructional Assistants supporting site programs focused on tier 2 and tier 3 instructional programs to principally support the vocabulary, academic language and cultural transition of English learners new to US schools. ELD Instructional assistants will provide small group intervention to students scoring at ELPAC levels 1 and 2 to support access to grade level curriculum through integrated and designated English language development.</p> <p>We will provide English Language Development (ELD) teachers at intermediate schools to support English learner students and the integration of best practices for English learners into content areas. This support at the intermediate school levels provides direct strategies for addressing the needs of our middle school newcomers and our long-term English learners who have not reclassified in 6+ years since identification as an EL.</p> <p>These English learner support staff coaches, instructional assistants and intervention teachers support the academic and language achievement of English learners in addition to supporting the professional development of teachers in the needs of our district ELs.</p>		
4	Initial and Summative Language Testing for English Language Learners	We will administer the Initial English Language Proficiency Assessment for California (ELPAC) to all students entering our LEA for the first time and who speak another language other than English based on the Home Language Survey. This assessment is given in the first thirty days of a student's attendance. The Initial Assessment is given throughout the year as students arrive to our schools. The test is administered by our coaches, English Learner Teacher Partners and EL Instructional Assistants. All testers are trained yearly.	\$117,845.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action is for personnel to support the ELPAC testing. It is crucial to have trained staff to deliver this testing to support students during the the administration of all four domains. Consistency amongst testers provides familiarity for our English learners and supports their performance and overall results in the demonstration of their language proficiency.</p> <p>We will also administer the Summative ELPAC to all English Learners in our district during the Summative testing window, February 1 through May 31. The test is administered by our coaches, English Learner Teacher Partners and EL Instructional Assistants. All testers are trained yearly.</p>		
5	Assessment, Data and Progress Monitoring	<p>We will provide common, language summative assessments to English district-wide to provide feedback and data on student progress and learning. We will utilize accessible data systems to view, store and warehouse cumulative English learner student data and progress monitoring for requirements of federal programs. This will support data driven instructional practices and pedagogy so that students with additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement.</p> <p>We will support school administrator and teacher leadership to develop goals, equity vision, theory of action, scope and sequence and cycle reviews to systematically review student data for needs and opportunities for intervention. This will ensure that students needs are addressed in a timely manner based on relevant and current data through regular checkpoints.</p> <p>We will support site instructional leadership teams to engage in school transformation through data driven improvement cycles--including the development of site-based, equity-driven theories of action and professional learning plans. These clear plans, collaborative conversations and data informed decision processes will drive responsiveness to students' needs and teachers' professional development needs in serving students equitably.</p>	\$191,203.00	No

Action #	Title	Description	Total Funds	Contributing
6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	<p>We will provide intervention programs principally directed to support English learners and their language development in smaller, tier 2 and tier 3 groups for instruction. Middle school English learner newcomers will receive supplemental materials to engage them with foundational vocabulary and opportunities to develop their oral, reading, writing and speaking skills. Reading and foundational skills needs of English learners will also be supported through programs designed to give students instruction at their level with frequent opportunities for progress monitoring.</p> <p>OGSD will provide a variety of extended year summer programming to support students academic, behavioral and social needs even during this transition period between formal school calendars. Extended year summer programs will benefit all students, but content of the programs will be principally directed to meet the needs of our English learners and students who we observed having challenges with engagement during the 2020-21 school year of distance and hybrid learning. Summer programs will range to offer and address learning in: math, STEAM, language, reading, social skills, physical wellness as well as site identified needs of their students. Meal service will be offered to students participating in programs for two hours or more daily. These summer programs will support students in their transition to coming back in-person for the 2021-22 school year and will ensure that further gaps in learning and support don't occur over summer.</p>	\$462,385.00	No
7	Extended Day Enrichment, Learning Opportunities and Transportation Support for Homeless	We will provide an after-school program through the ASES Grant at Stipe, Davis, Hayes, Christopher, Edenvale, and Del Roble. This will provide activities and opportunities such as field trips, academic support, and sports activities that may not be available to students of low socioeconomic status.	\$1,459,298.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Youth and Foster Youth	<p>We will provide tutoring services, bus passes or mileage reimbursement for our Foster Youth students in order to assure their academic success and address any learning gaps that may have occurred as the students transitioned to living with a foster parent or guardian. This will ensure that equitable services are provided to students in need of additional help to get to and access learning.</p> <p>We will extend after school enrichment and learning opportunities to now include Transitional Kindergarten and Kindergarten at schools with the highest socioeconomic needs. By providing this, our youngest student at these sites will have access to a safe environment that will also provide support for academic and socioemotional learning.</p>		
8	Diverse and Inclusive Books and Programs	<p>We will provide a Diversity framework For Black Students in OGSD through the BLACK (Building Leaders &amp; Activists with Collective Knowledge) Program with Mr. Tyson Amir. The BLACK Program will provide an opportunity for Black students in Oak Grove School District to develop deeper connections with their culture and history through a culturally relevant/culturally commending framework that is common core and content standard aligned.</p> <p>Additional books at school sites will be curated with a focus on Diversity, Equity, Inclusion and Belonging materials featuring books by authors from a wide range of backgrounds and experiences. These resources ensure that students have books that speak to them, speak about them, and speak for them as they find their voice and realize their importance in the world, across all content areas</p> <p>Higher Learning After School Program is designed for Primary Grade students with African Ancestry. Students will meet monthly via virtual sessions with possible in-person events. Each meeting will have a student-centered approach where each child feels valued, elevated and heard. Through a culturally relevant lens, students will feel connected to African American accomplishments, figures, and</p>	\$95,248.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>moments in history and see it's relation to themselves and pop culture. Through the use of books, projects, and STEAM activities students will see themselves in each lesson and see limitless possibilities. In addition to this valuable space where students will be heard and seen, they might be inspired to become a teacher.</p> <p>Our partnership with Center for Reaching &amp; Teaching the Whole Child will provide professional development to selected Oak Grove teachers at each of our school sites. The focus will be teaching and coaching with a social, emotional, and cultural lens in order to meet the academic, social, and emotional needs of students so they can succeed and thrive.</p>		
<b>9</b>	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	We will provide additional support in our Educational Services Division focused on English Language Learners, socioeconomically disadvantaged students, homeless youth and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students.	\$477,732.00	Yes
<b>10</b>	AVID (Advancement Via Individual Determination)	We will provide an AVID elective focused on increasing access to college for first time college students: AVID (Advancement Via Individual Determination) is a program focused on students who may come from families where college seems unattainable by helping schools shift to a more equitable, student-centered approach. Educators are trained annually to close the opportunity gap, so they can prepare all students for college, careers, and life. AVID is a program is a program that benefits all students in building leadership skills and developing strategies to help make college more attainable. However, outcomes for this elective are principally directed towards English learners and socioeconomically disadvantaged in efforts to dismantle barriers to their future academic and career success.	\$37,348.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Supplemental Reading Program to Support English Learners	English Learner Teaching Partners (ELTPs) will have access to online supplemental reading, science, and vocabulary curriculum to support tier 2 and tier 3 needs of English learners. Engaging books at the students' independent reading level will inspire English learners to read and develop academic language. Learning A to Z also provides a wide selection of non-fiction, informational texts that support English learners with visuals and content information at their levels.	\$1,067.00	Yes
12	English Learner Program Specialist	An English learner program specialist will provide systems support to school sites related to English Language Development, professional development of best practices in teaching ELs, will provide organize English learner support staff in reviewing supplemental curriculum related to ELs and will determine site and district needs for achieving compliance for EL programs based on state requirements and district EL Master Plan guidelines and work with sites to assure that all areas of compliance are met at each site. The EL Program Specialist will ensure that equitable practices addressing the needs of our district English learners and their families are addressed.	\$197,138.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development. (Priority 7)

An explanation of why the LEA has developed this goal.

Our district is dedicated to holding ourselves collectively accountable to assure that each and every student has an equitable opportunity to develop and demonstrate academic achievement, including our students with disabilities.

