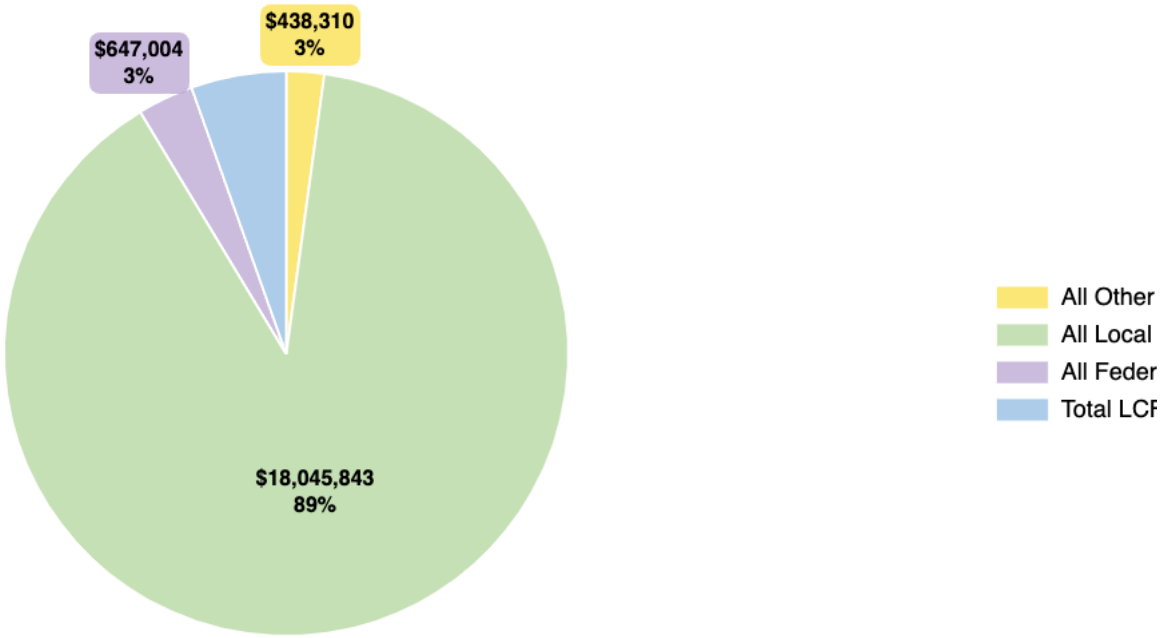
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oro Grande Elementary School District
CDS Code: 36678270000000
School Year: 2021-22
LEA Contact Information: Kyla Gonzales-Rivera | kyla_rivera@orogrande.org | 760-243-5884 x 108

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

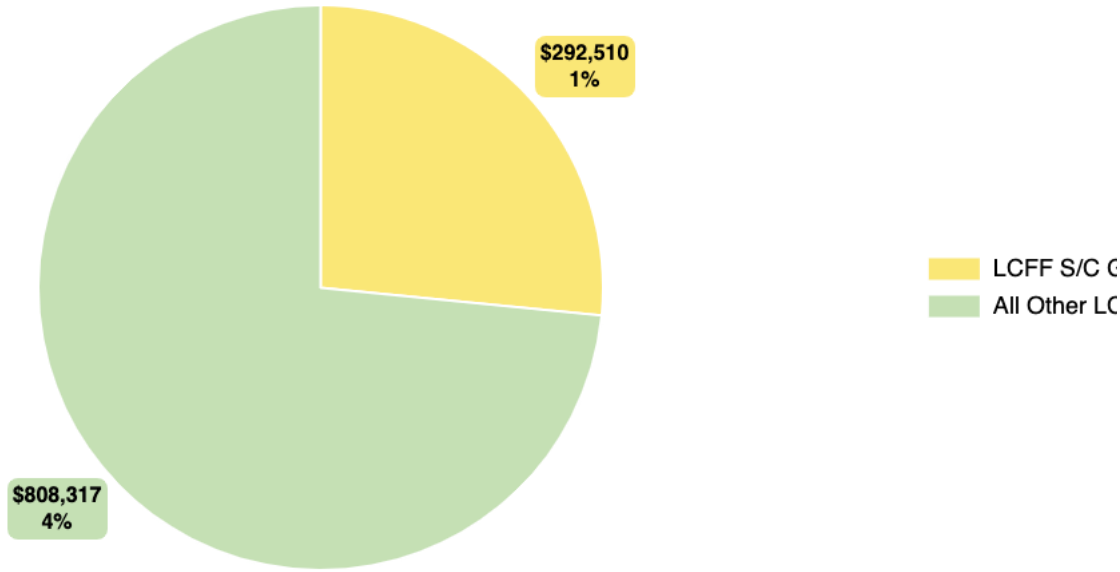
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$438,310	3%
All Local Funds	$18,045,843	89%
All Federal Funds	$647,004	3%
Total LCFF Funds	$1,100,827	5%

Breakdown of Total LCFF Funds



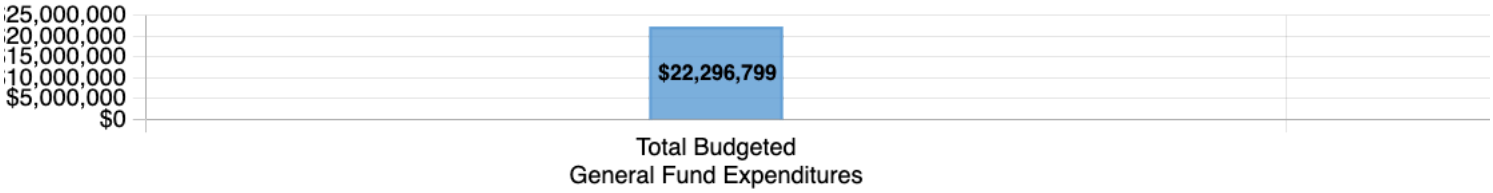
Source	Funds	Percentage
LCFF S/C Grants	$292,510	1%
All Other LCFF Funds	$808,317	4%

These charts show the total general purpose revenue Oro Grande Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Oro Grande Elementary School District is $20,231,984, of which $1,100,827 is Local Control Funding Formula (LCFF), $438,310 is other state funds, $18,045,843 is local funds, and $647,004 is federal funds. Of the $1,100,827 in LCFF Funds, $292,510 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



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

Oro Grande Elementary School District plans to spend $22,296,799 for the 2021-22 school year. Of that amount, $435,982 is tied to actions/services in the LCAP and $21,860,817 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

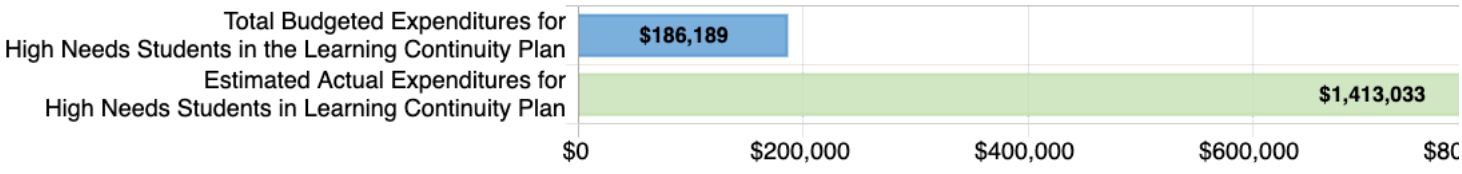
Salaries for general classroom teachers, administrators, core curriculum , operating costs (utilities) and, capital outlay.

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

In 2021-22, Oro Grande Elementary School District is projecting it will receive $292,510 based on the enrollment of foster youth, English learner, and low-income students. Oro Grande Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oro Grande Elementary School District plans to spend $396,100 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Oro Grande Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oro Grande Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Oro Grande Elementary School District's Learning Continuity Plan budgeted $186,189 for planned actions to increase or improve services for high needs students. Oro Grande Elementary School District actually spent $1,413,033 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oro Grande Elementary School District	Kyla Gonzales-Rivera Executive Director Accountability	kyla_rivera@orogrande.org 760-243-5884 x 108

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

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

Goal 1

Oro Grande Elementary School will increase the number of 3rd and 6th grade students reading at grade level proficiency through the implementation of rigorous state standards and provide appropriate interventions as needed.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
4

8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CAASPP (ELA) All Students Baseline: 75.8 points below Standard Met Increase 11 points toward Standard Met (level 3)	Due to COVID 19, CAASPP was not administered during the school year. Therefore, data for this outcome was not measured.

