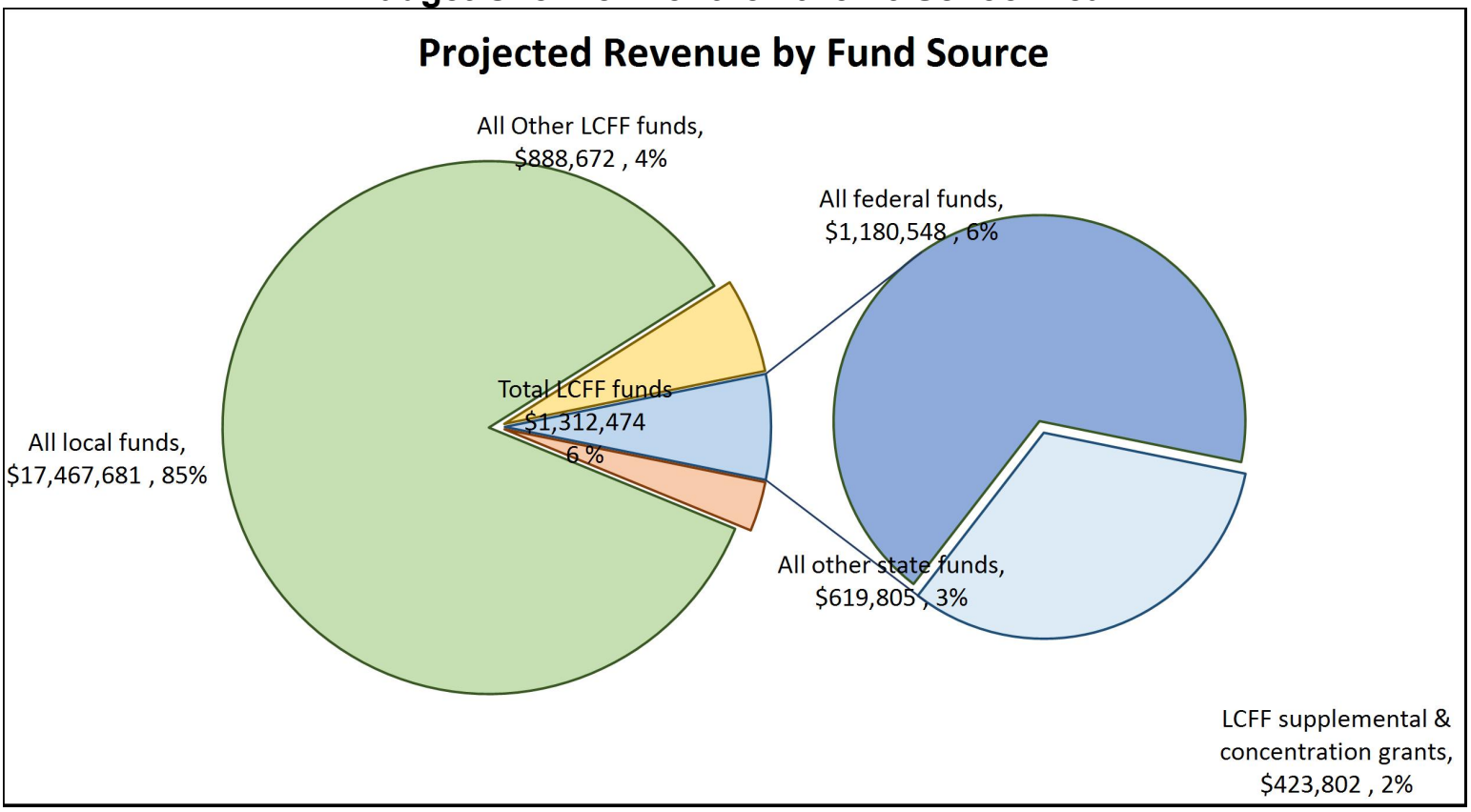
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oro Grande School District
CDS Code: 36 67827 0000000
School Year: 2025-26
LEA contact information:
Kyla Rivera
Assistant Superintendent Educational Services
kyla_rivera@orogrande.org
760-243-5884

