LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	**Oro Grande Elementary School District**		
Contact Name and Title	Kyla Rivera Director, Accountability	Email and Phone	Kyla_rivera@orograde.org (760) 243-5884 x 108

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Oro Grande Elementary School District educates around 105 students per year in grade transitional kindergarten to the sixth grade.

Oro Grande is a small community located in the High Desert in Southern California. The population of Oro Grande is 1,064.

The main industry in Oro Grande comes form a large cement factory located near the elementary school. Most residence travel into other areas of the high desert for employment.

The Oro Grande Elementary unduplicated percentage is 92%.
The English Language Learner population is 37% of students (all EL students' primary language is Spanish)

The Oro Grande Elementary School district also operates two large charter schools. Riverside Preparatory School and Mojave River Academy provide additional opportunities for Oro Grande students. These two schools provide program that continue through the 12th grade.

LCAP HIGHLIGHTS

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

The **Oro Grande Elementary School** will prepare the next generation. Students who are not meeting grade level standards will be supported through intervention and all students will have access to standards aligned rigorous curriculum and instruction. (Goal 1- Action 1.1-1.2)

Teachers will participate in rigorous, California State Standard curriculum centered professional development. This professional development will be research based and focus on educating all students. (Goal 3 Action 3.1)

Our students will be introduced to a wide variety of classes, mentors and technology that ensure that every student's educational need is met for college and/or career. All students will be exposed to the visual and performing arts to provide a culturally balanced education. (Goal 4 -4.1)

Our families will be a part of the overall educational experience and will have opportunities to engage and seek support from the school. (Goal 2 Action 2.1-2.2)

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The suspension and expulsion rates for Oro Grande Elementary are very low as indicated in the CA Dashboard- there is an increase in the 2017-17 school year.

The chronic absenteeism rates fell to 13% in 2016-2017. Administration at the school site had regular student and family meetings to address the importance of regular attendance. Attendance contracts and letters were sent to all students monthly who were approaching or exceeding chronic rates.

Reclassified 10% of our English Language Learners. All teachers met regularly with the Coordinator of English Language Development. These collaborations focused on individual EL student progress along with instructional strategies and professional development on newly adopted ED curriculum.

As these actions and intervention strategies have proven successful, the district will continue in this direction for further improvement with student success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

English Language Arts CAASSP scores in the CA Dashboard indicate that are students are performing 75.8 points below 3 English Language Arts and 87.8 below 3 in mathematics.

The structure of professional development will be changed in the upcoming school year. Professional development will continue to focus on California State standards and intervention strategies. Additional time in professional development will include vertical articulation along with administrative goals and objectives in walkthroughs. (Goal 3)

Teachers and administrators will be implementing targeted growth points for students. (Goal 3)

Intervention classes will increase in the 2017-2018 school year. (Goal 1 Action 1.1)

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

Socioeconomic Disadvantaged, 90 points below level 3- "towards meeting standards (CAASPP), and Hispanic, 93 points below level 3- "towards meeting standards (CAASPP), students in mathematics.

Socioeconomic Disadvantaged, 77.6 points below level 3 - "towards meeting standards (CAASPP), and Hispanic 84.4 points below level 3- "towards meeting standards (CAASPP) students are in English Language Arts.

The LEA plans to utilize more professional development time to analyze student test scores (summative and formative), add detailed time for administration (and new walkthrough tools) and vertical articulation.

There will also be an increase of students who will participate in research-based intervention in reading and ELA. (Reading Intervention - System 44 and Read 180 classes increased by class at each grade level)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The Oro Grande Elementary school has an unduplicated population of 92%. The district will continue to look at researched based intervention and instructional practices that best serve socio-economically disadvantaged students and English language Learners-

Oro Grande School District will create increased 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 and socio-economically disadvantaged students) (Goal 1. Action 1.1-2)

Oro Grande School District understands the importance of partnering with parents and communities to create opportunities for families to engage in learning with their students. The district will provide academic and social support to our unduplicated students and their families (Goal 2- Action 2.1-2.3)

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 9,377,308
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 537,545

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Oro Grande Elementary School District- Total Revenue- 9,377,308

Personnel and Benefits (including teachers, administrators, office, custodial, transportation, food services $ 5,050,604

Books and Supplies- $371,314

Services and Other Expenses- $ 992,354

Site Improvements and Other Expenses $20,000

$ 964,526	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- CAASPP Increase (15-16 CAASPP ELA –Increase 7% of students reaching "met standard)
- Local Benchmarks, Lexile Scores
- Increase lexile growth and increase the number of students reading at grade level by 7% each year.
- LI Students- increase 7% proficiency (CAASPP and local benchmarks)
- EL- Students- increase 7% proficiency (CAASPP and local benchmarks)
- Re-designated fluent English proficient –Increase 5% (CELDT, CAASPP)