Expected	Actual
CAASPP (ELA) EL Students Baseline: 105.2 points below Standard Met Increase 11 points toward Standard Met (level 3)	Due to COVID 19, CAASPP was not administered during the school year. Therefore, data for this outcome was not measured.
CAASPP (ELA) SED Students Baseline: 77.6 points below Standard Met Increase 11 points toward Standard Met (level 3)	Due to COVID 19, CAASPP was not administered during the school year. Therefore, data for this outcome was not measured.
CAASPP (ELA) RFEP Students - No Baseline data for Reclassified Students (2 students out of 39 EL students) Increase 11 points toward Standard Met (level 3)	Due to COVID 19, CAASPP was not administered during the school year. Therefore, data for this outcome was not measured.
Benchmark (Reading) Baseline: All Students:10% read at grade level Increase 10% of students reading at grade level	Due to COVID 19, benchmark assessments were not administered and therefore, actual outcomes cannot be determined.
Lexile Scores Baseline: All Students:10% read at grade level Increase 10% of students reading in grade level lexile band	Due to COVID 19, end of the year reading scores were not assessed. At the beginning of the 2019 - 2020 school year only 5% of Oro Grande Elementary students were reading at or above grade level. However, since final reading levels were not collected actual growth cannot be determined.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students) • Assessments for Lexile ranges for all students	$94,846 LCFF Certificated Personnel Statutory Benefits Online Resources Instructional Materials Contracted Professional Development	$130,373.79 LCFF Certificated Personnel Statutory Benefits Online Resources Instructional Materials Contracted Professional Development
1.2 Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)	$2,185 LCFF Other Books Personnel Statutory Benefits	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3 Provide summer school for all Oro Grande Elementary students (grades TK-6th) to work on math and literacy skills.	$45,398 Comprehensive School Improvement Grant Certificated Personnel Classified Personnel Statutory Benefits Transportation Supplies Field Trips Breakfast/Lunch	$25,576.61 Comprehensive School Improvement Grant Certificated Personnel Classified Personnel Statutory Benefits Transportation Supplies Field Trips Breakfast/Lunch

Goal Analysis

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

All of the programs that were planned in the 2019-2020 LCAP were implemented during the school year. The entire goal was funded by the CSI grant.
The ELD programs were able to use an existing curriculum that was not used in the prior year. The ELD teachers also utilized intervention curriculum that was used in the intervention class (under Goal 1.1)
Summer school was also implemented, unfortunately, there was not the participation that was anticipated during the budgeting process. The remainder of the CSI grant was used to increase professional development for reading and literacy. (specifically for English Language Development and increase intervention practices for students not reading at grade level).

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

Successes:
- Multilingual Services department was restructured and the master plan for ELD was revised to provide better support for English Learners.
- Were able to implement summer school for OGE students
- Were able to remotely Lexile test all students.
Challenges:
- Due to COVID we were unable to collect reliable data to show growth within the school year.
- ELD curriculum was not strong in the distance learning platform that we chose to utilize during covid

Goal 2

Oro Grande Elementary School will provide resources that promote social/emotional growth and parent/community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3
5
6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CA Healthy Kids Survey (CAHKS) Baseline: CHKS – 90% agree with “positive” learning environment Expected Outcome: Maintain 90%	63% of 5th grade students surveyed responded that they feel safe at school.
Parent Participation Survey Baseline: 201718 (first year baseline data) Expected Outcome: 80% participation	The LCAP parent survey was not administered due to COVID.
Suspension Rate Baseline: Suspension: 13% Expected Outcome: Maintain 13%	The suspension rate for Oro Grande Elementary was 1.8%, which exceeded the expected outcome.
Expulsion Rate Baseline: 0% Maintain 0%	The expulsion rate for Oro Grande Elementary was 0%, which meets the expected outcome.
Chronic Absenteeism Rate Baseline: Chronic Absenteeism: 11% Maintain 11% chronic absenteeism	17.9% chronic absenteeism
Facility Inspection Tool (FIT) Baseline: FIT: 100% Good Repair Maintain 100% Good Repair	Oro Grande Elementary received 100% on the FIT.
Attendance Rate Baseline: 95% Attendance Rate Maintain 95%	Attendance Rate for Oro Grande Elementary was 93.7%.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Ensure access to counseling through support of student services department. Access to student and family programs that address social- emotional stress and healthy living.	$56,968 LCFF Certificated Personnel Classified Personnel Instructional Materials Contracted Professional Development	$68,832.90 LCFF Certificated Personnel Classified Personnel Instructional Materials Contracted Professional Development
2.2 Provide programs and assistance for parents in primary language to help students in both academic, and social/physical support.	$13,889 LCFF Certificated Personnel Classified Personnel	$6,509.06 LCFF Certificated Personnel Classified Personnel
2.3 Provide academic opportunities for students in the community.	$700 LCFF Transportation	$583.50 LCFF Transportation
2.4 Provide transportation for students to improve daily attendance.	$78,254 LCFF Transportation Classified Personnel Statutory Benefits	$38,849.42 LCFF Transportation Classified Personnel Statutory Benefits

Goal Analysis

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

There were minimal budgeted changes in this goal. Specifically, a difference in costs with transportation due to closure of school in March 2020 (due to the COVID 19 pandemic). All unused funds were encumbered by increasing professional development for distance learning. All teachers participated in training for multiple platforms (curriculum), engagement and technology training. The use of these funds mitigated the impact by supporting teachers in their instruction during the COVID 19 pandemic.

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

Successes:
-Oro Grande Elementary School is decreasing suspension rates annually due to the work that is continuing to be done by the Discipline Consortium and utilizing the Discipline Plan and other means of correction.
-Our expulsion rate has stayed at 0%.
- We saw some improvements in chronic absenteeism during the three-year span.

- The Absenteeism Consortium group addressed the needs of our individual students who are experiencing chronic absenteeism and direct resources available to students to assist them with increasing attendance.
-Began offering community outreach through virtual means.
-Provided remote counseling services at our sites.
-During COVID the CWO (Child Welfare Officer) made home visits and delivered food to our most vulnerable families.
Challenges:
-Chronic absenteeism increased this past year back to the baseline level due to COVID.
-Due to COVID we had trouble getting parents to attend community outreach and stakeholder meetings.
- There was a challenge providing primary language support to all applicable families during distance learning. This challenge came from a limited number staff that are bilingual.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Implementation of State Standards trained in CA State Standards: Baseline: Teachers trained in CA State Standards: 100% Maintain 100%	Through MDSS and site/district based professional development, 100% of teachers were trained on implementation of CA State Standards.
Highly Qualified & Certified Teachers (EL) Baseline: 100% Maintain 100%	The expected outcome was met. All (100%) teachers were highly qualified and certified to teach EL students.
Highly Qualified & Certificated Teachers Baseline: 100% Maintain 100%	100% of teachers were highly qualified

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts) All teachers will participate in professional development specific to ELD instruction	$78,970 Comprehensive Support Intervention Grant Contracted Services (Professional Development)	$ 93,792.69 Comprehensive Support Intervention Grant LCFF Contracted Services (Professional Development)
3.2 All teachers will have access to coaching and new teacher support training.	$40,233 LCFF Certificated Personnel Classified Personnel Statutory Benefits	$ 39,434.86 LCFF Certificated Personnel Classified Personnel Statutory Benefits

Goal Analysis

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

There were no significant changes made to budget in this goal. There were minimal higher expenses made to increase professional development to support the teaching staff during the implementation of distance learning (training in new online resources, zoom and online student engagement).

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

Successes:
-All teachers participated in professional development in all content areas.
-During the COVID 19 pandemic the professional development transitioned to support the needs of the teachers in the areas of distance learning, synchronous and asynchronous learning, social-emotional health, and assessing during distance learning.
-The training also included a shift to online learning for the upcoming school year.
-Prior to COVID teachers were immersed in the MDSS program and gaining standards-based teaching strategies and support for students.
-COVID-19: provided a technological learning curve for all Oro Grande Elementary staff.
Challenges:
- Remote training was highly dependent on individuals' internet connection and working technology. Due to this challenge the district had to provide additional technology for teachers as they worked from remote location.
- During COVID: Training was not deep pedagogical training as we had to train teachers on the day-to-day of teaching through an online platform. There was a shift from professional development centered around standard based instruction that was replaced with technical training, online engagement and prioritizing

standards due to changes in instructional time with students.
- Coaching sessions for teachers were online-based, and many coaches had not had to coach or teach in a virtual space.

Goal 4

Oro Grande Elementary School will provide music, art, and technology to all students

State and/or Local Priorities addressed by this goal:

State Priorities:

7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Master Schedule Baseline: Student participation in fine arts/technology daily: 100% Maintain: 100%	The master schedule included opportunities for 100% of students to participate in music, art and technology.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Students will be provided with standards aligned Music and Art Curriculum • Professional Development for Fine Arts Teachers • Increase technology • Art supplies for annual art show	$8,874 LCFF Classified Personnel Statutory Benefits Instructional Materials Professional Development	$11,345.51 LCFF Classified Personnel Statutory Benefits Instructional Materials Professional Development

Goal Analysis

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

There were no significant changes made to the budget and all programs were implemented in the 2019-2020 school year.

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

Successes:
-Students were able to engage in art, music, and technology for the most part of the year. This content was delivered via zoom and teachers meet daily with students in this online platform. The district provided materials to students to participate in these programs while on distance learning.
-All students became 1:1 with personal Chromebooks provided by the school.
-Technology usage changed and as a result greater access to online programs. The district also provided a 1:1 chromebook program (and hotspots) to students to ensure that they had access to online meetings and materials.
Challenges:
-During COVID teachers had to adjust to instructing and engaging students through virtual opportunities.
-Younger students and some families were not technologically prepared enough to navigate computer systems during virtual learning in COVID.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Graphics West Inc.- PPE, Masks	$7436.91	$12,176	N
Action Sales-Masks	$180.98	$2,775	N
Creative Bus (Portion of new Bus) for social distancing	$75,217	$1,224,431	Y

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

Oro Grande Elementary School applied for a waiver and was able to open in October 2020. Due to the ability to open sooner than expected, many sanitation, transportation, and personal protective equipment were higher costs than expected. A substantial amount of resources, manpower, and time were dedicated to ensuring that facilities sanitized to ensure the facilities were safe for students and staff. All staff and students have regular health checks (temperature and analysis for COVID symptoms). These processes continue to be completed daily and will continue to require resources. Transportation and transportation costs due to social distancing increased due to social distancing requirements on school busses. Oro Grande Elementary purchased an additional seven busses which resulted in a substantive difference between what was budgeted and the expenditures . The memorandum of understanding between the charter Riverside Preparatory school offset most of the costs of this expense. Social distancing on the bus made it possible for students to return four full days a week during the 2020-2021 school year.

Analysis of In-Person Instructional Offerings

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

There were many successes and challenges in implementing in person learning at Oro Grande Elementary School for the 2020-2021 school year.