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 2025-26 School Year

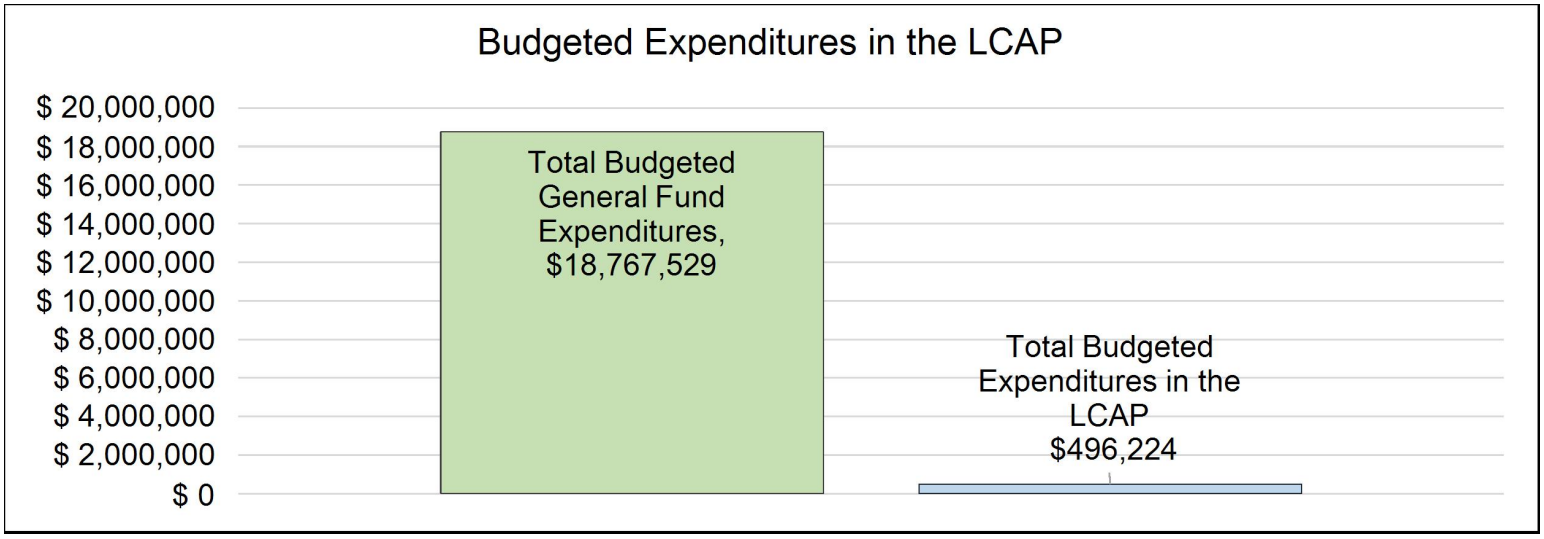


This chart shows the total general purpose revenue Oro Grande School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oro Grande School District is $20,580,508, of which $1,312,474 is Local Control Funding Formula (LCFF), $619,805 is other state funds, $17,467,681 is local funds, and $1,180,548 is federal funds. Of the $1,312,474 in LCFF Funds, $423,802 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oro Grande School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oro Grande School District plans to spend $18,767,529 for the 2025-26 school year. Of that amount, $496,224 is tied to actions/services in the LCAP and $18,271,305 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

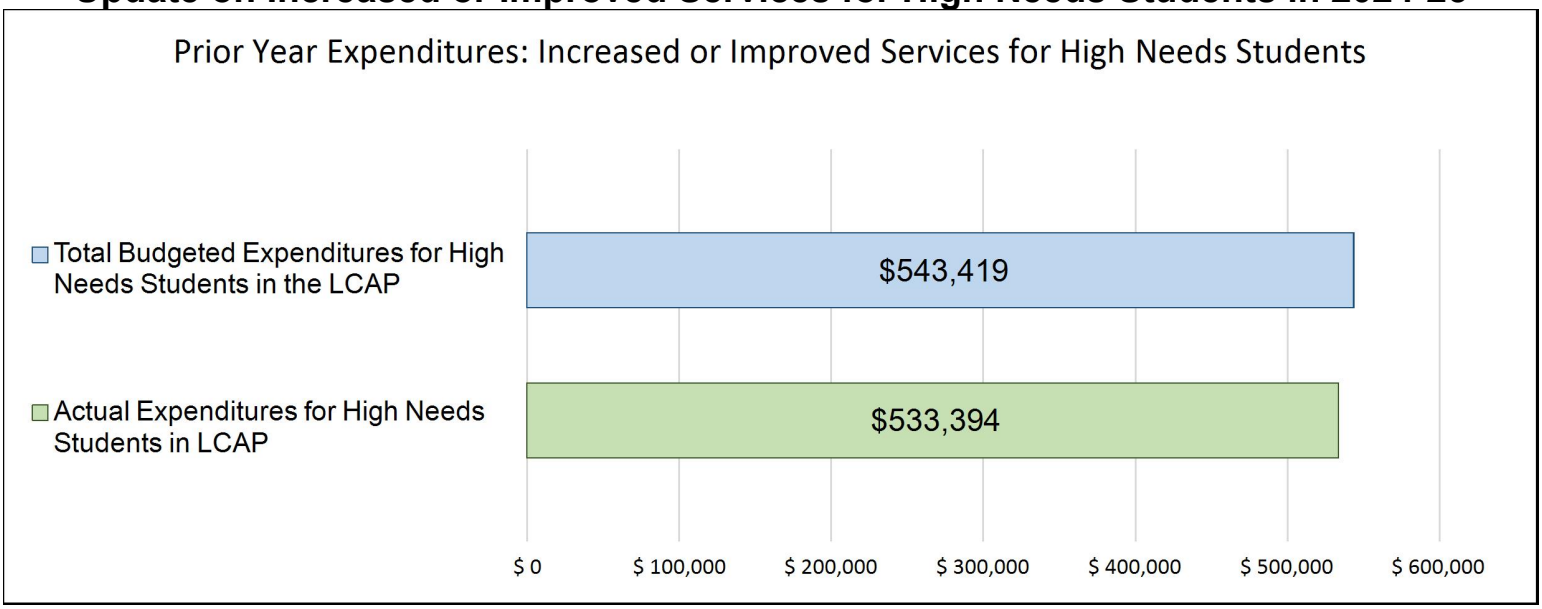
The LCAP does not include Certificated and Classified Salaries and Benefits, including the cost of Health and Welfare; Books and Supplies; Utilities, vehicle operational costs, operational platforms and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oro Grande School District is projecting it will receive $423,802 based on the enrollment of foster youth, English learner, and low-income students. Oro Grande School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oro Grande School District plans to spend $$432,040 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Oro Grande School District's LCAP budgeted $543,419 for planned actions to increase or improve services for high needs students. Oro Grande School District actually spent $$533,394 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $10,025 had the following impact on Oro Grande School District’s ability to increase or improve services for high needs students:

Oro Grande budgeted for additional transportation costs and after-school support that ELOP funds paid.
There was no impact on the goals or actions resulting from the use of other funding sources.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oro Grande School District	Kyla Rivera Assistant Superintendent Educational Services	kyla_rivera@orogrande.org 760-243-5884

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Oro Grande Elementary School is a small, rural school located within the Oro Grande School District in San Bernardino County, California. Serving students in transitional kindergarten through sixth grade, the school is part of a tight-knit community with deep-rooted ties to the Mojave Desert region. Oro Grande Elementary has an enrollment of approximately 91 students and is one of the district's traditional brick-and-mortar schools, alongside charter programs also operated by the LEA. The school maintains small class sizes, allowing for more personalized instruction and a supportive learning environment. The community has faced economic and social challenges in recent years, including limited access to local resources and services, which has had an impact on student needs.

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 92% of unduplicated students. The demographic breakdown of Oro Grande Elementary School includes homelessness at 16%, low income at 95%, students with disabilities at 6.4%, African American at 2.20%, American Indian at 1.03%, Asian at 0%, Filipino at 2.20 %, Hispanic at 85.7%, two or more races at 1.03%; and White at 6.59 %. The English Learner population is 27% of students, and the English Learner group consists of a primary language of Spanish.
Many students qualify for free or reduced-price meals, and the school serves a diverse population, including a high percentage of socioeconomically disadvantaged students and English learners. Despite these challenges, the staff and leadership at Oro Grande Elementary are committed to providing high-quality instruction, fostering student growth, and supporting the whole child through strong academic and social-emotional programs.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Oro Grande School District is a single school school district. The 2023 CA Dashboard data reveals that Oro Grande remain in the lowest performance in the area of chronic absenteeism.

Chronic Absenteeism Rates (2023)
All 44.6%%
English Language Learners 42.9 %
Hispanic 46%
LI 43.7%

Chronic Absenteeism Rates (2024)
All 24% (decrease of 20.6% from 2023)
English Language Learners 23.5% (decrease of 18.9% from 2023)
Hispanic 22.4% (decrease of 24.2% from 2023)
LI 23.2% (decrease of 22.1% from 2013)
Oro Grande's chronic absenteeism rates decreased for the 2023-2024 school year. Specifically, Goal 2 provides resources for physical health resources, and
mental health support. Ensuring good attendance is vital to academic progress and Oro Grande will continue to provide social emotional support, physical health resources, free reliable transportation to limit barriers for all students.

The 2024 CA Dashboard data reveals that Oro Grande remain in the lowest performance in the area of mathematics.
Mathematics
All 110.9 PBS
English Language Learners 111.6 PBS
Hispanic 113.2 PBS
LI 113.9 PBS

Goal 1 Action 2 will specifically address the needs of mathematics in Oro Grande. Students are consistently scoring below grade level on both CAASPP and local assessments. To address these core instruction and professional development will strong emphasis on conceptual understanding, procedural fluency, and problem-solving, supported by the use of visual models and manipulatives. Oro Grande believes that the students benefit greatly from explicit instruction combined with opportunities for collaborative learning and real-world applications that make math meaningful. Regular formative assessment and timely feedback also play a crucial role in identifying learning gaps and guiding targeted interventions to support all learners.