Analysis of student performance on 2020-21 local benchmark assessments shows that only 25% of students with disabilities scored at or above grade level in reading mid-year and only 22% in math. Input received in Spring 2021 from stakeholders through the LCAP development process indicates a desire to improve achievement for students with disabilities. 2019 CA Dashboard results indicate an orange performance indicator for students with disabilities in both ELA and math. As measured by inclusion data for students with disabilities, only 33% of sites with special day classes met the goal of general education mainstreaming and 58% of sites with special education programs met the goal of students with disabilities in general education settings for at least 80% of their day. Additionally, only 66.3% of 1297 survey respondents in English agreed or strongly agreed that OGSD provides inclusive learning environments for students with disabilities. We plan to improve ELA, math and core content performance for students with disabilities through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CA Dashboard Indicator for Students with Disabilities	2019: Orange--16% met or exceeded standards				ELA CA Dashboard Indicator or Yellow or Higher. 31% of students with disabilities meeting or exceeding standards, based on 5% growth annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CA Dashboard Indicator for Students with Disabilities	2019: Orange--14% met or exceeded standards				Math CA Dashboard Indicator or Yellow or Higher. 29% of students with disabilities meeting or exceeding standards, based on 5% growth annually
Local ELA Benchmark Data for Students with Disabilities	2021 Mid-Year iReady Reading Diagnostic: 25% of Students with Disabilities Performed at or above grade level				Mid-Year iReady Reading Diagnostic: 40% of Students with Disabilities Performing at or above grade level, based on 5% growth annually
Local Math Benchmark Data for Students with Disabilities	2021 Mid-Year iReady Math Diagnostic: 22% of Students with Disabilities Performed at or above grade level				2021 Mid-Year iReady Math Diagnostic: 37% of Students with Disabilities Performing at or above grade level, based on 5% growth annually
Inclusion Data of Students with Disabilities in SDC Classes	33% of sites met the target of students in separate classrooms mainstreamed in general education settings at least 40% or more of their day.				48% of sites will meet the target of students in separate classrooms mainstreamed in general education settings at least 40% or more of their day. Based on 5% growth annually
Inclusion Data of Students with Disabilities	58% of sites met the target of students with disabilities in general				73% of sites will meet the target of students with disabilities in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	education settings for at least 80% of their day.				general education settings for at least 80% of their day.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Education Supplemental Curriculum and Training	<p>In order to support students with exceptional needs we have invested in several intervention programs and curriculum that will best serve our students unique needs.</p> <p>Our Autism program will be supported with Teachtown and circle of friends. Using these programs will support our students with autism within their social emotional needs as well as their academic needs. We have also invested in Circle of Friends which will support our students with autism to be able to interact with the typically developing peers.</p> <p>Our district has brought Sunday and Read 180 into our programs in order to support our students with disabilities in their academics. Kimochi was purchased for preschool and kindergarten in order to engage our students.</p> <p>Our categorial programs have also been supported through our attainment program.</p> <p>The district will be purchasing zones of regulation and Q-interactive in order to support all of our students with disabilities with their social emotional needs and ways in which we can assess them.</p>	\$150,161.00	No

Action #	Title	Description	Total Funds	Contributing
2	Special Education Professional Development	We will provide training for all of our teachers in the new and revised interventions and curriculum that was purchased: Techtown, Kimochi, Sondag, Circle of Friends and Zones of Regulation. We will also be providing legal training to our staff and school psychologists at the F3 symposiums, the All children count's symposium and ADR trainings. This will assure that everyone is supporting students in the best and most up to date methods possible.	\$15,850.00	No
3	Special Education Bilingual Support Staff	At our Title I schools, there is a need for bilingual support staff to serve students in their primary language to best meet the needs of our students and community. We have bilingual spanish support staff who work at schools principally directed to support socioeconomically disadvantaged English learners with disabilities. This equitable access to information gives parents of students with disabilities, who are also language learners, necessary tools and guidance on how to best support and advocate for their child's needs.	\$168,486.00	Yes
4	Special Education Support Staff	Oak Grove's focus is to hire and retain quality special education staff. Special education administrators and staff will target the needs of students with disabilities with an intentional and purposeful approach to ensure equitable programs and services are principally directed to support them.	\$28,041,851.00	No
5	Instructional Materials to Support Curriculum Differentiation for English learners with disabilities	Instructional materials will be purchased to support English learners with disabilities in scaffolding and universal design for learning. Hands-on realia, innovative technology and primary sources to support schema building for English learners with unique needs and will provide necessary context and visual support principally directed to these student groups to help with access to grade level standards and curriculum.	\$33,224.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Students will use technology to master the 21st century skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge and meet technology standards. (Priorities 4, 5 and 8)

An explanation of why the LEA has developed this goal.

The use of technology became the only way to reach all of our students during the year of the pandemic which highlighted the need to provide the appropriate support and strategies for our students and teachers to be successful. Additionally, input received in Spring 2021 from stakeholders through the LCAP development process indicates that 84.7% of 1297 survey respondents in English agreed or strongly agreed that OGSD students master 21st-century skills using technology. As we plan to continue to provide 1:1 devices to all of our students, technology supports and strategies demonstrate to be an area of need.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Teacher and Student (Grades 3-8) Technology Survey	<p>The annual Student Technology Survey Results:</p> <p>Students in grade 3-8 who use technology weekly at school 2019-20: 97.8%</p> <p>Students in grades 3-8 who use technology daily at school 2019-20: 76%</p>				<p>The annual Student Technology Survey Results:</p> <p>Students in grade 3-8 who use technology weekly at school 2023-24: 100%</p> <p>Students in grades 3-8 who use technology daily at school 2023-24: 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Teachers who report students use technology on a daily basis 2019-20: 64.4%				Teachers who report students use technology on a daily basis 2023-24: 80%
iReady and CAASPP Participation Rates	3-8th grade student participation in CAASPP testing on Chromebooks or laptops: 2018-19: 98% in ELA, Math and Science  K-8th grade student participation in iReady testing on Chromebooks or laptops: 2019-20: 90%				3-8th grade student participation in CAASPP testing on Chromebooks or laptops: 2020-23: 98% in ELA, Math and Science  K-8th grade student participation in iReady testing on Chromebooks or laptops: 2020-23: 100%
Technology Parent Night at Title I Schools	Parents responding to the 2021 LCAP Survey:  86% English 11% Spanish 4% Vietnamese				Parents responding to the 2024 LCAP Survey:  90% English 30% Spanish 25% Vietnamese
Student Access to Core Subject Areas Using 21st Century Skills	In 2019-20: 81.6% of students report using technology to work or				In 2023-24:  90% of students report using