ACTUAL

- 15-16 CAASPP scores: All Students: 75.8 points below level 3- (all students declined 7.9 points)
- Benchmark data not available for the 16-17 school year- Benchmarks were administered, but data was not aggregated. New data software will be utilized in 2017-2018.
- Lexile Data 80% students not reading at grade level- decrease of 8%

  All Students: 81% (increase of 3% from 2015-16 CAASPP-ELA))

  Low Income: 82%: not meeting standard (decrease of 1% 2015-16 CAASPP-ELA)
- E: 87% not meeting standard (decrease of 5% from 2015-16 CAASPP – ELA)
- Re-designated: 12% of EL students were reclassified

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

	PLANNED	ACTUAL
Actions/Services	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	6 intervention classes were in place for underperforming students (increase of 3 from 15-16) All students participated in Lexile assessment quarterly and data.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Intervention FTE (5%) LCFF= 4,035.35 Title 3- $2421 11XX-$2507.35 3XXX-$772 4210-$3177	Intervention FTE LCFF 11XX- $55,356 3XXX- $14,331 5810- $2,674 5840-$6,021 4210- $1,769 6300-$1,000

Action 1.2

	PLANNED	ACTUAL
Actions/Services	Provide newly adopted Common Core State standards aligned ELD curriculum for EL students.	All teachers are using the new Common Core stated adopted ELD curriculum (McGraw Hill)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Textbooks (5%) LCFF 4210-$1,365	LCFF 4310-$1,319

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students were lexile tested quarterly through out the school year. Students that did not meet grade level lexile targets were placed in pull out intervention reading classes. Oro Grande Elementary School adopted California State Standard aligned curriculum (ELA/ELD) grades TK to 6th
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students in the intervention program made at least one grade level of growth in Lexile. Students in the intervention program were reading multiple years below grade levels and will continue to need more intervention opportunities. The students are not meeting the CAASPP targets- intervention and professional development for teachers in reading instruction will continue to be a priority in all grade levels.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The FTE for intervention was budgeted at 5% of the budget- The entire salary of this FTE was paid out of LCAP budget.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There was an increase of intervention class and ELD supplemental materials after CAASPP and lexile scores were analyzed in the fall of 2016 (Action item 1.1) T

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 ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• California Healthy Kids Survey (CHKS) (State) 80% of parents that "agree" with positive learning environment	• Target Met: California Healthy Kids Survey - 80% of parents that "agree" with positive learning environment
• Suspension rates (3.5% annually) (State) Maintain suspension rates under 5%	• Suspension rate: 12% (Increase of 8.5%)
• Expulsion rates (0% annually) (State) Maintain 0 expulsions	• Expulsion rate maintained at 0%
• Chronic Absenteeism rates (35% annually) (State) Decrease chronic absenteeism rates by 5%	• Chronic Absenteeism: 13% (Decrease of 22%)
• Facility Inspection Tool (FIT) (State) 100% of facilities in "Good Repair"	• Facility Inspection Tool - 100% of facilities reported in "Good Repair"
• Projected ADA for Oro Grande Elementary School- (100.16- goal 96%)	• Projected ADA for Oro Grande Elementary School – 103 - 97.17%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2.1**

	PLANNED	ACTUAL
Actions/Services	Ensure access to counseling through support of clinical counselor. Access to parent programs to address social-emotional stress factors.	All students have access to social emotional support from the student services department (specifically from School Psychologist). During the summer the clinical counselor resigned and was not replaced. The student services department provided two parent/community workshops during the school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Clinical Counselor (5%) 11XX-$4970 3XXX-$1185 AB602	School Psychologist AB602 1XXX-106,095 3XXX- 21,044

Action **2.2**

	PLANNED	ACTUAL
Actions/Services	Provide programs for parents in primary language to help students in both academic and social needs.	Latino Family Project and English language classes are provided monthly for parents and families.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Coordinator (5%) LCFF 13XX-$44437 3XXX-$1650 Community Curriculum (5%) LCFF 4210- $2000	EL Coordinator LCFF 13XX-$91,933 3XXX-$33,912 Community Curriculum 4310-$794 4340-$5,124

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students that are in need of social/emotional support are referred to student services and supported by the school psychologist. Family/community workshops were offered in anti-bullying and positive parenting strategies. Families and community members participated in the Latino Family Project and English classes supported by the ELD coordinator.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Participation in both parent and community classes were not as high as the district desired. Changes to times, content, and adverting will create more participation in the next school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Total costs of personnel were paid from 5% to being supported 100% from LCAP budget.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal changed initially from a Clinical Counselor to provide social/emotional support for students. After personnel changes occurred in the summer, an additional school psychologist was hired to support in these areas as well as additional support for student assessment. Additionally, a new action/service (2.3) will be added to the 2017-18 LCAP to provide family engagement events.