Goal 1-The academic performance data increased for all subgroups on the 2024 CA School Dashboard. In English Language Arts all students
increased 20 points from standard in 2023 to 68.5 points from standard. Hispanic students grew 6.4 points from 2023 to 76.8 PBS. Low income students increased 18.6 points from 2023 to 74.1 PBS and English Language Learners increased 10.1 from 2023 to 88.7 PBS. Oro Grande will continue to provide rigorous Tier 1 core instruction program in English Language Arts. English Language arts as well as provide intervention opportunities for students that are not performing at grade level. The English Learner Progress Indicator on the 2024 CA School Dashboard maintained at -1% to growth at 36% making progress. There will continue to be an emphasis
on progress monitoring for all EL students. Professional development based on the EL standards, CA EL Roadmap and asset based instruction will continue into the next school year. There will also be a focus on English Language Development with increased professional development in the area of language functions and using new ELPAC interim assessments to guide instruction.
Goal 2 provides resources for physical health resources, and mental health support. Oro Grande decreased suspension rates on the 2024 CA School Dashboard. All students decreased to 1.9% from 2023 2.9%. Low income
students decreased 3.8% from 2023 to 2% Hispanic students decreased 3.1% from 2023 to 2.4% and English Language Learners decreased 3.1% from 2023 to 2.8%. In the 2024-2025 school year, the school increased training with staff on restorative practices, brain research, and worked to produce additional support for students. The addition of a new social worker provided resources such as restorative circles and peer conflict. These practices have shown a decrease of suspensions and we will continue to support students in these areas.
Goal 3 provides opportunities fro parents, families and the community to work together for the shared commitment to providing an exceptional educational to all students. The 2024-2-25 3-2024 Local
Survey Data reported substantial growth regarding Parent Participation in Decision Making. From 2023-2024 to 2024-2025, there was significant growth in parent participation across nearly all subgroups, as reflected in local survey data. Overall parent engagement increased from 69.1% to 85.2%, demonstrating a strong positive shift in family involvement. English Learner (EL) parent participation saw the most dramatic improvement, rising from 60% to 85%, a 25-percentage-point gain, likely due to targeted programs such as Latino Family Literacy and increased communication opportunities. Low-Income (LI) parent participation also grew substantially, from 69% to 84.9%, reflecting successful outreach and inclusive event planning. Although Students with Disabilities (SWD) parents showed 65% participation in 2023, there was insufficient data for 2024 due to low response rates, indicating a need for focused efforts to better engage this group in future initiatives.
The school district implemented initiatives such as family literacy nights, Latino Family Literacy programs, STEM and fine arts events to boost student engagement and parent involvement. A dedicated site assistant principal lead efforts to expand family literacy, social supports, and academic interventions. The school and district also offered multiple opportunities for parent participation, including individualized meetings like parent conferences, IEPs, 504s, MTSS, and attendance interventions. These strategies collectively strengthen family-school partnerships and improve academic and behavioral outcomes for students.

While Learning Recovery Emergency Block Grant funds have been fully expended, the district has completed a comprehensive, district-wide needs assessment to identify remaining academic and social-emotional deficits among students. Should additional Learning Recovery Emergency Block Grant allocations become available, the district will prioritize initiatives addressing both identified academic gaps and social-emotional needs, ensuring targeted support for student recovery.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Principals and Assistant Principals	Principals met two times a month from August 2024 to May 2025 to review 2024 CA School Dashboard, local data and budget expenditures. During these meetings district support teams advise and share ideas regarding progress on district LCAP goals. During the March through May meetings, Principals discussed the alignment of goals and actions.
District Administration	The district administration staff meets monthly, the week before the board meetings. (July 2024- May 2025) During these meetings, all staff presents data and shares concerns and positive outcomes that relate to LCAP data. These meetings also provided opportunities for staff to discuss budget needs and ensure budgets are aligning to LCAP goals. In January and February, (2025) district administration looked at data, budgets and reviewing progress of goals for the school year.
Classified and other school personnel	Classified staff meets monthly with the Superintendent (August 2024-May 2025). During the May meeting the superintendent focused the meeting on the state of the district. This meeting included a review of the district LCAP by goal and action with a report on all relevant metrics for the district as well as a review of the California School

Educational Partner(s)	Process for Engagement
	Dashboard. The group provided feedback after looking at the CA Dashboard and local data.
Local bargaining Unit (Oro Grande Certificated Bargaining Unit) and Oro Grande teachers (all 4 teachers participated)	Oro Grande District Administration met with the Oro Grande Teacher Association on April 3, 2025. This meeting included time to discuss the three LCAP goals. A survey was conducted to get feedback from all teachers regradain programs that are aligned to the LCPA goals.
Parents/Community	Parents and the community were invited to participate in LCAP development meetings through social media, (Facebook), Parent Square, and callers initiated from the site administers. LCAP development began with a presentation of data at the LCAP Parent Advisory Group on April 2 and may 14, 2025. This meeting included a review of the district LCAP by goal and action with a report on all relevant metrics for the district as well as a review of the California School Dashboard. The group provided feedback about the proposed goal structure to align the actions with board goals.
SELPA	The Desert Mountain SELPA administrator (also known as the California Association of Health Education Linked Professionals CAHELP) works closely with Oro Grande School District. A draft of the LCAP was presented to the SELPA administrator on May 2, 2025.
District English Language Advisory Committee (DELAC)	The DELAC information process includes the entire scope of the LCAP plan cycle including data analysis, plan review, priorities, and plan approval. During the February meeting, the DELAC gave feedback on curriculum, instructional programs and social emotional needs that affect English Language Learners. The DELAC meetings

Educational Partner(s)	Process for Engagement
	began in September 2024 and ran through May 2025. In the April meeting the DELAC was presented with the updated LCAP for the 2025-2026 school year.
District Parent Advisory Committee (DPAC) and District English Language Learner Committee (DELAC).	The 2025-2026 LCAP draft was presented to the DPAC and DELAC on May 15, 2025. No comments were submitted from the DPAC or DELAC, there was not a written response form the superintendent.
Governing Board Community Members	The midyear LCAP was presented to the Oro Grande Governing Board February 5th, 2025.
Governing Board Community Members	The 2025-2026 LCAP draft was presented for public hearing at a regularly scheduled Board of Education meeting on June 11, 2025. The LCAP was posted 72 hours in advance and a hard copy of the LCAP was available upon request at the board meeting.
Governing Board Community Members	The 2025-2026 LCAP was adopted at a regularly scheduled Board of Education meeting on June 18 , 2025.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The process of engaging with our educational partners in the development of the LCAP provided the district with input regarding the needs of our students. Areas of emphasis that were heard through meetings, discussions, and surveys have resulted in the adjustment of specific goals and actions.