Successes:
-Students returned to a hybrid model in October 2020. Students attended school on a minimum day schedule and increased attendance as Oro Grande improved in with infection rates and the county tier system allowed for more flexibility.
- Families were allowed to pick a hybrid or distance model that allowed for opportunities that meet the needs of OGSD families and students.
-Due to low-class sizes, teachers were able to spend quality one-on-one time to address learning loss, provide enrichment/intervention.
-Counseling staff was able to provide services and referrals for students who needed social and mental supports. This staff was also able to work with staff and students to provide preventive measures and work on the school side social/emotional curriculum.
- Many stakeholders in the LCAP survey admitted that distance learning was not beneficial to their students, and they were happy that we offered the return to school as soon as we did.

Challenges:
- Teachers were presenting information to students in both in-person and a digital format.
- A substantial amount of resources, manpower, and time were dedicated to ensuring that facilities sanitized to ensure the facilities were safe for students and staff. All staff and students have regular health checks (temperature and analysis for COVID symptoms). These processes continue to be completed daily and will continue to require resources. Teachers also had to spend instructional time teaching students COVID protocols.
-Activities such as outdoor activities, physical education, nutrition breaks had to be restructured due to social distancing requirements.
-Students were in need of re-engagement due to a large amount of time spent outside of the classroom.
-Transportation and transportation costs due to social distancing increased due to social distancing requirements on school busses.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Printing Service (additional support for students who initially could not access curriculum)	$155.16	$1,283	Y
Instructional Supplies (additional instructional supplies for students to keep at home) Southwest School Supply	$317.86	$30,279	N
Online and phone counseling (services for students who might be experiencing mental health emergencies or in need of treatment) Care Solice.	$12,500	$12,500	Y
Portable internet devices (T-Mobile Hot Spots for students who do not have connectivity at home)	$21,210	$93,129	Y

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

There were differences in funds that were budgeted and planned due to increased costs to protect students during the COVID pandemic. The district provided an individual device (chrome book) and internet (hotspot- if the internet was not accessible in-home) to all students in Oro Grande. During the first stages of the pandemic, students living in Oro Grande did not have success accessing the internet with the district-provided hot spot. Therefore, the district changed providers and all students have reliable connectivity during the pandemic.
There was a significant increase to instructional supplies to ensure that students had individual materials; white board, containers, calculators, paper, math manipulatives, and art supplies. It was also necessary to provide all students with instructional materials and supplies while at home during distance learning.

Analysis of the Distance Learning Program

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

There were challenges and successes during distance learning. The school district worked to identify needs and allocated resources to ensure students continued to receive a rigorous education during the COVID 19 pandemic.

Continuity of Instruction
Successes:
-The district planned a cohesive distance learning schedule that allowed for both synchronous and

asynchronous learning to occur throughout the day. The schedule included time for a social-emotional check-in, direct instruction, and intervention. The time allowed for social and emotional check ins were a success. This time allowed for students to connect with teachers and other students. Teachers were also able to refer students for additional help if they felt that they were exuding behaviors that required mental support services.
-Once students started back to in-person learning, students in distance learning had specific times allocated, to ensure teachers could engage and meet the needs of both learning models independently. The district solicited feedback from parents, teachers and students to plan the instructional day that allowed for daily zooms along with individual intervention times and social/emotional check ins. The information was gathered through staff meetings and virtual parent meetings.
Challenges:
-Online learning was a new experience for most of our students.This new learning style created challenges for students as they learned new ways of collaborating with teachers and peers, new online curriculum, and learning new technical skills.

Access to Devices and Connectivity
Successes:
-The district provided an individual device (chrome book) and internet (hotspot- if the internet was not accessible in-home) to all students in Oro Grande. This services was specifically provided for the low income and homeless students that did not have access to internet or a device.
-The district changed providers and all students have reliable connectivity during the pandemic.
Challenges:
-During the first stages of the pandemic, students living in Oro Grande did not have success accessing the internet with the district-provided hot spot. To ensure connectivity, the district change the internet hotspot carrier to ensure to hot spots provided reliable connectivity. These services were primarily directed for low income and homeless students.

Distance Learning Professional Development
Successes:
-The staff worked on grading policies and providing feedback to families during COVID.
-Professional development changed in March 2020 and continued to include instructional strategies that included; online curriculum training, engagement strategies for online learners, assessments (online ie, IAB blocks and STAR assessments), and social/emotional training.
Challenges:
-Providing Professional development during COVID provided additional challenges due to technology cooperation, and screen fatigue.

Staff Roles and Responsibilities
Successes:
-Family Engagement Specialists were hired as an added layer of support for both teachers and students. These new members to the OroGrande staff made parent and student contact, worked on troubleshooting with technology and supported teachers with home communication and primary language communication. This position came out of an analysis of the data that shows the high number of families that need primary language support and that 30% of students are English Language Learners.

-Teachers and staff remained flexible during the ever-changing protocols.
Challenges:
-Many staff roles changed and were in need of adjusting to meet the needs of the students during the pandemic.
- Teachers reported that during the pandemic, in order to reach students, work hours had to be adjusted. Some students reported that they were only able to engage during out of school hours and accomodations were made. This was not at the request of the school, but out of the genuine concern of our teachers for their students.

Pupil Participation and Progress
Successes:
-There were many safeguards put in place to ensure students were participating daily in synchronous and asynchronous instruction/assignments. An example was a social emotional check in that occured every morning to ensure students were properly prepared for the day. The Family Engagement Specialist would support students and parents in additional resources were needed.
-Teachers provided multiple opportunities throughout the day for small group instruction and intervention that was above and beyond the daily synchronous instruction.
-If a student was showing poor attendance, Family Engagement Specialists were contacted by teachers and they (along with the teacher) made daily phone calls, emails and were available to students for extra help with assignments.
-If multiple attempts to ensure attendance were not successful, the Director of Students Assistance and Welfare would conduct home visits.

Challenges:
-Many students relocated during the pandemic and remained enrolled in Oro Grande Elementary; so, when home visits were conducted for students, sometimes the address we had on file was no longer valid.

- Many students struggled with making online appointments for class.

Support for Pupils with Unique Needs
Successes:
- Revised the Master Plan for English Learners. These revisions included the need for social/emotional supports, specifically for newcomers and technical supports to ensure our EL students can successfully engage with online learning.
-Able to reach out to most vulnerable students for support through home visits with the Director of Student Assistance, Welfare, and Attendance and members of faculty and Educational Services Team. These visits provided deeper understanding of student and family needs such as; lack of health services, technology and primary language support. Educational services worked to provide supports for these identifies needs; ie, home visits from school nurse, hot spots and translation services.
- 100% ELPAC testing completion for English Language Learners.
-Homeless and low income students were provided with instructional supplies (paper, scissors, crayons, math manipulative, art supplies,) to ensure they had all necessary supplies to complete daily classwork.
-Health services were available to provide information about the spread of COVID, resources to community health programs and daily health checks.
-Nutrition services provided daily lunch and breakfast. Meals were also provided for weekends. The

nutrition department would deliver food to students that did not have transportation. This service ensured that low income and homeless youth had proper nutrition during school closure.
-In the 6th grade (where students have multiple teachers) homeless youth was asked to identify the teacher that they felt most connected to. These teachers would make additional social and emotional check ins weekly.
Challenges:
- Virtual accommodations for students relied heavily on parent/home support.
-Virtual Testing accommodations issues for ELPAC and CAASPP.
- Although students were offered additional support, interventions and additional time, attendance in these programs were often not attended.
-Providing continuity for students with disabilities was a challenge at the beginning of the COVID 19 pandemic. Staff had to collaborate with teachers and families to ensure all students were receiving all services daily (speech services, occupational therapy, physical therapy).Many of these services required in person meetings.
-Families of low income and homeless students were significantly affected by the COVID pandemic. Students that already faced income disparities had challenges ensure their student had a consistent and reliable location to attend distant learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online lexile testing – Online reading assessment to determine reading	$2,106.50	$1,900	Y

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

There was a not a substantive difference in budget and actual expenses due to purchasing additional licenses.

Utilization of a new online learning platform and online curriculum licenses for distance learning. Teachers participated in professional development monthly to address gaps in achievement in ELA and math. These scopes and sequences and curriculum maps will guide instruction for the following school year.

Analysis of Pupil Learning Loss

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

The district is continuing to assess students and understand the total complexity of learning loss that has occurred during the COVID 19 pandemic.

Successes:
-Teachers were able to administer a variety of assessments to gauge the progress.
-Students in Oro Grande had the opportunity to return to in-person learning in October 2020.
-Teachers were able to return to intervention programs, assess students in small groups, and have limited class sizes that allowed for one-on-one and small group learning.
-Most English Language Learners were able to take the ELPAC assessment in person and the depth of learning loss in language acquisition will be evaluated when those scores are received from the state.
-Teachers participated in professional development monthly to address gaps in achievement in ELA and math. These scopes and sequences and curriculum maps will guide instruction for the following school year.

Challenges:
-Students did not attend school in the quantity that they traditionally would have in both school years.
-About one-third of students remained in a hybrid or distance learning after students returned four days a week. These students will require additional interventions to ensure they are working at grade level.
-Teachers worked to adjust scope and sequences and curriculum maps to devote time to the highest priority standards but were not able to address or instruct in all standards required in one grade level.
-Data will not be available for CAASPP ELA and Math to determine the amount of loss in the summative exam.
-The average of all reading scores are 1 year below grade level. This will require rigorous literacy intervention (planned in Goal 1.1 of the 21-24 LCAP)

Analysis of Mental Health and Social and Emotional Well-Being

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

The Social-Emotional Health of students and staff will continue to be a priority for OGSD.