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>collaborate with others.</p> <p>47.7% of students report using technology to communicate with others.</p> <p>69.6% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>74.2% of students report using technology to be creative.</p>				<p>technology to work or collaborate with others.</p> <p>60% of students report using technology to communicate with others.</p> <p>80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>80% of students report using technology to be creative.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Hardware	<p>We will maintain and provide replacement Chromebook devices so all of our students continue to have access to the curriculum and other technology-based teaching tools.</p> <p>Current classrooms are not standardized across the district. Rooms are equipped with document cameras, projectors of various types. Some classrooms may have Apple TVs while others use Google Chromecast. All classrooms in the district should be equipped with the same presentation solution. This solution must enhance and</p>	\$1,300,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>complement curriculum and instruction.</p> <p>Standardization across the district will help in multiple ways. It will help IT with troubleshooting and providing support. It will help teachers with Professional Development and Training on using the new equipment.</p> <p>With that in mind, we recommend the following:</p> <ul style="list-style-type: none"> <li>• Every classroom in the district should get an ultra-short throw projector. This projector should be network-enabled, so that teachers can cast their screens wirelessly.</li> <li>• Every classroom in the district should get a white wall.</li> <li>• Every classroom should get an audio solution to enhance sound delivery to all corners of the classroom.</li> </ul> <p>We will provide headphones to the administrative staff to support during virtual meetings which are becoming the norm. To ensure the meeting attendance is free of environmental sound disturbances a headset/headphone will be provided.</p> <p>We will provide funds for research materials and supplies so that our EdTech department can evaluate different devices as needed or requested. EdTech will then make an informed recommendation to administrators and staff once said devices are evaluated to reassure that they meet the best practices of our students and staff.</p>		
2	Technology Software and Programs	<p>We will invest in the various technology software programs and applications to support and enhance staff's ability to perform certain tasks. We subscribed to Adobe Creative Cloud to provide teachers the ability to manipulate Adobe Acrobat documents. We also subscribed to Google Workspace for Education Plus to allow staff to use the enhanced features and applications within Google Workspace Suite. We subscribed to IncidentIQ Asset Management application to allow us to better manage our Chromebook inventory as well as allow additional staff members, outside of IT, to be able to check-in, check-out devices, and create reports for their respective schools.</p>	\$709,926.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>We will explore and evaluate Learning Management Systems with a goal of selecting one LMS that will enhance the learning process for all teachers and students in the district.</p> <p>We will implement LearnPlatform to provide data regarding the usage of all of the available technological tools which will help us evaluate through a cost analysis and will highlight programs for which we may reevaluate the purchase. Also, LearnPlatform provides a tool for teachers to express interest in a product as well as rate currently used products.</p>		
3	Supporting Technology Access for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	We will provide central educational technology coaches and administrator personnel to support technology access for our foster youth and homeless families including home deliveries, direct communication to assure access, as well as immediate replacement of Chromebooks or headphones to better meet the need of these specific students. This ensures that these students and families receive equitable access to technology monitoring that a further technology divide occurs for communities who traditionally do not have equitable access.	\$283,461.00	Yes
4	Informational Technology Staff, Online Safety and Site Technology Support	<p>We will provide three Ed Tech coaches to support students and staff by providing online resources for students, teachers, and parents. (e.g. EdTech How-Tos, Google Learning Center, Video Conference Calls, etc.) . This will assure the tools that are used to support student learning are well implemented and supported following legal guidelines around student privacy and safety.</p> <p>We will provide trained site Tech Mentor positions to support technology problem solving and professional development for staff in</p>	\$1,194,527.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>order to provide informed and expedient resolutions to any concerns or issues. Tech Mentors will also work closely with the EdTech team as new pilots, features and services are available and implemented at their respective sites and provide feedback as needed.</p> <p>The Informational Technology Department will ensure all IT Help Desk tickets are completed within 30 days that the ticket was created. Help Desk tickets are addressed based on priority. High-priority items are resolved within 24 hours. Medium priority items, the bulk of the requests, are resolved within 5 business days.</p> <p>The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge and meet technology standards.</p> <p>Technology staff will participate in professional development to enhance the development of their skills and practices to ensure the district remains competitive in 21st-century infrastructure.</p> <p>With going 1:1 and providing Chromebooks to students, we needed additional staffing to provide students with technological support. To ensure they receive that support, we contracted with a third-party support provider to be our Level I support for parents and students outside of the district.</p>		
5	Technology Professional Development and Training	<p>With the biggest concentration of our economically disadvantaged and English Learners at our Title 1 schools, we will provide three parent information presentations/events to provide training and learning opportunities at our Title 1 schools that are relevant to our community with a specific focus and communication to our EL, Foster Youth, SES, and homeless families. We will communicate directly with our Foster Youth and Homeless families to invite them to these presentations.</p>	\$7,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our Educational Technology coaches will attend a yearly conference in order to be kept up to date with the most recent information around educational technology and any legal guidelines required to better support student learning. Keeping current on the ever-changing landscape of technology will ensure that our Educational Technology coaches have relevant information to help inform parents of our English Learners, foster youth, homeless youth, and socioeconomically disadvantaged students on how to access online support resources for their children.		
6	Student and Community Technology Access	<p>While providing students 1:1 Chromebook devices, the internet needs for some families were highlighted. To help families who need internet service, we are looking at potential solutions. Superintendent's office is working with ESUHSD Community Wireless Project to in partnership towards this goal</p> <p>We are also exploring more targeted solutions such as internet hotspots or Learning hubs to support technology access for our community.</p>	\$696,650.00	No
7	Updated Technology for English Learner Support Staff	We will update technology for our English learner instructional assistants so that they have access to responsive hardware to meet the instructional support needs of our English learner newcomers and English learner testing. This will ensure that support to our English learners in focused tier 3 instruction is uninterrupted with technology issues or limitations brought on by outdated hardware.	\$57,370.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	Provide school and classroom environments that support learning, safety, engagement and healthy well-being. (Priorities 1, 5, 6, and 8)

An explanation of why the LEA has developed this goal.

Before a student can be engaged in academics, we first must meet their needs as highlighted in Maslow's Hierarchy of Needs: physiological, safety, love/belonging, esteem and self-actualization. Student safety and connectedness are highlighted as areas of need according to surveys. In addition, our data indicate that there are specific groups that are overrepresented in specific areas such as chronic absenteeism, attendance, and suspensions. These are areas of need that need to be addressed since they are essential to student academic success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	The Chronic Absenteeism rate for 2018-19 was 9.4%				The Chronic Absenteeism rate will be reduced to 5%.
CA Dashboard Chronic Absenteeism	2019 Student Groups in: Red (15.5%), SES  Orange (31.4%), Homeless (16%), SWD (14.3%), Hispanic (9.9%), EL (8.5%), AA (5.8%), Two Race				2024 Student Groups: (9%), SES (25%), Homeless (10%), SWD (8%), Hispanic (4%), EL (4%), AA (1%), Two Race

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Factor	The Attendance factor for: 2019-2020 96.02%				The Attendance Factor will be increased to 98%
Pupil Suspension Rate	2019-20 0.8% 2020-21 0%				2023-24 1%
CA Dashboard Suspension Rate	2019 Student Groups in:  Orange: (11.3%), Foster Youth (7.0%), SWD (5.1%), AA (4.2%), SES (3.9%), Hispanic (3.2%), EL				2024 Student Groups in:  (6%), Foster Youth (2%), SWD (1%), AA (1%), SES (1%), Hispanic (1%), EL
Pupil Expulsion Rate	2019-20 0% 2020-21 0%				We will continue to have a 0% expulsion rate in all our schools.
Safety Survey	2020-21 Survey Response:  5th Grade, 81% feel safe at school  7th Grade, 56% feel safe or very safe at school  Parents, 52% feel school is a safe place for their child				2023-24 Student Response:  5th Grade, 90% feel safe at school  7th Grade, 75% feel safe or very safe at school  Parents, 70% feel school is a safe place for their child

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Connectedness	2020-21 Survey Response:  5th Grade, 72% feel safe at school  7th Grade, 51% feel safe or very safe at school				2023-24 Survey Response:  5th Grade, 80% feel safe at school  7th Grade, 70% feel safe or very safe at school
Middle School Dropout Rate	The middle school drop out rate is 0%.				We will continue to have a 0% drop out rate in the middle schools.
Fencing off school sites	14 of our 17 sites are currently fenced off				100% of our school sites fenced off.
Facilities in Good Repair	2020-21 696 fire/life/safety related work orders				Minimize safety related work orders by 10% or reduce to 626 fire/life/safety work orders

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavior Interventions and Supports	We will provide Restorative Practices Training, PBIS Mentors, PBIS Tier 3 training, and PBIS Conference for our PBIS Mentors. This will ensure that OGSD continues to further develop and enhance the implementation of behavioral support models that further engage all students in addition to reducing suspensions and better meet the needs of students.	\$48,192.00	No