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 ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• 100% of teachers trained in Common Core standards. (Local) • Maintain the 100% of teachers that are highly qualified and certified to teach English Language Learners. (State) • Metric: This goal will be assessed by the completion of Common Core standards training, monitored by Oro Grande School District Curriculum Department. (Local)	• 100% of teachers trained in California State standards- participated in 6 full day CCSS training. • 100% of teachers that are highly qualified and certified to teach English Language Learners.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3.1**

	PLANNED	ACTUAL
Actions/Services	All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)	All teachers and site administrators participated in CCSS states standards training (6 full day training in ELA/ELD and math)
Expenditures	BUDGETED Common Core PD (5%)	ESTIMATED ACTUAL Professional Development (On-Site)

	LCFF 5210-$3,271.50	LCFF 5810-$1,340 Substitute Teachers 1XXX-$3,600

Action **3.2**

	PLANNED	ACTUAL
Actions/Services	All teachers will have access to coaching and new teacher support training.	All new teachers participated in CTI and coaching
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Asst. Director Curriculum LCFF 13XX- $100,157 3XXX-$34,644	Asst. Director LCFF 13XX- $127,021 3XXX- $39,715

Action **3.3**

	PLANNED	ACTUAL
Actions/Services	All teachers will have ongoing professional development in the implementation of ELD standards.	All teachers participated in 8 professional development/collaborations that were guided by the Coordinator of English Language Development.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ELD PD (5%) LCFF 5210-$490.65	LCFF 4110 $5161 EL Curriculum Textbooks

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All teachers participated in 6 full day California State Standards training. Teachers (in grade level) teams worked with experts in ELA and math content. The teachers created scope and sequences, benchmarks and collaborated on instructional strategies. All teachers looked at data to inform instruction and created year long projections for students not meeting grade level standards.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The goal was met effectively with all teachers and administrators participating in training. The level of implementation of the instructional strategies to the students is a result of the 6 days of training in ELA and math.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	These expenditures were paid partially by the LEA and contributions the LEAs charter (Riverside Preparatory) The district purchased new curriculum to support the ELD program (Action 3.3 budget $490.65- to $5161 for textbooks)
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes made to this goal. Evaluation of the rubrics was used to guide professional development and make instructional changes for all student populations.

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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• 100% of students participate in daily fine arts/technology class within the daily schedule. • Metric: Assessment will be determined by master schedule (personnel reports)/student class enrollment (Local) • Maintain 100% of students participate in daily fine arts classes.	• 100% of students participated in fine arts/technology class daily. • 100% of students participated daily in fine arts classes.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4.1**

Actions/Services	PLANNED	ACTUAL
	Students will be provided with standards aligned Music and Art Curriculum • Professional Development for Fine Arts Teachers	All students participated in fine arts (technology /visual arts and music) daily. Students in grade TK from 6th grade are in one hour class-rotating schedule (visual arts, music or technology per day (Monday through Friday) Students are grouped by grade level. There are 7 (fine arts/tech. teachers that are matched with each teacher per grade level Students completed many different cumulative fine arts performances throughout the years including; holiday “Jingle Jam”, piano recitals, annual musical, and an annual art show

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Curriculum (5%) LCFF 4310-$6,000 5810-$3,000	LCFF 4310- $1,981 (art supplies) 4440- $3,245 (technology)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students participate daily in fine arts (music and visual arts) and technology class daily. Credentialed teachers in the fine arts and technology teach these classes.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The professional development action was not utilized in this LCAP- Teachers participated in whole staff professional development. More systematic professional development goals for the fine arts department will be a goal for the next school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Fine Art teachers did not participate in outside professional development. Teachers will participate in specific fine art content training in the 2017-2018 school year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no major changes made to this LCAP goal.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In embarking on the creation of this plan, Oro Grande School District aimed to seek substantive and thoughtful input for all stages of plan development:
Stakeholder Meetings:

- Community Superintendent Committee (parents and families of Oro Grande Elementary School District) February 12, 2017, May 3, 2017 – groups that were in attendance include; English language learners and socioeconomically disadvantaged. All parents are invited to these community meetings and increasing family/community participation is an ongoing concern for Oro Grande. Participants reviewed LCAP goals and the progression of goals, specifically reviewing state assessment data, local benchmarks (reading scores), Healthy Kids Survey data, school climate (parent and community participation in school activities) and district budget/expenditures.
- English Learner Advisory Committee (parents and families of students whom primary language is not English) April 25th, May 30, 2017
- School Site Council (specific to LCAP) April 25,2017, May 30, 2017- The English Learner Advisory Committee and School Site Council reviewed LCAP goals and the progression of goals, specifically reviewing state assessment data, local benchmarks (reading scores), Healthy Kids Survey data, school climate (parent and community participation in school activities) and district budget/expenditures. Both groups also reviewed and approved the Parent Involvement Compact and communication needs. The 2017 LCAP reflects needs discussed by these two groups.
- District Superintendent Committee (certificated staff (teachers and counselors) – teachers and counselors voted by fellow teachers participate in this committee. This was an opportunity for teachers/counselors to discuss school wide concerns. LCAP goals, budget and progress are discussed at each meeting.
- Management Retreats Committee (Certificated and Classified Management District and Site) - July 19, 2016 and February 12, 2017
  (Oro Grande School District does not have an active Union) – Management reviewed strategic plan including test scores, LCAP goals, budget, and Instructional practices.
  - Date Public Hearing: June 7, 2017
  - Date of Approval: June 8, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The district has provided many opportunities for all stakeholders to provide input and ask questions regarding the progress of LCAP and associated goals. After looking at district-wide data, all stakeholders agreed that more intervention is needed. The teachers and administrators also agreed that California State Standards professional development would be more relevant if presented in the same fashion Kindergarten through 12 grade (including the district charter schools) (Goal 3 and Goal 1)

Increasing parent and community participation in all areas of education is a vital concern for the community of Oro Grande. Providing opportunities for parents to participate in academic events (in primary language) will be focus in the 2017-18 school year (Goal 2)
After reviewing the data and analyzing the progress of the goals; all stakeholders agreed that resources should be allocated to move towards achieving and revising LCAP goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need: All students need to have grade level reading proficiency to understand and access grade level curriculum and secure college and career readiness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP (ELA)	All Students: 75.8 points	Increase 11 points toward	Increase 11 points toward	Increase 11 points toward Standard

	below Standard Met (level 3)	Standard Met (level 3)	Standard Met (level 3)	Met (level 3)
CAASPP (ELA)	EL Students: 74.1 points below Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)
CAASPP (ELA)	LI Students:77.6 points below Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)
CAASPP (ELA)	No Baseline data for Reclassified Students (2 students out of 39 EL students)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)	Increase 11 points toward Standard Met (level 3)
Benchmark (Reading)	All Students:10% read at grade level	Increase 10% of students reading at grade level	Increase 10% of students reading at grade level	Increase 10% of students reading at grade level
Lexile Scores	All Students:10% read at grade level	Increase 10% of students reading in grade level lexile band	Increase 10% of students reading in grade level lexile band	Increase 10% of students reading in grade level lexile band

Benchmark (Reading) A

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$80,296	Amount	$80,296	Amount	$80,296
Source	LCFF Limited English Proficient Federal Funds	Source	LCFF Limited English Proficient Federal Funds	Source	LCFF Limited English Proficient Federal Funds
Budget Reference	Certificated Personnel Statutory Benefits Textbooks Online Resources	Budget Reference	Certificated Personnel Statutory Benefits Textbooks Online Resources	Budget Reference	Certificated Personnel Statutory Benefits Textbooks Online Resources

Action 1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)	☒ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	New ☒ Modified ☐ Unchanged
Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,800	Amount	$4,800	Amount	$4,800
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Textbooks	Budget Reference	Textbooks	Budget Reference	Textbooks

☐ New	☐ Modified	☒ Unchanged

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 ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