Successes:
-All students had access to School Counselors for academic advisement, specific small-group counseling, and individual counseling that was conducted via online platforms (Care Solice) and in-person when school opened.
-The District's adopted social-emotional curriculum, Lions Quest, that was a component of instruction in every phase and in every learning option.
-A social-emotional check-in was conducted daily with all students that included a lesson from the district-adopted curriculum.
-Students, families, and staff needing additional services beyond the scope of school-based offerings have access to a free, online mental health concierge service to get the services needed.
-Families can access the Student Assistance Program (SAP) through the San Bernardino County Department of Behavioral Health for essential mental health services.
-Overall the district had a high level of participation in the online emotional health resources (students and staff).
-The Student Resource Officer, Nurse and Welfare and Assistance Officer have worked collaboratively

with the school to reach out to students who need mental health assistance.
-All resources provided to students and families are also available to staff and teaches.

Challenges:
-The social/emotional affects of the pandemic will not be fully known for a period of time. Oro Grande will continue to provide on campus and contracted services for families dealing with mental health issues.
-Socially re-engaging students that have been in distance learning was a challenge for all students and teachers.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil and Family Engagement was vital to ensuring all students received a quality education during the COVID 19 pandemic

Successes:
-All students' progress was monitored by the teacher and students checked in online daily with their teacher.
-All students' work log and grading was done through Google Classroom and Seesaw. In addition to assignments that were pushed out via Google Classroom, the teacher monitored students progress and independent work through our Core Curriculum digital platforms (ConnectED - ELA, ConnectED - My Math)
-The teacher called and/or email parents/guardians to check-in and inquired if there were any concerns that are keeping the student from participating, i.e., technology issues, access issues, need for more one-on-one instruction/guidance, or unforeseen family hardships/concerns. Most concerns were corrected quickly and students were able to quickly return to distance learning.
-The teacher submitted a referral to support staff such as Family Engagement Specialists and Counselors to determine appropriate services and interventions when students were not engaging in distance learning or were missing in person learning.

Challenges:
-Although many resources were put in place for students and families during distance learning; there were families that continued to have challenges with distance learning. These issues included child care and helping students with asynchronous learning.
-Parents and families communicated though surveys and social media that online learning posed serious challenges both academically and socially.

Analysis of School Nutrition

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

Ensuring all students had access to healthy meals during the pandemic continues to be a top priority for Oro Grande School District:

Success:
-All meals were served/prepared using strict COVID 19 safety protocols. Students ate meals in small cohorts while maintaining social distancing. Meals were prepared in individual wrappers to ensure there was limited to exposure.
-All students had access to healthy lunch/breakfast during the pandemic. Meals were made available on campus.
-Oro Grande School District meets the minimum requirements to provide all students with lunch and breakfast daily without cost. This ensured that all students could participate even if they had not qualified for free/reduced lunch in the past.
-Oro Grande provided "supper" to students, this ensured that students were receiving meals when they returned home and were nourished throughout the day.

Challenges:
-Oro Grande is small rural community and many residents have limited access to transportation (public transportation is not viable in this community). Due to this challenge, many families could not access the free meals during distance learning. The transportation department and food service departments (in coordination with the administration team) would deliver meals to families that did not have transportation.
-Due to the rural nature of the school district, the food service department provided grab and go meals at other locations the communities. This required additional staffing and transportation.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Social Emotional Support	An elementary counselor provided social and emotional support to students during the COVID pandemic.	$75,000	$79,790	Y

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

There was minimal differences between the planned and budgeted expenditures for social emotional support. The counselor worked an additional week at the end of the contract to ensure a smooth transition to the next school year and follow up with students that had been receiving services throughout the year. The need for counselling and social emotional services throughout the COVID pandemic resulted in additional counselor being hired at the elementary school and is reflected in the 2021-2024 LCAP (Goal 2-Action 2.1).

Overall Analysis

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

After evaluating both in person and distance learning in Oro Grande the following lessons have been learned and programs have been added and adjusted:
- A significant amount of students are currently not reading at grade level. While this trend is seen at all grade levels, the area of most concern lies in the primary grades. Therefore, significant resources have been added with a literacy teacher, a significant increase to literacy professional development in primary grades and an additional new EL coordinator has been added at the district level. The district will use assessments targeted at primary levels (SIPPS/Dibbels) to evaluate the effectiveness of these programs.
-Professional development has evolved to included more vertical alignment, spiraling and changes to scope and sequence- that are needed to address learning loss for all students, especially our unduplicated students that saw significant struggles with attendance and access content outside the traditional classroom.
-Social, emotional and physical health concerns will also be addressed in the 21-24 LCAP. During the pandemic the district saw a significant increase of students (and families) reaching out for mental health referrals (through district staff and contracted services). The needs of students in areas of physical health increased dramatically due to pandemic related issues, but also a variety of other physical health concerns. Additional staffing in counseling and nursing is a vital need that is addressed in the new LCAP. Students will be highly encouraged to participate in a rigorous and highly engaging summer school programs,

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

Learning loss will continue to be evaluated with a variety of different assessments. ELPAC was successfully administered to all students and will be the most viable data information for the learning loss of our English Learner students. All students will continue to take the interim assessments and local Lexile, STAR, test as these assessments did not get modified during the pandemic and offer an accurate depiction of students' achievement.
The assumption of learning loss for the current school year has led Oro Grande to incorporate a wider variety of support programs for engagement and enrichment. These programs include an outsourced afterschool program, various summer school offerings, and support curriculum purchases for teachers. Likewise, teachers have begun PD across grade spans thus preparing for students who may be up to one grade below in understanding compared to a normal school year. This professional development is designed to assist teachers in meeting students where they are and decreasing the learning loss gap.

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

In person Learning
Oro Grande Elementary was granted a waiver and was able to open sooner than expected. This resulted in a difference in budgeted and actual services. The need for more sanitation, PPE, additional busses for social distancing resulted in higher expenditures. There was a significant difference in costs for

transportation. Being able to provide socially distanced transportation was a valuable resource for our low income students.

Distance Learning

There was a substantial difference in budget and actual expenses due to the need to purchase additional instructional supplies and technology. Students were given instructional supplies such as; paper, art materials, calculators, and printed materials to ensure that they had all supplies needed to engage with online learning. Students were also given T-mobil hotspots due to the lack of internet connectivity in Oro Grande.

Additional Actions - Mental Health Services

There was minimal differences between the planned and budgeted expenditures for social emotional support. The counselor worked an additional week at the end of the contract to ensure a smooth transition to the next school year and follow up with students that had been receiving services throughout the year.

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

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

The analysis of the Learning Continuity Plan has confirmed the need to prioritize funding and programs that are in line with the four LCAP goals.
Professional development will increase for the next three years. This training will focus on a balanced literacy program, foundational reading interventions and new scope and sequences (curriculum maps) to address learning loss and acceleration.
Social emotional and physical health concerns will continue to be addressed in LCAP and will also have new guidelines and requirements to meet the needs for protecting students and staff during the ongoing pandemic. Programs that ensure support inside and outside school for emotional health will be a proiority in the new LCAP.
The Covid 19 pandemic and the funds associated with relief during the pandemic created an opportunity for Oro Grande to have a 1:1 chromebook program. This addition to technology will allow for new core curriculum and intervention programs. There continues to be a need for teachers to have additional professional development for technical needs.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students,

English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oro Grande Elementary School District	Kyla Gonzales-Rivera Executive Director Accountability	kyla_rivera@orogrande.org 760-243-5884 x 108

Plan Summary 2021-24

General Information

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

Oro Grande Elementary School District educates around 100 students per year, transitional kindergarten through sixth grade. Oro Grande is a small community located in the High Desert region of Southern California. The population of Oro Grande is 1,019. The main industry in Oro Grande is a large cement factory located near the elementary school. Most residents in this area travel to other parts of the High Desert for work. The student population consists of 93.9% unduplicated students. The English Learner Population is 34.4% of students, and the English Learner group consists of a primary language of Spanish.

Reflections: Successes

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

The data reflections are based on data from 2018-2019 as there was no dashboard data from the 2019-2020 school year.

Academic Engagement has improved on the school dashboard for Oro Grande Elementary. From 2019, OGE has reduced the suspension rates from 9.6% of students suspended at least once to 0.9% of students being suspended at least once. This dramatic change is a direct result of the creation of a Discipline Consortium stakeholder group. This consortium analyzed data, discussed biases in policy and procedure, and created a new discipline matrix for the Oro Grande School District. OGE plans to continue the work of the consortium by utilizing the discipline matrix that was created, assessing data when a negative trend occurs, and modifying the discipline plan as needed. The school also intends to ensure access to counseling services to support students. (Goal 2 Action 1)

Similarly, Oro Grande Elementary has improved academic performance and narrowed the gap to standards in both ELA and Mathematics. In 2017, the CAASPP scores for ELA were 69.3 points below standard, and the scores for mathematics were 84.2 points below standard. In 2019, the ELA scores were 63.3 points below standards, and math scores were 77.4 points below standards. To maintain and build upon the success that we have achieved, OGE plans to continue to use interim assessments for local benchmarks, provide training in the Common Core Standards and pedagogy for teachers, and special populations support. (Goal 1 Actions 1-2 & Goal 3 Actions 1).

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.