Action #	Title	Description	Total Funds	Contributing
2	Additional Campus Security for Most Socioeconomically Disadvantaged Schools	We will provide campus security patrol to our most socioeconomically disadvantaged schools in order to reduce any possible vandalism and destruction of school property which will provide an engaging, safe and welcoming environment to those students.	\$32,013.00	Yes
3	School, Facilities and Bus Safety	<p>We will provide funds to support our ARCCs (American Red Cross Containers) in order to standardize and update any materials that are stored in those containers so we are better prepared in case an emergency takes place and better guarantee student safety.</p> <p>We will provide PPE and any needed equipment such as gloves, masks, and high visibility vests as well as training to assure the safety of our MOT staff.</p> <p>We will provide MOT Salaries and Benefits to assure that any needs to make our facilities a safe place for student learning are addressed in the efficient way possible.</p> <p>We will add backup cameras to our older model delivery trucks to reduce the possibility of any accidents.</p> <p>We will be providing Chromebooks and Google training to our lead custodial staff to improve and expedite communication with the goal of creating a safe school environment for students and staff.</p> <p>We will provide competitive bus drivers Salaries and Benefits to assure that our students are transported safely by well-trained staff.</p> <p>We will provide any needed or requested modifications to our busses to better serve students that may have special physical needs.</p>	\$14,116,377.00	No

Action #	Title	Description	Total Funds	Contributing
4	Mental Health and Socioemotional Counseling Services	<p>Mental health support providers will support individual and group therapy for students, families, and staff in the Oak Grove school District. They also provide Psycho education and parent and student workshops covering the most prevalent issues that our students and families deal with every day. Entry level Clinicians will see a minimum of 10-12 clients weekly.</p> <p>We will provide advanced level mental health support providers in the district. Advanced level Clinicians are registered with the Board of Behavioral Sciences and are on track for licensure. They are also required to have at least one full year of therapeutic experience. They will train the entry-level providers on how to provide top-level support in an academic setting. They can see tier three cases (Students with high-level needs). Advanced clinicians will see 15-25 clients weekly. They will also be providing occasional weekend and evening support as needed for families with challenging schedules.</p> <p>For the next two years, teachers will be provided access to Nearpod with the English Language Development (ELD) and Social Emotional Learning (SEL) add ons, and Flocabulary. Teachers will be able to use the over 15,000, pre-made, engaging lessons and activities that support all content areas, ELD and SEL. Additionally, teachers are able to create their own lessons using the platform's engaging digital resources for synchronous and asynchronous work.</p> <p>We will provide schools access to mental health services through County Behavioral Health and School Linked Services. We will be able to refer students and their families to counseling services to support their social emotional wellbeing. We will also provide mental health referrals through our partnership with Care Solace. Care Solace provides 24/7 mental health referrals for staff and community members. Having this additional option for care allows us to serve all district staff and students who may be in need. In addition to using a web filter or security audit software, we will provide a mental health screener to better identify the mental health needs of our students in each of our schools. We will be able to identify students that may need individualized attention such as referrals to counseling as well as school-wide needs.</p>	\$599,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>These mental health and socioemotional counseling services benefit all students, however this action is principally directed to support the needs of our most fragile students based on data: Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners--specifically those new to the country on refugee status or having experienced traumatic immigration circumstances. Needs of these student groups and families are considered first in planning services based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English learner teaching partners and educational services managers who work primarily with the needs of these identified students.</p>		
5	Student Physical Health and Well-Being	<p>We will provide three district nurses in order to support students and families with screening and health needs. Our students will be provided mandated screenings (vision/hearing) for district students. Our nurses support over 3,000 students with documented health conditions including Diabetic students and medically fragile students with 1:1 nurses/aides.</p>	\$443,836.00	No
6	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners	<p>We will provide an additional two hours of health clerk time at each elementary school in order to support families with student attendance and health concerns.</p> <p>Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month. Socioeconomically disadvantaged students are more likely to experience serious health problems. As a result, they are three times more likely to be chronically absent from school due to illness or injury. Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders. These additional hours</p>	\$235,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be principally directed to support the varied health needs of our foster youth, homeless youth, and socioeconomically disadvantaged students		
7	Academic Counselors at Intermediate Schools	We will provide academic counselors at our middle schools focused on English Language Learners, socioeconomically disadvantaged students, homeless youth and Foster Youth. Counselors will target the needs of these three student groups with a more intentional and purposeful approach to ensure their academic and social emotional well being via 1:1 and group counseling sessions to assure they remain academically eligible.	\$269,315.00	Yes
8	Seamless Meal Service for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Students no matter economic situation they will always receive a healthy lunch that meets nutritional requirements. To support the engagement and academic performance of socio-economically disadvantaged students, homeless students and foster youth students, school lunches were provided to students regardless of their ability to pay.	\$0.00	Yes
9	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	We will provide additional support in our Educational Services Division focused on English Language Learners, socioeconomically disadvantaged students, homeless youth, and Foster Youth. Directors, Administrators, and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students. An attendance analysis will be done every ten days of school specifically targetting these groups and Title 1 schools to determine needs as well as communicate with school site principals. Direct contact will be made to provide support to our Homeless and Foster Youth families once their needs are determined. All Homeless and Foster Youth students will be offered counseling services once identified.	\$63,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For our socioeconomically disadvantaged students and English Learner groups, since they are highly represented in our Title 1 schools, we will hold quarterly meetings with Title 1 principals and the community liaisons to review student attendance data and identify any health or related needs to provide support.		
10	Professional Development to Support Positive and Inclusive Learning Environments	We will focus on professional development for staff to focus on developing strategies to support a positive and inclusive learning environment for students and families. In researching best equitable and inclusive practices, we'll develop a plan of professional development so that staff are familiar with and have knowledge of ways to check in, connect with and create a sense of belonging for students. Professional development strategies will be principally directed to support English learners, especially those who have experienced traumatic immigration and refugee situations, Foster Youth and creating a stable environment that brings a sense of safety and consistency and our socioeconomically disadvantaged students who may be experiencing uncertainty, trauma and uncertainty due to challenging financial barriers.	\$168,453.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
6	We will actively engage families and community members in supporting the implementation of CCSS instruction and providing input to program decisions. (Priorities 3 and 6)

An explanation of why the LEA has developed this goal.

Analysis of parent survey data has shown that an area of improvement is on creating opportunities for parents and community members to give input on topics, programs prior to the district or school site making important decisions. 20% of parents who completed the survey felt they were not informed on site or district communication, and 20% felt they do not have input on decision making. By offering various communication tools, engagement events, parent and community meetings we hope to build the opportunity for more parent and community input. Utilizing actions targeted to address these needs we will increase the percentage of families and community who feel like they have opportunities to provide input into school and district decision making.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input to Decision Making	2020-2021: 80% of parents responded they had the opportunity to provide input prior to important decisions				Overall results of parents saying they had the opportunity to give input 86%, based on annual growth of 2%
Access to Interpretation/Translation Services	2020-21: 461 combined interpreter and translation requests fulfilled--not including regular parent and teacher conference requests				Maintain high responsive rate of interpreter and translation requests

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance at District Parent Meetings	2021 District Parent Meetings: DAC 19 members / 6 meetings Koffee Klatch - 14 members / 4 meetings DELAC - 20 members/ 6 meetings HABLA - 13 members / 1 meeting HSC - 18 members, 1 meeting				All district parent committees will have at minimum 80% school site representation for each meeting
Parent Engagement Events	2021 Parent Engagement Events: 20 events at Title One Funded Schools				Expand the parent engagement events to four per school site.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Worker and Social Work Interns	<p>School Social Worker interns and Pupil Personnel Services Credential interns will provide direct and indirect services in our district. School Social Workers are key to providing and establishing a partnership between students, home, school staff and community. Services provided included socio-emotional, psychological and academic support for students and families and although all families benefit from their services, these supports are principally directed to our Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English learners--specifically those who are recent immigrants to the county or whose families have experience trauma in their immigration journey.</p> <p>To ensure Student and Learning Supports (SLS) services, the school social work intern model served as an integrated component in</p>	\$258,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>building and linking home, school and community based engagement and interventions. Strategies in place confirm success in all students and ensure a life plan after graduation. Services are provided at school sites and included case management, resources and referrals to community agencies. Plans are developed to increase opportunities, services and supports for students and families at schools. A broader range of supports and interventions are developed and taught based on curriculum skills for the individual student needs. Classroom presentations and lessons around psycho-education, social/emotional learning and health and wellness are provided. Group facilitation around social skills and student empowerment are opportunities for students to be engaged and empowered in their learning while creating an opportunity for student leadership and bond to their school community. The PBIS model of student check-in's and individual counseling, interventions and contact with parents and staff are managed and maintained appropriately to ensure student success and improved academic support.</p> <p>School Social Workers Interns establish partnerships between school staff, community agencies, parents, and students by creating a school based programs that support student and parent engagement and positive school climate where the school environment is welcoming, where students, staff and families feel connected, safe and supported.</p>		
2	Communication, Information and Awareness	We will provide clear and consistent communication to our stakeholders via a variety of methods such as ParentSquare, Twitter, Facebook, our website, etc. By providing timely information to our community staff, students and families will be informed and able to increase participate in community engagement events at school and district events.	\$32,050.00	No