The goals and actions in the LCAP were highly influenced by the feedback from our educational partners. The input suggested a wide range of priorities for the upcoming school year to ensure student success. These include focusing on student outcomes, particularly for those with academic and social-emotional needs. The importance of extracurricular clubs, foundational skills in English Language Arts and Math were highlighted. Input also suggested prioritizing students who are struggling the most, particularly in Math, and ensuring high academic standards, mental and social emotional health support (student wellbeing), and extra help for struggling readers and math proficiency. The need for a safe and equitable learning environment, new programs and strategies, and more engaging programs, and a call for more parent and community involvement were also emphasized.

Based on input from Educational partners, all educational partners agreed that no changes should be made to the current Goals and Actions. After looking at areas such as math and English Language Learner proficiency, it was determined that additional resources and attention will be needed to address these challenges.

Goal 1 After looking at CAASPP data and local reading and math data, parents, teachers and staff continue to agree that the school should provide opportunities for students to receive remediation in both ELA and math. Professional Development will focus on balanced literacy, the science of reading and writing. (Goal 1 Action 1.1) There will also be a larger focus on math and adopting new math intervention materials.and understanding the new math framework. (Goal 1 Action 1.2) The plan will continue to have a cyclical model that introduces Professional Development (pedagogy), models lessons, observation and back to Professional Development. PLCs will include opportunities to plan with other grade levels and will be calendared ore the year begins LCAP/Title II funding will be used for this Professional Development. There will also be a mandate that all teacher use langugae functions in all classes to support the needs of English Language Learners. Professional Development will continue in EL instructional strategies. (Goal Goal 1 Action 1.6).
There will also continue to be a focus on ensuring that students have access to a broad course of study that allow for education in the fine arts, STEAM and technology is a priority for families students and staff. In the 2025-2026 school year, additional Project Lead the Way curriculum will be added to introduce programing and flight and space projects. (Goal 1 Action1.4 and 1.5).

Goal 2 Parents are also concerned about the emotional health of their students. Counselors/teachers also voiced concerns about the high rates of referrals made to their offices regarding peer interactions and regulating behaviors. The district has seen a decrease in chronic absenteeism rates and programs encourage good attendance will continue to be present at all grade levels. Encouraging parents and helping parents with resources to encourage good attendance is a priority for all educational partners. These educational partners have advocated for increased teacher training, and counseling services for students. Students communicated in connectedness and safety surveys indicated that the programs such Leadership, groups provided by the two counselors, and social worker make them feel safe and connected at school were attributed to their ability to meet with counselors when they need help (Goal 2 Action 2.2) .
After looking at suspension data and concentrating on chronic absenteeism rates, the educational partners feel that school culture and rewarding positive behaviors is the best way to address these issues. We will look at ways restricted funding can promote whole school rewards and build a culture of high expectations. There will also be a focus on ensuring students are physically healthy so that they can maintain good attendance (Goal Goal 2 Action 2.1)