Although there has been improvement in chronic absenteeism rates, OGE is still reporting that 17.9% of all students, 12.5% of English Learners (an 8.6% decline), 18.6% of Hispanic (a 4.7% decline), 18.6% of socio-economically disadvantaged (a 3.8% decline) are chronically absent. Knowing that this school year was overwhelmingly complex where attendance is concerned, Oro Grande Elementary is expecting growth in absenteeism numbers. In response, Oro Grande School District is adopting another stakeholder consortium that deals exclusively with absenteeism. The goals of this stakeholder group are to analyze data, discuss biases in the current attendance policy and procedure, and create a new plan for Oro Grande Elementary to address absenteeism. The Oro Grande School District, in the 2020-2021 school year also created a Child Welfare Officer position in the district to support its sites with welfare issues such as attendance, and the invaluable asset that this position has proven due to distance learning ensures that we will continue this position in the years to come. The school is also outsourcing busing to increase our transportation fleet for students to combat absenteeism. (Goal 2, Actions 3 & 7)

LCAP Highlights

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

Oro Grande Elementary's 2021-2024 Local Control Accountability Plan highlights four goals for our school. These goals are designed to support our mission: Oro Grande School District empowers students and their families through extraordinary educational choice, excellence in education, a safe environment to learn, rigor in all endeavors, and high expectations.

Goal one focuses on student's literacy through rigorous standards. This goal features attention to students' CAASPP scores, instructional reading level, and English language acquisition proficiency. The goal was designed to hold students to a high standard and ensure necessary differentiation to help all students be successful.

Goal two establishes Oro Grande Elementary's commitment to community supports and wellness for students. This goal was designed to ensure that OGE's families are a part of our school community and that students' social and emotional needs are met. This goal also provides resources to ensure that students have resources to increase attendance (through transportation, health services and mental health services).

The third Oro Grande Elementary LCAP goal focuses on the support and training for teachers. Oro Grande Elementary recognizes to best support our students in a high-expectations, rigorous, academic setting, teachers must have training and support in best practices and methodologies.

In an effort to provide extraordinary educational choice and because we believe in a well-rounded education, Oro Grande Elementary created goal four as a commitment to and acknowledgment of education extending beyond the core curriculum.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

Due to COVID, eliciting stakeholder engagement has been through virtual means. The information was presented through DELAC and School Site Council to families and community members via a Zoom or Google Meet online platform as well as through email and the school website.

During stakeholder engagement LCAP meetings, the following data was presented:
- Local Assessment Data: STAR Reading, Benchmarks, and class grades

-ELPAC Scores
-CAASPP Scores (Interim Assessments)
-Attendance Rates
-Suspension and Expulsion Data
-CA Healthy Kids Survey

After sharing this data with Stakeholders, there was a shared upon agreement that resources should be put in place to proficiencies in reading and math, develop programs to help EL students and the needs of students in the social and emotional development. This input from stakeholders along with an analysis of the data resulted in the four goals outlined in this LCAP.

Parent/Community Input
There is no ELAC as we are a single school LEA. Similarly, our Parent Advisory Committee was invited to participate in our DELAC/SSC meetings, and there is no local bargaining agency. Information about structure, timeline, and annual update information for 2020-2021 was presented at both the September DELAC and SSC meetings. Representation of parents/guardians with students who are identified as English Language learners, low income, foster, homeless, and special needs were made in illicting LCAP feedback.

Teachers, counselors and Classified Staff
Teacher/staff input for the LCAP was elicited through the Superintendent's committee which meets once a quarter. Superintendent’s committee is composed of representative teachers and classified staff who get input and information from their peer groups, and report information gleaned from the committee back to the respective peer groups.

District and Site Administration
Site Administration was presented the LCAP information in September during the principals' meeting. Monthly meetings (during the 2020-2021 school year), for all groups, provided stakeholders with time to discuss and provide feedback about the LCAP.

Students
The student advisory group (S.H.I.E.L.D.- Students Helping Innovative Education through Leadership Development) this group of students meets with site and district administration quarterly to discuss school climate and academics.

SELPA
SELPA provided input and coordinated with Oro grande to ensure the needs of students with disabilities were met.

The LCAP was presented for public hearing on June 1st, 2021 at the Oro Grande board meeting, with seventy two hours notification made to the public. The Oro Grande School District board agenda was posted to the Oro Grande website for public viewing. The LCAP was presented at a regularly scheduled board meeting to the Oro Grade Board of Trustees and was adopted on June 9, 2021.

All stakeholders were able to provide input about the LCAP through Google Forms surveys that addressed the information on the LCAP. Links to the LCAP survey were posted publicly on the school

website as well as school utilized social media platforms. The stakeholders were notified through all-call, email, and public information meetings like DELAC and SSC. Based on the fact that there were no specific comments made to address, the superintendent did not give written feedback to the committees.

A summary of the feedback provided by specific stakeholder groups.

Parent and Community Stakeholders-
According to our Parent LCAP survey, 93% of parents are happy with the school's teaching of reading and writing; 93% of parents surveyed were aware that the school utilizes common core state standards for their student's education.
Parents feel that the school is working hard to provide programs to support student's social and emotional needs. 87% of parents report that they are aware of the counseling services provided by the school and that parents/guardians have opportunities to be involved in the school.
97% of parents were aware that students are taught common core state standards, and 95% of parents feel that teachers hired in Oro Grande are highly qualified. The parents reported that the school provides educational opportunities beyond the classroom, and 95% are happy with student's access to art and music; 93% report that the school provides adequate access to technology help for students.
68% DELAC parents surveyed communicated that the school does well in providing extra help in language development (i.e. reading and writing).

Teachers and Staff
Feedback at the quarterly meetings suggest that there is a need for more coaching for new teachers (addressed in Goal 3.2), access to technology and technical assistance (Goal 4.1)

Students- During the Covid 19 pandemic students shared that they were in need with help in engaging in their online curriculum. Students also shared their desire to "come back to school" and have more regular activities. These areas have been addressed in LCAP specifically in Goal 2 (field trips, and community engagement and after school enrichment activities)

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

The results of the LCAP survey denote a need for growth in offerings for social and emotional and community outreach. Even though 87% of stakeholders were pleased with and aware of the programs and support opportunities, Oro Grande recognizes that we could provide even more programs to support students, and create more opportunities for parents/community members to be involved.

Based on the input from the DELAC community, additional metrics and actions were added to goals one and three to ensure the needs of English learners were being met and assessed. (Goal 1 Actions 1 & 2 and Goal 3 Action 1). Many parents/families expressed concern about ELD education, stating that they do not feel that it is any different than what they are getting in the ELA class anyway. Oro Grande revised the proposed actions to ensure that teachers were getting curriculum and support training to meet the needs of English Learners.

In stakeholder meetings with site and district administrators, for the creation of the new LCAP, it was

decided that Goal 4, which includes technology resources, music and art education, be reworded. This goal now focuses on a combination of pull-out visual and performing arts and resources for technology education in the core classroom. In prior years Oro Grande students attended a daily pull out technology class. During COVID the entire school went to a one to one program. Therefore, students will have additional technology instruction embedded in the core content. To provide students with access to the curriculum both in class and at home, additional technology and technical support will be provided specifically for our low income students (Goal 4 Action 1 and 2).

Goals and Actions

Goals

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

An explanation of why the LEA has developed this goal.

State Priorities: 4, 8
All students need to have grade-level proficiency in English literacy and Mathematics to understand and access curriculum and secure college and career readiness. This goal will provide intervention services specifically to our English Language Learners, Special Education students and students that are performing significantly low in both reading and math.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

CAASPP ELA - All students, EL, Low Income, SpEd	CAASPP ELA Baseline (2019) ELA - ALL Stu 63.3 Points below standard ELA - EL 113.8 Points below standard ELA - Low Income 63.5 Points below standard ELA - SpEd NA - Not a Significant Subgroup	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CAASPP ELA 2023-2024 ELA - ALL Stu 53 Points below standard ELA - EL 93 Points below standard ELA - Low Income 53 Points below standard ELA - SpEd NA
Math Interim Assessments (IABs)	Math IAB (2020-2021) All Students - 27% students were approaching, at or above grade level. EL - 9% students were approaching, at or above grade level. Low Income - 21% students were approaching, at or above grade level.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Desired Outcomes (2023-24) All students - 37% students approaching, at or above grade level. EL Students - 24% students approaching, at or above grade level. Low Income - 36% students approaching, at or above grade level.

STAR Instructional Reading Level Scores	STAR Instructional Reading Level All Students - 12% of students are reading at or above grade level (STAR Reading 2020-2021) EL Students - 0% of students are reading at or above grade level (STAR Reading 2020-2021) Low Income Students - 13% of students are reading at or above grade level (STAR Reading 2020-2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Desired Outcome 2023-24 All Students - 22% of students reading at grade level (STAR Reading) EL Students - 15% of students reading at grade level (STAR Reading) Low Income Students - 23% of students reading at grade level (STAR Reading)
English Language Proficiency (Dashboard)	28% Oro Grande English Learners - making progress toward English proficiency.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	53% English learners making progress towards proficiency.
Reclassification Data	0%-Reclassification	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase 3.33%-Reclassification Data

CAASPP Math - All students, EL, Low Income, SpEd	CAASPP Math Baseline (2019) Math - ALL Stu 77.4 Points below standard Math - EL 113.3 Points below standard Math - Low Income 77.8 Points below standard Math - SpEd NA - Not a Significant Subgroup	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CAASPP Math 2023-2024 Math - ALL Stu 67 Points below standard Math - EL 93 Points below Standards Math - Low Income 67 Points below standard Math - SpEd NA

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Reading Intervention	Increased reading intervention programs will provide by a reading intervention specialist. These interventions will be principally directed for our English Language Learners and low income students in an intervention program during the school day. This program will increase ELA CAASPP scores, and STAR reading scores.	$123,891.00	Yes
Action #2	English Language Learners	The Educational Services Department will provide rigorous supplemental California state standards-aligned ELD curriculum. The Ellevation online platform will be used to implement academic vocabulary curriculum that will address EL instruction for multiple EL levels to increase language acquisition across all content areas. The use of Ellevation will increase ELPAC scores and reclassification rates.	$36,250.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	Math Intervention	Increased math intervention programs will be provided by core content teachers in small group settings during the school day. These interventions will be principally directed for our English Language Learners and low income students. This program will increase target math CAASPP scores and local math benchmarks (Interim Assessment Blocks).	$1,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Oro Grande Elementary School will provide resources that promote social/emotional and physical health, safety, good attendance and parent/community partnerships.