Action #	Title	Description	Total Funds	Contributing
3	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	<p>Oak Grove desires to increase and enhance community awareness in order to retain and attract students and families to Oak Grove. Additionally, community awareness builds support for funding of our district goals and actions.</p> <p>We will provide personnel and programs to support communication efforts principally directed to reach our foster youth, homeless youth, English learners and socioeconomically disadvantaged students and their families. Communication efforts will support all district families and the community at large, however communication to the families of these specific student groups and their families will ensure that equitable access to important decision making information--district choice options, student assessment reports, access to community events, etc.--reach families who traditionally receive less information through traditional modes of communication. We will provide this additional district support focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach in the area of engagement and communication.</p>	\$173,509.00	Yes
4	Community Liaisons	We will provide each school with a community liaison for support in bridging families with the school site with a priority on English Language Learners, Foster Youth and Low Socio-Economic students. All title one schools will be provided 2 1/2 days additional time for coordinated parent engagement, parent meetings and workshops. By supporting our most at need communities with access to community programs and services, families will be better informed about school based services leading to student success in schools.	\$408,210.00	Yes
5	District Community Events and Parent Information Nights	We will provide community activities at the schools (including, but not limited to: Back to School Nights, Open House, Parent/Teacher Conferences, Math Nights, Science Nights, Literacy Nights, SEAL Gallery Walks, Science Fairs, and Festivals) to engage the school	\$11,673.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>community and build partnership opportunities between home and school to increase a sense of belonging.</p> <p>District community events may include: Cinco de Mayo, Dream Keepers, Every Student Succeeding Awards, Student Success Awards, Hispanic Student Awards, EL Redesignation Celebration, and Cultural Arts Expo. These opportunities provide events for the larger Oak Grove community to come together in highlight student accomplishments and recognition on a wider system level.</p> <p>We will provide families information during parent information nights on topics relevant to parenting, academic outcomes, technology and student success. We'll have family life education nights for families of students in grades 5 and 7, SEAL workshops and gallery walks about language strategies, curriculum and a home to school connection.</p>		
6	Parent Access to Information and Decision Input Opportunities	<p>We will continue to involve parents in district decision and input through the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), African American Parent Koffee Klatches, Hispanic Parents (HABLA), and Home and School Club/PTA President Meetings. All of these parent groups have one representative from each school who also serve on School Site Councils, Site English Learner Advisory Committees, etc. to support the two-way communication between schools and across the district. We'll provide professional development, training and learning opportunities to our parent leaders to support their roles with us as thought partners and collaborative decision makers. We will provide free babysitting services for district parent meetings and community events so that all parents, regardless of access to child care, will be able to attend to participate and receive information.</p> <p>We will continue to support parent and family translation and communication requests to receive information in the language of preference for parents. This ensures that parents, regardless of their</p>	\$274,410.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English language proficiency have pertinent information needed to support their child's academic success.</p> <p>We will provide an Adult ESL class to parents of English learners to build their English language proficiency. This builds their confidence, transition to US schools and supports their ability to help their children in academics within a Structured English Immersion program.</p>		
7	School Linked Services	We will provide an additional community liaison who will coordinate our school linked mental health services, community based organization partnerships and community engagement workshops and events. By connecting our families with outside organizations who support the whole child and whole family, we will be able to reduce the stress on families so they can focus on the wellbeing and education of their children.	\$109,174.00	No
8	Updated Translation and Interpreter Services	We will update our translation equipment to provide universal headsets and in-the-moment services to our families who speak a primary language other than English. This will ensure that parents districtwide have equitable access to information to support their child's learning and to facilitate parent input to decision making so that their needs and ideas are considered in system wide programs and services.	\$207,264.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.07%	\$7,385,338

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

## Required Descriptions

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

The 2020-21 estimated supplemental LCFF money is \$7,385,338 based on step five of the LCFF formula.

In the 2020-21 school year, OGSD will spend its LCFF Supplemental funds on actions and services principally directed toward unduplicated student groups by offering a variety of programs and supports for English learners, socioeconomically disadvantaged students, foster youth and homeless students. The funds will be expended both in district-wide initiatives and site allocations beyond the LCFF-Base to support academic and social needs of the unduplicated pupils.

Goal 1, Action 5: Visual & Performing Arts – Music for Minors and Community School of Music

We will provide additional visual and performing arts for students in schools with high levels of socioeconomically disadvantaged students. Research shows that there is theoretical and psychological support for the inclusion of music and art in the teaching of English. English Learners acquire vocabulary and grammar, improve spelling, enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jolly, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors and Community School of Music & Art provides English Learners with enhanced learning opportunities. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the “same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses.”

Goal 1, Action 8: Instructional Materials to Support Curriculum Differentiation

Instructional materials will be purchased to support unduplicated students in scaffolding and universal design for learning. Hands-on realia, innovative technology and primary sources to support schema building for English learners, Foster Youth, and Socioeconomically Disadvantaged Youth will provide necessary context and visual support principally directed to these student groups to help with access to grade level standards and curriculum.

#### Goal 2, Action 1: Sobrato Early Academic Language (SEAL)

Oak Grove has been proactive and determined in providing a rigorous, research-based instructional approach/model for our ELs, Economically Disadvantaged students and Foster Youth students, particularly those in our Title I funded schools. It is critical that ELs receive daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that ensures access as well as appropriately-designed designated ELD instruction. The Sobrato Early Academic Language (SEAL) EL model is designed as an early prevention in the primary grades delivery model. Our Title I schools have high percentages of high-need students and continue to receive a multitude of resources, but all other schools in the district also have a large percentage of EL students and other high-need student populations. The total percentage of students in our EL subgroup and low socioeconomic level at our Title I schools is exceeded by the percentage of EL/low socio economic level enrolled at all non-Title I schools. Oak Grove has an unduplicated pupil percentage of 39%, and 20% English learners representing over 50 different languages. It is critical that ELs receive daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that's ensures access as well as appropriately-designed designated ELD instruction.

The justification for the expenditures is based on the number and percent of long-term EL students within Oak Grove. This fact that all schools in Oak Grove have a significant number of EL students, demands that we provide services to all schools equitably as each school in our district has a significant EL and low socio economic population that must be served with high quality instruction. As a supplemental grant expenditure, our district adopted the SEAL model systemically to deliver grade level standards through robust, initial instructional strategies in language development in Transitional Kindergarten (TK) through 3rd, and through 6th grade at 5 of our elementary schools. SEAL promotes the development of biliteracy, affirming and supporting home language for English Learners and families, and developing high levels of proficiency in both the primary language and English. The SEAL model was designed drawing upon research on preventing the creation of Long Term English Learners and enacts the research on effective English Learner high-yield pedagogical practices. These two bodies of research, together with an analysis of the challenges of implementing the new Common Core State Standards, establish the foundation for the SEAL model. SEAL is a rich, powerful language and literacy model developed to boost the academic vocabulary and cognitive conceptual understanding of English Learners. The instructional practices and strategies in SEAL are proven methodologies that have produced results with English Learners. With this model, all ELs are instructed during general education classes with the goal of developing academically proficient and literate students. Furthermore, the SEAL instructional model is aligned to the ELA common core state standards in both English and Spanish, the ELD Standards, the ELA/ELD Framework, the Next Generation Science Standards (NGSS) and the new History/Social Science Framework. In an effort to meet the literacy and language development needs of all EL students in all schools across the district, intensive training in SEAL is provided at elementary school for TK-3rd grade teachers, with three schools implementing through 5th grade. We strongly believe that all ELs should have equal access to high levels of instructional and English language support.