Goal 3 Ensuring that parents and the community are in partnership regarding programs and decision making is a priority for all educational partners. This goal will provide opportunities for families to give feedback, but to participate in making decisions regarding academic and social programs. Parents will have the opportunity to participate in literacy and math events, fine arts programs and Latino Literacy events to help families of out multilingual learners. (Action Goal 3 Action 3.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Oro Grande Elementary School will provide a rigorous academic program for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All students need to have grade-level proficiency in English literacy and Mathematics to understand and access curriculum and secure college and career readiness. Students are currently performing below standard in both ELA and math on the CA School Dashboard. This goal will provide services specifically to our English Language Learners, Special Education, and low income students and students that are performing significantly low in both reading and math. This goal will also provide a well rounded education for all students that will provide a broad course of study. Professional development to ensure all staff is prepared to provide rigorous and research based instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Distance from Standard - DFS) CA Dashboard	CA Dashboard 2023 All: -88.5 DFS EL: -77.3 DFS Low Income: -92.7 DFS Hispanic: -83.2 DFS SpEd: Due to a small Student Group- data is not available for this metric	CA Dashboard 2024 All: -63.9 DFS EL: -74.7 DFS Low Income: -69.1 DFS Hispanic: -70.6 DFS SpEd: Due to a small Student Group- data is		CA Dashboard 2026 All: -78.5 DFS EL: -78.5 DFS Low Income: -78.7 DFS Hispanic: -73.2 DFS SpEd:Due to a small Student Group- data is not	CA Dashboard – Difference from 2023 to 2024 All: +24.6 DFS EL: +2.6 DFS Low Income: +23.6 DFS Hispanic: +12.6 DFS SpEd: Data not available due to small student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not available for this metric		available for this metric	
1.2	CAASPP Math (Distance from Standard - DFS) CA Dashboard	CA Dashboard 2023 All: -114.2 DFS EL: -111.2 DFS Low Income: -118.9 DFS Hispanic: -111.6 DFS SpEd -Due to a small Student Group- data is not available for this metric	CA Dashboard 2024 All: -110.9 DFS EL: -111.6 DFS Low Income: -113.2 DFS Hispanic: -113.6 DFS SpEd -Due to a small Student Group- data is not available for this metric		CA Dashboard 2026 All: -104.2 DFS EL: -102.2 DFS Low Income: -104.9 DFS Hispanic: -101.6 DFS SpEd - Due to a small Student Group- data is not available for this metric	CA Dashboard – Difference from 2023 to 2024 All: +3.3 DFS EL: -0.4 DFS Low Income: +5.7 DFS Hispanic: -2.0 DFS SpEd: Data not available due to small student group
1.3	iReady Scores Reading (At or above grade level) Local Assessment	iReady Scores Reading 2024 All: 37% EL: 27% Low Income: 32.2%	iReady Scores Reading 2025 All: 29% EL: 12% Low Income: 29%		iReady Scores Reading 2027 All: 42% EL: 42% Low Income: 46%	iReady Reading – Difference from 2024 to 2025 All: -8% EL: -15% Low Income: -3.2%
1.4	iReady Scores Math (At or above grade level) Local Assessment	iReady Scores Math 2024 (Local Data All: 31% EL: 23% Low Income: 30% SpEd: Due to a small Student Group- data is	iReady Scores Math 2025 (Local Data All: 16% EL: 12 Low Income:16% SpEd: Due to a small		iReady Scores Math 2027 All: 42% EL: 46% Low Income: 46%	iReady Math – Difference from 2024 to 2025 All: -15% EL: -11% Low Income: -14% SpEd: Data not available due to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		not available for this metric	Student Group- data is not available for this metric			small student group
1.5	English Learner Progress (% Making Progress) CA Dashboard	CA Dashboard 2023 EL: 37.9%	CA Dashboard 2024 EL: 33.3%		CA Dashboard 2026 EL: 42%	CA Dashboard for EL Progress: -4.6
1.6	Implementation of State Standards (% of Teachers Trained in State Standards) Local Data	2023-2024 100% Implementation of State Standards	2024-2025 100% Implementation of State Standards		100% Implementation of State Standards	Maintained 100% of State Standards
1.7	Properly Credentialed Teachers (% of teachers fully credentialed) CALSASS	CALSASS 2023 100% teachers fully credentialed	CALSASS 2024 100% teachers fully credentialed		100% teachers fully credentialed	Maintained 100% teachers fully credentialed
1.8	English Language Learner Certified Teachers (% of teachers EL Certified) CALSASS	CALSASS 2023 100% ELD certifiication	CALSASS 2024 100% ELD certification		100% ELD certifiication	Maintained 100% ELD certification
1.9	Technology Access (% of students with access) Local Data	2023-2024 100% Students have access to technology	2024-2025 100% Students have access to technology		100% Students have access to technology	Maintained 100% of students have access to technology

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Master Schedule: Fine Arts, Well-Rounded (% of students with courses) Local Data	2023-2024 100% of students have courses in master schedule	2024-2025 100% of students have courses in master schedule		100% of students have courses in master schedule	Maintained 100%of students have courses in master schedule
1.11	Chronic Absenteeism (% of students Chronically Absent) CA Dashboard	CA Dashboard 2023 All: 43.7% EL: 42.9% Low Income:44.3% Hispanic: 46%	CA Dashboard 2024 All: 25.5% EL: 25% Low Income: 24.8% Hispanic: 22.8%		CA Dashboard 2026 All: 33% EL: 32% Low Income: 34% Hispanic: 33%	CA Dashboard – Difference from 2023 to 2024 All: -18.2% EL: -17.9% Low Income: -19.5% Hispanic: -23.2%
1.12	Sufficient Access to Standards Aligned Instructional Materials (% of students with sufficient access) Local Data	2023-2024 (Sufficiency of Instructional Materials Resolution) 100%	2024-2025 (Sufficiency of Instructional Materials Resolution) 100%		2027 100%	Maintained (Sufficiency of Instructional Materials Resolution) 100%
1.13	English Language Learner Reclassification Rate (% of students reclassified) Local Data	2023-2024 (Local Reclassification Rates) 15%	2024-2025 (Local Reclassification Rates) 11%		2027 (Local) 20%	2024 (Local-Reclassification Rates) Decreased 4% Reclassification Rate

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal "Oro Grande Elementary School will provide a rigorous academic program for all students" demonstrated strong execution across most planned actions.
1.1 A new intervention reading teacher was successfully hired and received specialized LETRS training through the County Office of Education.
1.2 Teachers effectively utilized intervention math programs such as ZEARN and iReady Pathway to provide foundational math intervention.
1.3 English Language development training was successfully provided to all teachers, with a specific focus on language functions.
1.4/1.5 The district ensured all students had 1:1 Chromebooks and additional technology to support the STEM robotics class, along with designated IT support for the elementary school.
1.6 Instructional coaching and staff development were provided for new teachers and those needing additional support in classroom management and instruction.
1.7 Transportation was provided free of cost to all students daily to ensure good attendance, and field trips were taken at every grade level to complement academic programs.
1.8 All special education classes were staffed with highly trained paraprofessionals to support students with special needs.