An explanation of why the LEA has developed this goal.

State Priorities: 1, 3, 5, 6
Oro Grande Elementary recognizes that students have needs that extend beyond the academic setting. In an effort to support our community and family partnerships, OGE feels that it is essential to provide access to and communication about welfare services. Similarly, Oro Grande Elementary knows that students need support socially and emotionally to become positive contributing members of the community, maintain low suspension/expulsion rates, and decrease chronic absenteeism rates.
Oro Grande also recognizes that safe, clean facilities help students feel engaged and safe at school.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
California Healthy Kids Survey	63% of 5th-grade students surveyed responded that they feel safe at school.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70% of students indicate that they feel safe on the Healthy Kids Survey.
Facilities Inspection Tool	100% of items inspected in Good repair.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of items inspected to be in Good repair.
School Attendance Rate	93.65% attendance rate (2019-2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% attendance rate.
LCAP Parent Survey	68% parent agree their student connects with school.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70% parents agree their student connects with school.

Suspension Rate	All Students - 0.9% suspension rate EL Students - 1% suspension rate Low Income Students - 1% suspension rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students - Maintain below 1.5% suspension EL Students - Maintain below 1.5% suspension Low Income Students - Maintain below 1.5% suspension
Expulsion Rate	All Students - 0% expulsion EL Students - 0% expulsion Low Income Students - 0% expulsion	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students - 0% expulsion EL Students - 0% expulsion Low Income Students - 0% expulsion
Chronic Absenteeism	All Students - 17.9% Chronic Absenteeism Rate EL Students - 12.5% Chronic Absenteeism Rate Low Income Students - 18.8% Chronic Absenteeism Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students - 16% Chronic Absenteeism Rate EL Students - 10% Chronic Absenteeism Rate Low Income Students - 16% Chronic Absenteeism Rate
DELAC parent engagement	2% of parents participating in DELAC	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	5% of parents participating in DLEAC

School Site Council (SSC) Participation	10% participation in School Site Council	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	10% participation in School Site Council
Social Emotional Parent Decision Survey	2% of parents participate in decision making process for social emotional programs	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	10% of parents participate in decision making process for social emotional programs

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Health Services	School nurses will provide access to health services and community health programs. These services will help decrease chronic absenteeism rates and increase student connectivity and will be principally directed towards low income students.	$84,685.00	Yes
Action #2	After School Program	Oro Grande Elementary will provide an after school program principally directed to our low income student. This program will provide after school and engage students in activies that include STEM, musci, and social emotional learning opportunities and tutoring.This service will decrease suspension and chronic absenteeism rates.	$7,167.00	Yes
Action #3	Community Engagement Activities	Oro Grande Elementary will provide students with field trips (ie, California missions, natural history museum, local libraries) in and outside of the community and invite community members to the school district as experts. Field trips will focus around core content and electives. This action will result in lower suspensions and chronic absenteeism. This will be principally directed to our low income students.	$700.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #4	Transportation	Daily transportation will be provided by Oro Grande School District's Transportation Department for students to increase daily attendance and decrease chronic absenteeism. Transportation will also be provided for the afterschool engagement program. This will be principally directed for our low income students.	$25,303.00	Yes
Action #5	Social/Emotional Support	Elementary staff will provide access to counseling and social emotional programs. These services will help decrease chronic absenteeism rates and increase student connectivity and will be principally directed towards low income students.	$22,752.00	Yes
Action #6	Parent Participation	Parent advisory groups will participate in advising and developing programs to support our English Language Learners and low income students. These programs will increase student engagement and will increase parent participation. These programs will be principally directed toward our English Language Learners and low income students.	$37,173.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Common Core State Standards and researched-based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in Math, English Language Arts, and English Language Development.

An explanation of why the LEA has developed this goal.

State Priorities: 1, 2
Oro Grande Elementary recognizes for students to be successful in a rigorous standards-based core curriculum, they must be taught by highly qualified teachers. Oro Grande understands that for teachers to teach utilizing current research-based practices, they must be provided high quality professional development.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Implementation of State Standards: Professional Learning: CA State Standards	100% teachers trained in CA State Standards	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers trained in CA State Standards
Properly Credentialed Teachers	100% properly credentialed	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers are properly credentialed.
English Language Learner Certified Teachers	100% English Language learner certified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% English Language learner certified

Implementation of State Standards: Professional Learning: ELD State Standards	100% of teachers trained in ELD State Standards	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers trained in ELD State Standards
CAASPP ELA - EL, Low SES	CAASPP ELA Baseline (2019) ELA- All 66.3 Points below standard ELA - EL 113.8 Points below standard ELA - Low SES. 63.5 Points below standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CAASPP ELA 2023-2024 ELA - ALL Stu 53 Points below standard ELA - EL 93 Points below standard ELA - Low Income 53 Points below standard
English Language Proficiency (Dashboard)	28% Oro Grande English Learners-making progress toward English proficiency.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	53% English learners making progress towards proficiency.
Suspension	Baseline All Students - 0.9% suspension rate EL Students - 1% suspension rate Low Income Students - 1% suspension rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students - Maintain below 1.5% suspension EL Students - Maintain below 1.5% suspension Low Income Students - Maintain below 1.5% suspension

Chronic Absenteeism Rate	All Students - 17.9% Chronic Absenteeism Rate EL Students - 12.5% Chronic Absenteeism Rate Low Income Students - 18.8% Chronic Absenteeism Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students - 16% Chronic Absenteeism Rate EL Students - 10% Chronic Absenteeism Rate Low Income Students - 16% Chronic Absenteeism Rate
CAASPP Math	CAASPP Math Baseline (2019) Math- All 77.4 Points below standard Math - EL. 113.3 Points below standard Math - Low SES 77.8 Points below standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CAASPP Math. 2023-2024 Math - ALL 67 Points below standard Math - EL. 93 Points below standard Math - Low Income 67 Points below standard

Actions

Action #	Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Professional Development Math and ELA	All teachers and administrators will have ongoing and rigorous professional development in the following; Math and English Language Arts. This training will be provided by both district support staff (academic and instructional coordinators and contracted professional development MDSS Solutions). This professional development will increase CAASPP ELA scores and math CAASPP scores for all students.	$6,000.00	No
Action #2	Instructional Coaching	All teachers will have instructional coaching provided by academic coordinators. Instructional coaching will focus around English Language Arts, math, and differentiation of instruction principally directed for our English language learners and low income students. This coaching will increase the instructional knowledge of our teachers resulting in higher math CAASPP scores, ELA CAASPP scores and progress towards English language proficiency.	$28,009.00	Yes
Action #3	Professional Development ELD	All teachers and administrators will have ongoing and rigorous professional development in English Language Development. This training will be provided by both academic instructional coordinators and contracted professional development (MDSS Solutions). This professional development will increase progress towards English language proficiency.	$12,500.00	No
Action #4	Professional Development SEL	All teachers and administrators will have ongoing and rigorous professional development in social and emotional learning and trauma informed practices. This training will be provided by both district support staff academic instructional coordinators and contracted professional development MDSS Solutions. This professional development will decrease suspensions and decrease chronic absenteeism rates.	$6,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

State Priorities: 8,7
Oro Grande Elementary students will have a well rounded course schedule and access to art, music and technology daily. These classes will be provided by credentialed teachers daily. Oro Grande believes in a rigorous standards-based academic curriculum, but also in cultural and expressive enrichment. Providing electives and interest opportunities to students from a young age will promote future participation in school activities. Oro Grande will also provide a 1:1 chromebook program for students and provide hot sports . Oro Grande has unreliable internet connection and there is a low number of students who have access to devices.

Measuring and Reporting Results

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

STAR Reading Instructional Level Scores	All Students - 12% of students are reading at or above grade level (STAR Reading 2020-2021) EL Students - 0% of students are reading at or above grade level (STAR Reading 2020-2021) Low Income Students - 13% of students are reading at or above grade level (STAR Reading 2020-2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Desired Outcome 2023-24 All Students - 22% of students reading at grade level (STAR Reading) EL Students - 15% of students reading at grade level (STAR Reading) Low Income Students - 23% of students reading at grade level (STAR Reading)

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Technology	Oro Grande Elementary will provide an instructional technology program and devices to assist the core curriculum programs and increase technical skills. The technology program will increase STAR and ELA CAASPP scores. These programs will be offered daily in the classroom and will be principally directed to low income students and English Language Learners.	$29,170.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #2	Music and Art	Oro Grande Elementary students will participate in daily music, and art. These classes are provided to enhance the daily schedule for students and increase student engagement. These classes result in higher levels of student engagement.	$15,382.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
37.83%	$292,510.00

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.

Providing programs that are rigorous, researched based and ensure equity are the top priority for the unduplicated students at Oro Grande School District.