- Increased need for emotional and social support for students.
- Support for students and families that are Low Income (93%- Low Income- Free and Reduced Meal Application)
- Lower suspension rates school suspension data (13%)
- Maintain low expulsion rates (0% expulsion rate)
- Maintain safe, clean learning environment for all teachers and staff.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Healthy Kids Survey (CHKS)	CHKS – 90% of parents agree with "positive" learning environment	Maintain 90%	Maintain 90%	Maintain 90%
Parent Participation Survey	2017-18 (first year baseline data)	80% participation	80% participation	80% participation
Suspension Rate	Suspension: 13%	Maintain: 13%	Decrease 8% to = 5% or less	Decrease 2% to = 3% or less
Expulsion Rate	Expulsion: 0%	Expulsion: 0%	Expulsion: 0%	Expulsion: 0%
Chronic Absenteeism Rate	Chronic Absenteeism: 11%	Maintain: 11%	Decrease 6% to = 5% or less	Maintain 5% or less
Facility Inspection Tool (FIT)	FIT: 100% Good Repair	FIT: 100% Good Repair	FIT: 100% Good Repair	FIT: 100% Good Repair
Attendance Rate	Projected ADA for Oro Grande Elementary School- 104 (5%	Projected ADA for Oro Grande Elementary School- 104 – 95%	Projected ADA for Oro Grande Elementary School- 104 -95%	Projected ADA for Oro Grande Elementary School- 104- 95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Ensure access to counseling through support of student services department. Access to parent programs to address social- emotional stress factors		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$127,141	Amount	$127,141	Amount	$127,141
Source	AB602	Source	AB602	Source	AB602
Budget Reference	Certificated Personnel Statutory Benefits	Budget Reference	Certificated Personnel Statutory Benefits	Budget Reference	Certificated Personnel Statutory Benefits

Action 2.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide programs for parents in primary language to help students in both academic and social needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$131,763	Amount	$131,763	Amount	$131,763
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Personnel Statutory Benefits Instructional Materials Technology	Budget Reference	Certificated Personnel Statutory Benefits Instructional Materials Technology	Budget Reference	Certificated Personnel Statutory Benefits Instructional Materials Technology

Action 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide academic family engagement events.	Provide academic family engagement events	Provide academic family engagement events

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Contracted Services (Professional Development)	Budget Reference	Contracted Services (Professional Development)	Budget Reference	Contracted Services (Professional Development)

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

All teachers need intensive ongoing training instructional strategies to best teach California State Standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of State Standards: Professional Learning: CA State Standards	Teachers trained in CA State Standards: 100%	Teachers trained in CA State Standards: 100%	Teachers trained in CA State Standards: 100%	Teachers trained in CA State Standards: 100%
Highly Qualified &	100%	100%	100%	100%

Certified Teachers (EL)				
Highly Qualified & Certified Teachers	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,400	Amount	$6,400	Amount	$6,400
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Contracted Services (Professional Development Certificated Personnel (substitute teachers)	Budget Reference	Contracted Services (Professional Development Certificated Personnel (substitute teachers)	Budget Reference	Contracted Services (Professional Development Certificated Personnel (substitute teachers)

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
All teachers will have access to coaching and new teacher support training.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$168,900	Amount	$168,900	Amount	$168,900
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Certificated Personnel Statutory Benefits	Budget Reference	Certificated Personnel Statutory Benefits	Budget Reference	Certificated Personnel Statutory Benefits

☐ New ☐ Modified ☒ Unchanged

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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

- There is a need to ensure engagement and ensure all students have access to fine arts and technology instruction. Parent surveys- including DELAC and LCAP Superintendent's Committee requested increased curriculum and class offerings in fine arts/technology.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule	Student participation in fine arts/technology daily: 100%	Maintain: 100%	Maintain: 100%	Maintain: 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Students will be provided with standards aligned Music and Art Curriculum • Professional Development for Fine Arts Teachers • Increase technology (student computers) • Art supplies for annual art show		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,745	Amount	$15,745	Amount	$15,745

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Contracted Services (Professional Development) Technology Instructional Materials	Budget Reference	Contracted Services (Professional Development) Technology Instructional Materials	Budget Reference	Contracted Services (Professional Development) Technology Instructional Materials

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 257,942	Percentage to Increase or Improve Services:	31.04 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district is expected to receive approximately $281,688 in Supplement and Concentration Grant Funding in the 2017-2018 school year. In 2017-2018, the district plans to continue services provided to low income and the EL population. Oro Grande School District educates 92% population rate of low-income students. Due to the high population of this unduplicated population, programs offered are appropriate for the total LEA's student population. Oro Grande School District provides an increased 8-hour day program to provide time for intervention programs for unduplicated students. These programs include intervention programs (instructional materials specifically targeted for the EL population (reading intervention materials), staffing and professional development for increased services for EL students and low- income populations (FTE for EL intervention program, and increased technology). A review of district needs and metrics, along with input from key stakeholders, helped the district determine the services – and the most effective use of Supplemental Grant funds.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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