One adjustment to the original plan occurred with professional development (Action 6) due to changes in the budget. Professional development and coaching were still provided, but by a different funding source. The school received an outside grant to implement math PD, which changed our initial plans for this action. The redirection of funds to enhance other programs demonstrates the district's flexibility in maximizing resources to support student learning.

Overall, the actions within this goal were implemented fully as planned.

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

1.1 - There was no material difference in this action.
1.2 - There was a $6,142 material decrease in this action; the math program costs less than expected. The difference was used to better support a well-rounded education in 1.4.
1.3 - Oro Grande joined a consortium to provide English Learner services, which changed Title III funding to another LEA. This resulted in a decrease in projected revenue and expenditures.
1.4 - There was a $4,334 increase to this action. This was caused by an increase in personnel costs for this action.
1.5 - There was no material difference in this action.
1.6 - There was a decrease of $25,996. Professional development and coaching were still provided by a different funding source.
1.7 - There was no material difference in this action.

1.8 - There was no material difference in this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 In 2023, the overall student population had a CAASPP ELA DFS of -88.5. By 2024, this improved significantly to -63.9 — a positive shift of 24.6 points. This indicates that, on average, students made substantial progress toward meeting grade-level expectations. The Low Income student group, which already performed well on CAASPP ELA 2023 with a DFS of -92.7, improved dramatically to -69.1 in 2024 — a gain of 23.6 points. This progress suggests that interventions or supports targeting economically disadvantaged students were effective and resulted in meaningful academic growth. Hispanic students also showed marked improvement, with their DFS dropping from -83.2 in 2023 to -70.6 in 2024 — a gain of 12.6 points. This suggests continued progress within this demographic, though at a slightly more gradual rate compared to others.English Learners (EL), who had a DFS of -77.3 in 2023, improved modestly to -74.7 in 2024, a gain of 2.6 points. While still showing growth, the smaller improvement might signal a need to reassess current support strategies to ensure continued advancement. Data for Students with Disabilities (SpEd) remained unavailable both years due to small group size, preventing analysis of trends for that subgroup. Between 2024 and 2025, i-Ready Reading scores show a noticeable decline in the percentage of students performing at or above grade level across all reported student groups. Among all students, proficiency dropped from 37% in 2024 to 29% in 2025, marking an 8-point decrease. English Learners experienced the most significant decline, falling from 27% to just 12%, a 15-point drop that raises concern about growing gaps in literacy achievement for this group. Low Income students also declined, though more moderately, from 32.2% to 29%, suggesting a degree of stability but still a downward trend. Overall, the data highlights a need for renewed focus on reading instruction and targeted support, particularly for English Learners, to address emerging learning gaps and reverse the decline in proficiency.

Action 1.2 Between 2023 and 2024, the California Dashboard shows a mix of improvement and slight setbacks in academic performance in math, as measured by DFS scores across several student groups. For All Students in math, the DFS decreased from -114.2 in 2023 to -110.9 in 2024—a positive gain of 3.3 points, indicating a general movement closer to grade-level expectations. Similarly, the Low Income group showed a meaningful improvement, dropping from -118.9 to -113.2, a 5.7-point gain that suggests targeted supports for economically disadvantaged students may be showing results.In contrast, English Learners (EL) saw a slight increase in DFS, from -111.2 in 2023 to -111.6 in 2024—an uptick of 0.4 points—indicating a small setback in progress for this group. Hispanic students also experienced a modest increase in DFS, from -111.6 to -113.6, suggesting a need for renewed focus on academic growth within this subgroup. As in previous years, data for Students with Disabilities (SpEd) remains unavailable due to the small size of the student group, limiting the ability to draw conclusions about their performance trends. Overall, the data indicates modest academic gains for the general and low-income student populations, while English Learners and Hispanic students may require additional attention to maintain or accelerate growth. The mixed results suggest both progress and areas for continued instructional focus. Between 2024 and 2025, local i-Ready Math data shows a substantial decline in student proficiency across all reported groups. For All Students, the percentage performing at or above grade level dropped from 31% in 2024 to 16% in 2025—a significant 15-point decrease that signals a concerning trend in overall math performance. English Learners (EL) saw their proficiency rates fall from 23% to just 12%, an 11-point decline that highlights growing challenges in supporting language learners in math achievement. Low Income students, who had shown relatively strong performance in 2024 with 30% at or above grade level, declined to 16% in 2025, mirroring the trend in the overall population. As with previous years, data for Students with

Disabilities (SpEd) is not available due to the small size of the group, limiting insights into their progress. In addition, there was success with the school's ability to provide students with access to standards aligned instructional materials.
These declines across all student groups suggest that math instruction and intervention strategies may need to be re-evaluated, particularly for English Learners and Low Income students, who are now performing well below desired levels. The data emphasizes the need for urgent, targeted efforts to address math learning gaps and improve student outcomes.