Goal 1: Action 1- Reading Intervention
Needs, Conditions, or Circumstances: The CAASPP scores from 2019 and 2020-2021 STAR local benchmark data confirm the need for additional intervention programs for literacy. ELA CAASPP scores indicate that all students performed at 63.3 points below standard, low income students performed at 63.5 points below standard, and English Language Learners performed 113.8 points below standard. 12% of all students are reading at or above grade level on the STAR Reading assessment, 13% of low income students, and 0% of English Language Learners are reading at grade level.
Purpose: Providing instructional support through a highly vetted, researched-based intervention curriculum (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPs), Renaissance Learning, and IXL) and providing an intervention specialist will target the needs of English language learners and low income students. This action will provide teachers with a curriculum to hold small group intervention, pull-out intervention as needed and additional time for students that require differentiated support. Technology-based curriculum will be provided for students to access these reading and writing programs and will ensure they have access in class and at home. The reading intervention curriculum and intervention teachers supported students daily in fundamental skills reading instruction and vocabulary development. The reading intervention teacher also collaborated with core content area teachers to ensure literacy goals.
Justification to Continue Action: The continuation of this service was based on its effectiveness in previous years as demonstrated by the increase of scores on ELA CAASPP. From 2018 to 2019, Oro Grande saw substantial growth in English Language Arts CAASPP. English Language Learners improved 28.1 points from 2018 to 2019 on ELA CAASPP. Low income improved 13.4 points and all students improved 13.2 points.
Measurement of Effectiveness: This action’s continued effectiveness will be demonstrated by the increased academic achievement in literacy which will be measured by ELA CAASPP and STAR local benchmark reading scores.

Goal 1: Action 3- Math Intervention
Needs, Conditions, or Circumstances: The 2019 math CAASPP scores and local math benchmark data (IABs) confirm the need for additional intervention programs in math. Math CAASPP scores indicate that all students performed at 77.4 points below standard, low income students performed at 77.8 points below standard, and English Language Learners performed 113.3 points below standard. In 2020-2021 on the local math benchmarks (IAB), all students scored 27% approaching or at grade level, 21% of low income, and 9% of English Language Learners approaching or at grade level.
Purpose: Providing instructional support through a highly vetted, researched-based math intervention curriculum will focus on the needs of English language learners and low income students. This action will assist teachers in holding small group intervention, pull-out intervention as needed, and additional time for students that require differentiation. Technology-based programs such as ALEKS and ZEARN will assist students in practicing on fundamental math standards, provide assessment data for both students and teachers and provide targeted instruction for our unduplicated students in highly assessed standards.
Justification to Continue Action: The continuation of math intervention was based on its effectiveness in previous years as demonstrated by the increase of scores on math CAASPP. From 2018 to 2019, Oro Grande saw substantial growth in math. The math intervention curriculum supports students daily in fundamental skills math instruction. English Language Learners improved 17.4 points from 2018 to 2019 on math CAASPP. Low income improved 18.9 points and all students improved 21.9 points.
Measurement of Effectiveness: This action’s continued effectiveness will be demonstrated by the increased academic achievement in math which will be measured by math CAASPP and local benchmark math scores (IAB assessments).

Goal 2 Action 2.1- Health Services

Needs, Conditions, or Circumstances: California School Dashboard chronic absenteeism rates and the local 2020 LCAP Parent Survey data on student connectivity confirms the need for health services to be principally directed for our low income students. The 2019 California School Dashboard indicated the chronic absenteeism rates were 17.9% for all students and 18.8% for low income students. The 2020 local LCAP Parent Survey indicates that 68% of students feel connected at school. (LCAP Parent Survey did not include specific demographic data. Future surveys will include data that can be aggregated to show differences between student populations).
Purpose: Students and families will have health education programs (nutrition, personal hygiene and COVID prevention) , daily health care for students with chronic health care issues (diabetes and asthma) and assistance with connecting to community health resources. This action provides additional registered nurses and licensed vocational nurses on campus to provide care and lead staff training. These health services are principally directed for our low income population and have been a vital component in this rural area.
Justification to Continue Action: There has been a decline of 4.7% for all students on the California School Dashboard chronic absenteeism and 3.6% for low income students.The need for additional health services is vital during the transition from distance learning to in person due to the COVID pandemic. The local LCAP Parent Survey data for student connectedness increased 4% from the 2019 local LCAP Parent Survey.
Measurement of Effectiveness: This action’s effectiveness will be measured by the California School Dashboard chronic absenteeism rates and 2021-2022 LCAP parents' surveys that gauges students’ connectivity to school.

Goal 2: Action 2.2/ Action 2.3 - After School Program and Community Engagement Activities

Needs, Conditions, or Circumstances: Suspension rates and chronic absenteeism rates confirm the need for community engagement activities to support students. The 2019 California School Dashboard indicates chronic absenteeism rates were 17.9% for all students and 18.8% for low income students. The 2019 California School Dashboard indicates suspension rates were 0.9% for all students and 1% for low income students.
Purpose: Field trips and community engagement activities such as visiting California Missions, the California Space Museum and local libraries, provide opportunities to connect standards with real-world experiences. The after school program will provide opportunities for low income students to have additional academic support and engage in engaging activities. These after school activities include; academic tutoring sports, arts, social emotional programs and music. Engaging educational experiences will promote positive attitudes towards academics and decrease suspensions and chronic absenteeism rates. “Students who directly participate during a field experience generate a more positive attitude about the subject. Many researchers have investigated knowledge gain and learning that occurred during field trips” (Hudak, 2003; Kisiel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007).

Justification to Continue Action: Suspension rates have continued to decrease significantly for our unduplicated students in the last three years. California School Dashboard suspension rates decreased 3.2% to .9% in 2019 for all students. California School Dashboard suspension rates decreased 3.4% to 1% for low income students. The increased programs for low income students such as community engagement will continue to provide engaging activities to students to ensure they are maintaining positive behavior at school. The California School Dashboard chronic absenteeism rates decreased from 22.6% in 2018 to 17.9% for all students and decreased from 22.4% to 18.8% for low income students.
Measurement of Effectiveness: The effectiveness of this action will be measured by maintaining low suspension rates and decreasing chronic absenteeism rates for our low income students.

Goal 2: Action 4- Transportation

Needs, Conditions, or Circumstances: During the 2019-2020 school year daily local attendance rate from the school district’s student information system was 93.7% for all students and 93% for low income students. The 2019 California School Dashboard chronic absenteeism rates were 17.9% for all students and 18.8% for low income students. These data points demonstrate the need to provide transportation that is principally directed to our low income students.
Purpose: The district provides daily transportation to and from school and for the after school program. Providing daily transportation is essential for students to attend school in Oro Grande which is a large rural geographic community . Transportation provides a safe alternative to students who may have to walk on a busy highway and cross a railroad track that is not designed to be crossed by pedestrians. Transportation provides equitable access to academic and social emotional growth on a daily basis.
Justification to Continue Action: The continuation of this action was determined by the decrease of California School Dashboard chronic absenteeism rates from 22.6% in 2018 to 17.9% for all students and a decrease from 22.4% to 18.8% low income students. The daily local attendance rates from the school

district's student information system from 2018 to 2019 indicated that all students increased attendance by .3% and low income students decreased by .4%. Although there was a small decrease in attendance rates for low income students, the district believes that transportation is vital in ensuring equitable access to curriculum, the afterschool program and daily instruction. The district will continue to monitor the effectiveness of this action.
The additional work to decrease California School Dashboard chronic absenteeism rates and increase local attendance rates will continue to be a top priority for Oro Grande School District.
Measurement of Effectiveness: The effectiveness of this goal will be measured by an increase in daily attendance rates from the school district's student information system and a decrease in California School Dashboard chronic absenteeism rates.

Goal 2: Action 5- Social/Emotional Support
Needs, Conditions, or Circumstances: The 2019 California School Dashboards chronic absenteeism rates and the local LCAP Parent Survey results on student connectivity confirm the need for counseling and social emotional services. The chronic absenteeism rates were 17.9% for all students and 18.8% for low income students. The 2020 local LCAP Parent Survey indicates that 68% of all students feel connected at school (The local LCAP parent survey did not include specific demographic data. Future surveys will include data that can be aggregated to show differences between student populations).
Purpose: Providing social emotional support and counseling services for our low income students is a top priority coming out of school closures after the COVID pandemic. Counselors provide individual and group counseling, referrals to clinical counseling, and collaboration with classroom teachers to promote a positive mindset for students. Counselors also provide support in the delivery of the district's adopted social emotional curriculum (Lion's Quest). These programs and services are principally directed to support the needs of our low income.
Justification to Continue Action: The continuation of this action was determined by the decrease of California School Dashboard chronic absenteeism rates from 22.6% in 2018 to 17.9% for all students and a decrease from 22.4% to 18.8% low income students.The local LCAP Parent Survey data for student connectedness increased 4% from the 2019 local LCAP Parent Survey.
Input from stakeholder LCAP meetings in the 2020-2021 school year reported the need for additional social emotional support and counseling services. This concern grew with parents and the community during the transition out of distance learning.
Measurement of Effectiveness: These actions' effectiveness will be measured by the California School Dashboard chronic absenteeism rates and 2021-2022 local LCAP Parents' Surveys that gauge student's connectivity to school.

Goal 2: Action 6- Parent Participation
Needs, Conditions, or Circumstances: The Oro Grande School District's 2021 school year local data indicates 2% parent participation in DELAC and School Site Council and 2% of parents participating in the decision making process for social emotional programs. This data demonstrates the need to provide more opportunities for the school to work with families and the community to ensure shared decision making.
Purpose: School Site Council, DELAC and community social emotional programs give families opportunities to make shared decisions and elicit feedback regarding social emotional programs. The area of social emotional education has continued to be a top priority based on results from parent surveys. Planning and implementing programs such as workshops that address digital bullying, self harm, conflict resolution, and healthy social media usage will actively give stakeholders an opportunity to make decisions

with the district that will increase social emotional services for their students. Research shows, “When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement”. Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

This is a new action of the Oro Grande School District LCAP. While participation in stakeholder feedback, engagement, and decision making opportunities for parents and the community has always been a top priority, prioritizing these opportunities will now be measured to ensure an increase in parent participation and engagement in making decisions. The goal for parent participation in School Site Council, DELAC, and parent decision making programs is to increase to 10%.
Measurement of Effectiveness: The effectiveness of this action will be measured by participation in parent and community groups that elicit feedback and parent decision making opportunities for our unduplicated students. Data will be collected through sign in sheets at community meetings (in person and virtual) and surveys.