#### Goal 2, Action 2: Professional Development

Teachers participate in three district-wide professional development days with a focus on English Language Learners, Foster Youth, Homeless Youth and Economically Disadvantaged Youth. Needs of these student groups are considered first in planning and will be planned based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English learner teaching partners and educational services managers who work primarily with the needs of these identified students. Teachers and coaches are encouraged to lead professional development on these days as we have many outstanding practitioners. Additionally, consultants and trainers are also leveraged to bring the latest research based information and strategies to our teachers. These professional development days ensure that our teachers are receiving training and support to best meet the needs of our highest needs students.

#### Goal 2, Action 3: English Learner Support Staff

Our district English Learner Teacher Partners will provide focused ELA/ELD professional development to support implementation of integrated and designated ELD, the integration of NGSS and history/social science standards with engaging and inclusive units focused on academic language. We will have English Learner Development (ELD) Instructional Assistants supporting site programs focused on tier 2 and tier 3 instructional programs to principally support the vocabulary, academic language and cultural transition of English learners new to US schools. ELD Instructional assistants will provide small group intervention to students scoring at ELPAC levels 1 and 2 to support access to grade level curriculum through integrated and designated English language development. We will provide English Language Development (ELD) teachers at intermediate schools to support English learner students and the integration of best practices for English learners into content areas. This support at the intermediate school levels provides direct strategies for addressing the needs of our middle school newcomers and our long-term English learners who have not reclassified in 6+ years since identification as an EL. These English learner support staff coaches, instructional assistants and intervention teachers support the academic and language achievement of English learners in addition to supporting the professional development of teachers in the needs of our district ELs.

#### Goal 2, Action 7: Extended Day Enrichment, Learning Opportunities

We will provide an after-school program through the ASES Grant at Stipe, Davis, Hayes, Christopher, Edenvale, and Del Roble. This will provide activities and opportunities such as field trips, academic support, and sports activities that may not be available to students of low socioeconomic status. We will extend after school enrichment and learning opportunities to now include Transitional Kindergarten and Kindergarten at schools with the highest socioeconomic needs. By providing this, our youngest student at these sites will have access to a safe environment that will also provide support for academic and socioemotional learning. These services are principally directed to our unduplicated pupils to give equitable access to safe environments that support learning support and healthy building of social skills

#### Goal 2, Action 9: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth

We will provide administrative Support Staff to organize, manage, and ensure fidelity of implementation for all programs focused on EL, low socio economic and foster youth. We provided additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff targeted the needs of these three student groups with a more intentional and purposeful approach through regular review of data, weekly collaboration and discussion at department meetings and through support at sites for these supplemental student groups.

#### Goal 2, Action 10: Advancement Via Individual Determination ( AVID) Program

Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. High expectations begin by changing what educators and students believe is possible. AVID helps educators identify and change practices that keep students with potential out of advanced courses by examining selection criteria and requirements. Then, AVID-trained teachers provide the additional help students need to believe in themselves and handle the school's most rigorous classes. AVID provides practical training for teachers to help them better and more authentically connect with their students. Through AVID, teachers leverage their students' backgrounds and experiences to master content in a more personal way. AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. AVID is a program is a program that benefits all students in building leadership skills and developing strategies to help make college more attainable. However, outcomes for this elective are principally directed towards English learners and socioeconomically disadvantaged in efforts to dismantle barriers to their future academic and career success.

#### Goal 2, Action 11: Supplemental Reading Program to Support English Learners

English Learner Teaching Partners (ELTPs) will have access to online supplemental reading, science, and vocabulary curriculum to support tier 2 and tier 3 needs of English learners. Engaging books at the students' independent reading level will inspire English learners to read and develop academic language. Learning A to Z also provides a wide selection of non-fiction, informational texts that support English learners with visuals and content information at their levels.

#### Goal 2, Action 12: English Learner Program Specialist

An English learner program specialist will provide systems support to school sites related to English Language Development, professional development of best practices in teaching ELs, will provide organize English learner support staff in reviewing supplemental curriculum related to ELs and will determine site and district needs for achieving compliance for EL programs based on state requirements and district EL Master Plan guidelines and work with sites to assure that all areas of compliance are met at each site. The EL Program Specialist will ensure that equitable practices addressing the needs of our district English learners and their families are addressed.

Goal 3, Action 3: At our Title I schools, there is a need for bilingual support staff to serve students in their primary language to best meet the needs of our students and community. We have bilingual spanish support staff who work at schools with high Spanish speaking families to provide translations and/or interpreters and childcare whenever necessary to ensure accurate communication and participation of guardians/families. We have bilingual spanish support staff who work at schools principally directed to support socioeconomically disadvantaged English learners with disabilities. This equitable access to information gives parents of students with disabilities, who are also language learners, necessary tools and guidance on how to best support and advocate for their child's needs.

#### Goal 3, Action 5: Instructional Materials to Support Curriculum Differentiation for English learners with Disabilities

Instructional materials will be purchased to support English learners with disabilities in scaffolding and universal design for learning. Hands-on realia, innovative technology and primary sources to support schema building for English learners with unique needs and will provide necessary context and visual support principally directed to these student groups to help with access to grade level standards and curriculum.

#### Goal 4, Action 3: Supporting Technology Access for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students

We will provide central educational technology coaches and administrator personnel to support technology access for our foster youth and homeless families including home deliveries, direct communication to assure access, as well as immediate replacement of Chromebooks or headphones to better meet the need of these specific students. This ensures that these students and families receive equitable access to technology monitoring that a further technology divide occurs for communities who traditionally do not have equitable access.

#### Goal 4, Action 5: Technology Professional Development and Training

Our Educational Technology coaches will attend a yearly conference in order to be kept up to date with the most recent information around educational technology and any legal guidelines required to better support student learning. Keeping current on the ever changing landscape of technology will ensure that our Educational Technology coaches have relevant information to help inform parents of our English learner, foster youth, homeless youth and socioeconomically disadvantaged students on how to access online support resources for their children. We will provide three parent information presentations/events to provide training and learning opportunities at our Title 1 schools that are relevant to our community with a specific focus and communication to our EL, Foster Youth, SES, and homeless families.

#### Goal 4, Action 7: Updated Technology for English Learner Support Staff

We will update technology for our English learner instructional assistants so that they have access to responsive hardware to meet the instructional support needs of our English learner newcomers and English learner testing. This will ensure that support to our English learners in focused tier 3 instruction is uninterrupted with technology issues or limitations brought on by outdated hardware.

#### Goal 5, Action 2: Safe School Environments

We will provide campus security patrol to our most socioeconomically disadvantaged schools in order to reduce any possible vandalism and destruction of school property which will provide an engaging, safe and welcoming environment to those students.

#### Goal 5, Action 4: Mental Health and Socioemotional Counseling Services

Mental health support providers will support individual and group therapy for students, families, and staff in the Oak Grove school District. They also provide Psycho education and parent and student workshops covering the most prevalent issues that our students and families deal with every day. Entry level Clinicians will see a minimum of 10-12 clients weekly. We will provide advanced level mental health support providers in the district. Advanced level Clinicians are registered with the Board of Behavioral Sciences and are on track for licensure. They are also required to have at least one full year of therapeutic experience. They will train the entry-level providers on how to provide top-level support in an academic setting. They can see tier three cases (Students with high-level needs). Advanced clinicians will see 15-25 clients weekly. They will also be providing occasional weekend and evening support as needed for families with challenging schedules. For the next two years, teachers will be provided access to Nearpod with the English Language Development (ELD) and Social Emotional Learning (SEL) add ons, and Flocabulary. Teachers will be able to use the over 15,000, pre-made, engaging lessons and activities that support all content areas, ELD and SEL. Additionally, teachers are able to create their own lessons using the platform's engaging digital resources for synchronous and asynchronous work. We will provide schools access to mental health services through County Behavioral Health and School Linked Services. We will be able to refer students and their families to counseling services to support their social emotional wellbeing. We will also provide mental health referrals through our partnership with Care Solace. Care Solace provides 24/7 mental health referrals for staff and community members. Having this additional option for care allows us to serve all district staff and students who may be in need. In addition to using a web filter or security audit software, we will provide a mental health screener to better

identify the mental health needs of our students in each of our schools. We will be able to identify students that may need individualized attention such as referrals to counseling as well as school-wide needs.