Goal 3, Action 2- Instructional Coaching
Needs, Conditions, or Circumstances: The 2019 math and ELA CAASPP scores for our low income and English Language Learners confirms the need for instructional academic coaches in English Language Arts, math and English Language Development. CAASPP ELA scores for all students were 63.3 points below standard, low income students performed 63.5 points below standard and English Language Learners performed 113.8 points below standard. Math CAASPP scores indicated that all students performed 77.4% points below standard, low income students performed 77.8 points below standard. English Language Learners performed 113.3 points below standard. In regards to English Learner Progress, the 2019 California School Dashboard indicates 28% of English Learners are making progress towards English language proficiency.
Purpose: The Oro Grande Educational Services department’s instructional academic coaches will provide coaching and professional development for teachers. This professional development promotes researched-based instructional strategies to increase proficiency in English Language Arts, math, and English Language Development. Through a differentiated coaching model; teachers will work with instructional academic coordinators to plan and develop scope and sequences, analyze data and develop instructional strategies to best meet the needs of unduplicated students.
Justification to Continue Action: The continuation of differentiated, rigorous, and evidence-based instructional coaching students in the area of math, English Language Arts, and English Language proficiency. On ELA CAASPP, English Language Learners improved 28.1 points, low income improved 13.4 points and all students improved 13.2 from 2018 to 2019. On math CAASPP from 2018 to 2019 English Language Learners improved 17.4 points, low income students improved 18.9 points and all students improved 21.9 points. 2018 data is not available on the California School Dashboard for making progress towards English language proficiency for our English Language Learners. Therefore, growth data comparison is not available for this action.
Measurement of Effectiveness: This action’s continued effectiveness will be demonstrated by the increased academic achievement measured by math CAASPP, ELA CAASPP, and for our English Language Learners though ELPAC.

Goal 4: Action 1- Technology
Needs, Conditions, or Circumstances: ELA CAASPP scores from 2019 confirm the need for increased

proficiency in reading and access to technology. ELA CAASPP scores for all students were 63.3 points below standard, low income students were 63.5 points below standard and English Language Learners performed 113.8 points below standard. Local reading benchmarks (STAR) indicate that 12% of all students were reading at grade level, 13% of low income students were reading at grade level and 0% of English Language Learners are reading at grade level.
Purpose: Due to resource inequities, Oro Grande will provide a 1:1 chromebook program for students and hot spots in order to ensure reliable internet connectivity. The community of Oro Grande experiences unreliable internet connection and there is a low number of students who have access to devices. This action will provide increased opportunities and will help close the digital divide for our low income and English Language Learners. Students will have access to technology to support their learning in literacy through digital curriculum. Oro Grande has a blended learning model and access to technology will promote equity. Access to technology and internet access will assist students in accessing their virtual curriculum at school and at home. Students will have access to Accelerated reading, core ELA curriculum with leveled readers, EPIC reading, and BrainPOP. It is our hope that these programs will support growth in literacy. “When technology is involved, students are far more active in the learning process and the various ways of demonstrating their learning (Darling-Hammond et al., 2014; Ertmer et al., 2012; Matzen & Edmonds, 2007).
Justification to Continue Action: In the previous LCAP addressed the need for technology. This action was adjusted to address the present need of students.
Measurement of Effectiveness: Effectiveness will be measured by STAR reading scores and ELA CAASPP scores. It will also be measured by maintaining a 1:1 program for students. This data will be stored in the district’s student information system.

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

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

Goal 1: Action 1.2- English Language Learners
Needs, Conditions, or Circumstances: The 2019 ELA CAASPP scores for English Language Learners indicated 113.8 points below standard. In 2019, 28% of English Language Learners were making progress towards English language proficiency. 0% of students were reclassified in the 2019-2020 school year. These scores demonstrate the need for targeted English language instructional support.

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

This is a new action in the 2021 LCAP and measurement of effectiveness The effectiveness of the action will be measured by the increase ELPAC scores, reclassification rates, and ELA CAASSP scores of our

English Language Learners.
The LEA-wide actions above, coupled with the Limited action described here allow the district to meet or exceed its percentage to increase or improve services of 37.83% quantitatively.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Reading Intervention		Yes	Schoolwide	English Language Learners and Low Income	Oro Grande Elementary School	On Going
1	2	English Language Learners	English Learners	Yes	Limited	English Leaners	Oro Grande Elementary	On Going
1	3	Math Intervention		Yes	Schoolwide	Low Income, English language learners	Oro Grande Elementary	On Going
2	1	Health Services		Yes	Schoolwide	Low Income	Oro Grande Elementary	On Going
2	2	After School Program		Yes	Schoolwide	Low Income	Oro Grande Elementary	On Going
2	3	Community Engagement Activities		Yes	Schoolwide	Low Income	Oro Grande Elementary	On Going
2	4	Transportation		Yes	Schoolwide	Low Income	Oro Grande Elementary	On Going
2	5	Social/Emotional Support		Yes	Schoolwide	Low Income	Oro Grande Elementary	On going

2	6	Parent Participation	English Language Learners, Low Income	Yes	Schoolwide	Low Income, English Language Learners	Schoolwide	Ongoing
3	1	Professional Development Math and ELA	All	No	Schoolwide	English Language Learners, low income	Oro Grande Elementary School	On Going
3	2	Instructional Coaching	All	Yes	Schoolwide	English Learner, Low Income	Oro Grande Elementary	On Going
3	3	Professional Development ELD	English Language Learners	No	Limited	English Language Learners	Oro Grande Elementary	On Going
3	4	Professional Development SEL	Low Income	No	Schoolwide	Low Income	Oro Grande Elementary	On Going
4	1	Technology	All student	Yes	Schoolwide	Low income	Oro Grande Elementary School	On Going
4	2	Music and Art	All students	No	Schoolwide	English Learner, Socio-economically disadvantage	Oro Grande Elementary	On Going

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
92.66%			$86,405.00				
0%			$30,750.00				
0%			$1,000.00				

76.64%			$68,155.00				
100.00%			$7,167.00				
0%			$700.00				
100.00%			$25,303.00				
95.60%			$1,000.00				
0.01%			$31,673.00				
0%			$0.00				
82.15%			$28,009.00				
0%			$0.00				
0%			$0.00				
29.72%			$19,170.00				
80.50%			$15,382.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Reading Intervention		$86,405.00	$0.00	$0.00	$37,486.00	$123,891.00
1	2	English Language Learners	English Learners	$30,750.00	$0.00	$0.00	$5,500.00	$36,250.00
1	3	Math Intervention		$1,000.00	$0.00	$0.00	$0.00	$1,000.00
2	1	Health Services		$68,155.00	$0.00	$0.00	$16,530.00	$84,685.00
2	2	After School Program		$7,167.00	$0.00	$0.00	$0.00	$7,167.00
2	3	Community Engagement Activities		$700.00	$0.00	$0.00	$0.00	$700.00
2	4	Transportation		$25,303.00	$0.00	$0.00	$0.00	$25,303.00

2	5	Social/Emotional Support		$1,000.00	$0.00	$0.00	$21,752.00	$22,752.00
2	6	Parent Participation	English Language Learners, Low Income	$31,673.00	$0.00	$0.00	$5,500.00	$37,173.00
3	1	Professional Development Math and ELA	All	$0.00	$6,000.00	$0.00	$0.00	$6,000.00
3	2	Instructional Coaching	All	$28,009.00	$0.00	$0.00	$0.00	$28,009.00
3	3	Professional Development ELD	English Language Learners	$0.00	$6,000.00	$0.00	$6,500.00	$12,500.00
3	4	Professional Development SEL	Low Income	$0.00	$6,000.00	$0.00	$0.00	$6,000.00
4	1	Technology	All student	$19,170.00	$0.00	$0.00	$10,000.00	$29,170.00
4	2	Music and Art	All students	$15,382.00	$0.00	$0.00	$0.00	$15,382.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$314,714.00	$18,000.00	$0.00	$103,268.00	$435,982.00

Total Personnel	Total Non-Personnel
$277,982.00	$158,000.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

1	1	Reading Intervention	Schoolwide	English Language Learners and Low Income	Oro Grande Elementary School	$86,405.00	$123,891.00
1	2	English Language Learners	Limited	English Leaners	Oro Grande Elementary	$30,750.00	$36,250.00
1	3	Math Intervention	Schoolwide	Low Income, English language learners	Oro Grande Elementary	$1,000.00	$1,000.00
2	1	Health Services	Schoolwide	Low Income	Oro Grande Elementary	$68,155.00	$84,685.00
2	2	After School Program	Schoolwide	Low Income	Oro Grande Elementary	$7,167.00	$7,167.00
2	3	Community Engagement Activities	Schoolwide	Low Income	Oro Grande Elementary	$700.00	$700.00
2	4	Transportation	Schoolwide	Low Income	Oro Grande Elementary	$25,303.00	$25,303.00
2	5	Social/Emotional Support	Schoolwide	Low Income	Oro Grande Elementary	$1,000.00	$22,752.00
2	6	Parent Participation	Schoolwide	Low Income, English Language Learners	Schoolwide	$31,673.00	$37,173.00
3	2	Instructional Coaching	Schoolwide	English Learner, Low Income	Oro Grande Elementary	$28,009.00	$28,009.00
4	1	Technology	Schoolwide	Low income	Oro Grande Elementary School	$19,170.00	$29,170.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$0.00	$0.00
Limited Total:	$30,750.00	$36,250.00

Schoolwide Total:	$268,582.00	$359,850.00

Annual Update Table Year 1

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

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

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

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

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 **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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 2020–23 LCAP from the 2017–20 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 inpidual 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.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

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).

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.