These mental health and socioemotional counseling services benefit all students, however this action is principally directed to support the needs of our most fragile students based on data: Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners--specifically those new to the country on refugee status or having experienced traumatic immigration circumstances. Needs of these student groups and families are considered first in planning services based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English learner teaching partners and educational services managers who work primarily with the needs of these identified students.

#### Goal 5, Action 6: Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners

We will provide an additional two hours of health clerk time at each elementary school in order to support families with student attendance and health concerns. Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month. Socioeconomically disadvantaged students are more likely to experience serious health problems. As a result, they are three times more likely to be chronically absent from school due to illness or injury. Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders. These additional hours will be principally directed to support the varied health needs of our foster youth, homeless youth, and socioeconomically disadvantaged students

#### Goal 5, Action 7: Academic Counselors at Intermediate Schools

We will provide academic counselors at our middle schools focused on English Language Learners, socioeconomically disadvantaged students, homeless youth and Foster Youth. Counselors will target the needs of these three student groups with a more intentional and purposeful approach to ensure their academic and social emotional well being via 1:1 and group counseling.

#### Goal 5, Action 8: Seamless Meal Service for Foster Youth, Homeless Youth, English learners and Socioeconomically Disadvantaged Students

Students no matter economic situation they will always receive a healthy lunch that meets nutritional requirements.

To support the engagement and academic performance of socio-economically disadvantaged students, homeless students and foster youth students, school lunches were provided to students regardless of their ability to pay.

#### Goal 5, Action 9: Central Office Support for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students

We will provide additional support in our Educational Services Division focused on English Language Learners, socioeconomically disadvantaged students, homeless youth and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students.

#### Goal 5, Action 10: Professional Development to Support Positive and Inclusive Learning Environments

We will focus on professional development for staff to focus on developing strategies to support a positive and inclusive learning environment for students and families. In researching best equitable and inclusive practices, we'll develop a plan of professional development so that staff are familiar with and have knowledge of ways to check in, connect with and create a sense of belonging for students. Professional development strategies will be principally directed to support English learners, especially those who have experienced traumatic immigration and refugee situations, Foster Youth and creating a stable environment that brings a sense of safety and consistency and our socioeconomically disadvantaged students who may be experiencing uncertainty, trauma and uncertainty due to challenging financial barriers.

#### Goal 6, Action 1: Social Workers

School Social Workers are key to providing and establishing a partnership between students, home, school staff and community. Services provided included socio-emotional, psychological and academic support for students and families and although all families benefit from their services, these supports are principally directed to our Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English learners--specifically those who are recent immigrants to the county or whose families have experience trauma in their immigration journey.

#### Goal 6, Action 3: Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners

Oak Grove desires to increase and enhance community awareness in order to retain and attract students and families to Oak Grove. Additionally, community awareness builds support for funding of our district goals and actions. We will provide personnel and programs to support communication efforts principally directed to reach our foster youth, homeless youth, English learners and socioeconomically disadvantaged students and their families. Communication efforts will support all district families and the community at large, however communication to the families of these specific student groups and their families will ensure that equitable access to important decision making information--district choice options, student assessment reports, access to community events, etc.--reach families who traditionally receive less information through traditional modes of communication. We will provide this additional district support focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach in the area of engagement and communication.

#### Goal 6, Action 4: Community Liaisons

Community Liaisons provide another important support to low income families, Foster Youth and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of. Provide Community Liaisons support access to school and district programs to families otherwise unaware of such available resources. Community Liaisons provided another important support to low income families, Foster Youth and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available to families. Oak Grove increased the number of Community Liaisons by adding an additional half day which brings us to a total of 5 community liaisons.

#### Goal 6, Action 6: Parent Access to Information and Advocacy Opportunities

Parent and Family Engagement Supports all student, however we consider the needs of our unduplicated pupils in planning district meetings, information outreach and training opportunities so that our parents who have the widest communication divide receive equitable

access to information. We will continue to involve parents in district decision and input through the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), African American Parent Koffee Klatches, Hispanic Parents (HABLA), and Home and School Club/PTA President Meetings. All of these parent groups have one representative from each school who also serve on School Site Councils, Site English Learner Advisory Committees, etc. to support the two-way communication between schools and across the district. We'll provide professional development, training and learning opportunities to our parent leaders to support their roles with us as thought partners and collaborative decision makers. We will provide free babysitting services for district parent meetings and community events so that all parents, regardless of access to child care, will be able to attend to participate and receive information. We will continue to support parent and family translation and communication requests to receive information in the language of preference for parents. This ensures that parents, regardless of their English language proficiency have pertinent information needed to support their child's academic success. We will provide an Adult ESL class to parents of English learners to build their English language proficiency. This builds their confidence, transition to US schools and supports their ability to help their children in academics within a Structured English Immersion program.

#### Goal 6, Action 8: Updated Translation and Interpreter Services

We will update our translation equipment to provide universal headsets and in-the-moment services to our families who speak a primary language other than English. This will ensure that parents districtwide have equitable access to information to support their child's learning and to facilitate parent input to decision making so that their needs and ideas are considered in system wide programs and services.

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

Oak Grove School District is required to increase or improve services for EL, Foster Youth, and Low Income students by 9.07% which is equal to \$7,385,338 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

#### Actions in the Local Control Accountability Plan

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage

Goal 1 Action 5 Addressing Academic Achievement and Providing Basic Skills for English learners, foster youth and socioeconomically disadvantaged students

Goal 2 Actions 1, 2, 3, 7, 9, 10 Addressing Academic Achievement for English learners, foster youth and socioeconomically disadvantaged students

Goal 3, Action 3 Addressing Academic Achievement for English learners, foster youth and socioeconomically disadvantaged students

Goal 4, Actions 3 and 5 Addressing Academic Achievement for English learners, foster youth and socioeconomically disadvantaged students

Goal 5, Actions 2, 6, 7, 8, 9 Addressing Chronic Absenteeism, Social Emotional and Well Being, and School Climate for English learners, foster youth and socioeconomically disadvantaged students

Goal 6, Action 1, 3, 4, 6 Addressing School Climate, Academic Achievement, and Socioemotional and Well Being for English learners, foster youth and socioeconomically disadvantaged students

# Instructions

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[Stakeholder Engagement](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <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> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$80,025,894.00	\$29,213,997.00	\$360,496.00	\$4,919,660.00	\$114,520,047.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$91,172,875.00	\$23,347,172.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Recruit, hire and retain highly qualified and diverse staff	\$55,999,536.00		\$251,322.00	\$102,614.00	\$56,353,472.00
1	2	All	Core and Supplemental Curriculum, Assessment and Data	\$298,898.00	\$853,579.00		\$40,000.00	\$1,192,477.00
1	3	All	Core Curriculum Professional Development				\$100,010.00	\$100,010.00
1	4	All	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	\$321,208.00				\$321,208.00
1	5	English Learners Low Income	Additional Music Enrichment	\$56,983.00				\$56,983.00
1	6	All	Multi-Tiered Systems of Support				\$10,000.00	\$10,000.00
1	7	All	Program Options					\$0.00
1	8	English Learners Foster Youth Low Income	Instructional Materials to Support Curriculum Differentiation	\$40,808.00				\$40,808.00
2	1	English Learners	Academic Language Development through the SEAL Model	\$202,694.00			\$6,506.00	\$209,200.00
2	2	English Learners Foster Youth Low Income	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	\$861,755.00			\$55,421.00	\$917,176.00
2	3	English Learners	English Learner Support Staff	\$2,166,563.00			\$2,169.00	\$2,168,732.00
2	4	English Learners	Initial and Summative Language Testing for English Language Learners	\$81,345.00			\$36,500.00	\$117,845.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All	Assessment, Data and Progress Monitoring		\$188,203.00		\$3,000.00	\$191,203.00
2	6	All English learners and Underperforming of Disengaged Learners Based on Local Data	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students		\$462,385.00			\$462,385.00
2	7	Foster Youth Low Income	Extended Day Enrichment, Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	\$512,208.00	\$920,040.00		\$27,050.00	\$1,459,298.00
2	8	All African American, Students of Color	Diverse and Inclusive Books and Programs		\$95,248.00			\$95,248.00
2	9	English Learners Foster Youth Low Income	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	\$477,732.00				\$477,732.00
2	10	English Learners Foster Youth Low Income	AVID (Advancement Via Individual Determination)	\$37,348.00				\$37,348.00
2	11	English Learners	Supplemental Reading Program to Support English Learners	\$1,067.00				\$1,067.00
2	12	English Learners Foster Youth Low Income	English Learner Program Specialist	\$197,138.00				\$197,138.00
3	1	Students with Disabilities	Special Education Supplemental Curriculum and Training		\$22,200.00		\$127,961.00	\$150,161.00
3	2	Students with Disabilities	Special Education Professional Development		\$12,550.00		\$3,300.00	\$15,850.00
3	3	English Learners Low Income	Special Education Bilingual Support Staff	\$168,486.00				\$168,486.00
3	4	Students with Disabilities	Special Education Support Staff		\$26,000,092.00		\$2,041,759.00	\$28,041,851.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	Instructional Materials to Support Curriculum Differentiation for English learners with disabilities	\$33,224.00				\$33,224.00
4	1	All	Technology Hardware				\$1,300,000.00	\$1,300,000.00
4	2	All	Technology Software and Programs	\$675,356.00			\$34,570.00	\$709,926.00
4	3	English Learners Foster Youth Low Income	Supporting Technology Access for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	\$283,461.00				\$283,461.00
4	4	All	Informational Technology Staff, Online Safety and Site Technology Support	\$1,194,527.00				\$1,194,527.00
4	5	English Learners Foster Youth Low Income	Technology Professional Development and Training	\$7,470.00				\$7,470.00
4	6	All	Student and Community Technology Access		\$156,650.00		\$540,000.00	\$696,650.00
4	7	English Learners Foster Youth Low Income	Updated Technology for English Learner Support Staff	\$57,370.00				\$57,370.00
5	1	All	Positive Behavior Interventions and Supports		\$36,792.00		\$11,400.00	\$48,192.00
5	2	Low Income	Additional Campus Security for Most Socioeconomically Disadvantaged Schools	\$32,013.00				\$32,013.00
5	3	All	School, Facilities and Bus Safety	\$13,730,264.00	\$36,113.00		\$350,000.00	\$14,116,377.00
5	4	English Learners Foster Youth Low Income	Mental Health and Socioemotional Counseling Services	\$253,984.00	\$282,000.00		\$63,469.00	\$599,453.00
5	5	All	Student Physical Health and Well-Being	\$295,691.00	\$148,145.00			\$443,836.00
5	6	Foster Youth Low Income	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners	\$235,172.00				\$235,172.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	7	English Learners Foster Youth Low Income	Academic Counselors at Intermediate Schools	\$269,315.00				\$269,315.00
5	8	Low Income	Seamless Meal Service for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students					\$0.00
5	9	English Learners Foster Youth Low Income	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	\$63,767.00				\$63,767.00
5	10	English Learners Foster Youth Low Income	Professional Development to Support Positive and Inclusive Learning Environments	\$168,453.00				\$168,453.00
6	1	English Learners Foster Youth Low Income	Social Worker and Social Work Interns	\$258,873.00				\$258,873.00
6	2	All	Communication, Information and Awareness	\$32,050.00				\$32,050.00
6	3	English Learners Foster Youth Low Income	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	\$173,509.00				\$173,509.00
6	4	English Learners Foster Youth Low Income	Community Liaisons	\$358,739.00			\$49,471.00	\$408,210.00
6	5	All	District Community Events and Parent Information Nights	\$11,673.00				\$11,673.00
6	6	English Learners Low Income	Parent Access to Information and Decision Input Opportunities	\$259,950.00			\$14,460.00	\$274,410.00
6	7	All	School Linked Services			\$109,174.00		\$109,174.00
6	8	English Learners Foster Youth Low Income	Updated Translation and Interpreter Services	\$207,264.00				\$207,264.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$7,385,346.00	\$8,805,932.00
<b>LEA-wide Total:</b>	\$6,106,299.00	\$6,573,289.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$1,279,047.00	\$2,232,643.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Additional Music Enrichment	Schoolwide	English Learners Low Income	Specific Schools: Edenvale, Christopher and Stipe	\$56,983.00	\$56,983.00
1	8	Instructional Materials to Support Curriculum Differentiation	LEA-wide	English Learners Foster Youth Low Income		\$40,808.00	\$40,808.00
2	1	Academic Language Development through the SEAL Model	Schoolwide	English Learners	Specific Schools: Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Hayes, Indigo, Ledesma, Oak Ridge, Parkview, Sakamoto, Santa Teresa, Stipe and Taylor	\$202,694.00	\$209,200.00
2	2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	LEA-wide	English Learners Foster Youth Low Income		\$861,755.00	\$917,176.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	English Learner Support Staff	LEA-wide	English Learners		\$2,166,563.00	\$2,168,732.00
2	7	Extended Day Enrichment, Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	Schoolwide	Foster Youth Low Income	Specific Schools: Edenvale, Christopher, Stipe, Hayes and Anderson	\$512,208.00	\$1,459,298.00
2	9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$477,732.00	\$477,732.00
2	10	AVID (Advancement Via Individual Determination)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bernal	\$37,348.00	\$37,348.00
2	11	Supplemental Reading Program to Support English Learners	LEA-wide	English Learners		\$1,067.00	\$1,067.00
2	12	English Learner Program Specialist	LEA-wide	English Learners Foster Youth Low Income		\$197,138.00	\$197,138.00
3	3	Special Education Bilingual Support Staff	Schoolwide	English Learners Low Income	Specific Schools: Edenvale, Christopher and Stipe	\$168,486.00	\$168,486.00
3	5	Instructional Materials to Support Curriculum Differentiation for English learners with disabilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,224.00	\$33,224.00
4	3	Supporting Technology Access for Foster Youth,	LEA-wide	English Learners Foster Youth	All Schools	\$283,461.00	\$283,461.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Homeless Youth, English Learners and Socioeconomically Disadvantaged Students		Low Income			
4	5	Technology Professional Development and Training	LEA-wide	English Learners Foster Youth Low Income		\$7,470.00	\$7,470.00
4	7	Updated Technology for English Learner Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,370.00	\$57,370.00
5	2	Additional Campus Security for Most Socioeconomically Disadvantaged Schools	Schoolwide	Low Income	Specific Schools: Edenvale, Christopher, Stipe, Davis, Anderson and Hayes	\$32,013.00	\$32,013.00
5	4	Mental Health and Socioemotional Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,984.00	\$599,453.00
5	6	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners	LEA-wide	Foster Youth Low Income		\$235,172.00	\$235,172.00
5	7	Academic Counselors at Intermediate Schools	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bernal, Davis and Herman	\$269,315.00	\$269,315.00
5	8	Seamless Meal Service for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	LEA-wide	Low Income			\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	9	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,767.00	\$63,767.00
5	10	Professional Development to Support Positive and Inclusive Learning Environments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,453.00	\$168,453.00
6	1	Social Worker and Social Work Interns	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$258,873.00	\$258,873.00
6	3	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,509.00	\$173,509.00
6	4	Community Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$358,739.00	\$408,210.00
6	6	Parent Access to Information and Decision Input Opportunities	LEA-wide	English Learners Low Income		\$259,950.00	\$274,410.00
6	8	Updated Translation and Interpreter Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$207,264.00	\$207,264.00

# Instructions

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[Stakeholder Engagement](#)

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- f) 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.
- g) 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.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <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> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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