Action 1.3 Between 2023 and 2024, the percentage of English Learners (EL) making progress on the California Dashboard (English Learner Progress Indicator) declined from 37.9% to 33.3%, reflecting a 4.6 percentage point decrease. This drop suggests a setback in academic progress for EL students and may point to growing challenges in supporting their achievement across core subject areas. The decline, though modest, reinforces the need for strengthened instructional strategies, language development support, and targeted interventions to ensure these students remain on track to meet grade-level expectations. In terms of teacher certification for English Language Development (ELD), the goal of 100% ELD certification for all teachers was achieved both in 2015 and 2023, which indicates consistent effort in ensuring that all teachers are properly certified to support English Learners (ELs). This high certification rate is a positive indicator of the district's commitment to providing effective instruction for EL students. However, when looking at the reclassification rates—the percentage of English Learners who have been reclassified as proficient in English—the data presents a shift. In 2023, the reclassification rate was 15%, but this dropped to 11% in 2024. This decline in reclassification suggests that, despite high ELD certification, fewer students are meeting the criteria to be reclassified as fluent English proficient. This could point to challenges in accelerating language acquisition or meeting the academic benchmarks required for reclassification. This trend underscores the need for continued focus on improving outcomes for EL students, particularly in language development and academic achievement, in order to ensure that more students are able to transition out of EL status successfully. In addition, between 2024 and 2025, i-Ready Reading scores show a noticeable decline in the percentage of students performing at or above grade level across all reported student groups. For English Learners experienced the most significant decline, falling from 27% to just 12%, a 15-point drop that raises concern about growing gaps in literacy achievement for this group.

Action 1.4 In both the 2023-2024 school year and the 2024-2025 school year, all students were provided with well-rounded opportunities within the master schedule. By continuing to provide engaging opportunities for students, other aspects are also improving. For example, in 2023, the chronic absenteeism rates were relatively high, with All students at 43.7%, English Learners (EL) at 42.9%, Low Income students at 44.3%, and Hispanic students at 46%. These high rates suggested that a significant proportion of students were missing school frequently, which can have a negative impact on academic performance. By 2024, the rates for chronic absenteeism decreased across all groups, signaling a positive shift in student attendance. All students saw a decrease to 25.5%, English Learners (EL) dropped to 25%, Low Income students reduced to 24.8%, and Hispanic students had the lowest rate at 22.8%. The reductions in chronic absenteeism are promising, as they indicate that fewer students were missing school at these rates, which is likely to have a positive effect on their overall academic success. The Hispanic students group showed the most improvement, with a 23.2 percentage point decrease, dropping from 46% in 2023 to 22.8% in 2024. This improvement reflects a significant reduction in the number of Hispanic students who were chronically absent. While all groups showed progress, the continued presence of absenteeism, especially among English Learners and Low Income students, suggests that further efforts are needed to address barriers that might be contributing to absenteeism, such as transportation issues, family support needs, or engagement in school.
Overall, the reduction in chronic absenteeism rates across all student groups is a positive trend, reflecting efforts to improve attendance. However, the rates still remain relatively high, indicating that there is continued work to be done to ensure that all students, particularly English Learners and Low Income students, are attending school consistently and engaged in their education. The school did see success in maintaining student access to well-rounded courses, such as fine arts within the master schedule.

Action 1.5 In 2023, the overall student population had a CAASPP ELA DFS of -88.5. By 2024, this improved significantly to -63.9 — a positive shift of 24.6 points. This indicates that, on average, students made substantial progress toward meeting grade-level expectations. The Low Income student group, which already performed well in 2023 with a DFS of -92.7, improved dramatically to -69.1 in 2024 — a gain of 23.6 points. This progress suggests that interventions or supports targeting economically disadvantaged students were effective and resulted in meaningful academic growth. Hispanic students also showed marked improvement, with their DFS dropping from -83.2 in 2023 to -70.6 in 2024 — a gain of 12.6 points. This suggests continued progress within this demographic, though at a slightly more gradual rate compared to others. English Learners (EL), who had a DFS of -77.3 in 2023, improved modestly to -74.7 in 2024, a gain of 2.6 points. While still showing growth, the smaller improvement might signal a need to reassess current support strategies to ensure continued advancement. Data for Students with Disabilities (SpEd) remained unavailable both years due to small group size, preventing analysis of trends for that subgroup. Between 2023 and 2024, the California Dashboard for CAASPP math shows a mix of improvement and slight setbacks in academic performance, as measured by DFS math scores across several student groups. For All Students, the DFS decreased from -114.2 in 2023 to -110.9 in 2024—a positive gain of 3.3 points, indicating a general movement closer to grade-level expectations. Similarly, the Low Income group showed a meaningful improvement, dropping from -118.9 to -113.2, a 5.7-point gain that suggests targeted supports for economically disadvantaged students may be showing results. In contrast, English Learners (EL) saw a slight increase in DFS, from -111.2 in 2023 to -111.6 in 2024—an uptick of 0.4 points—indicating a small setback in progress for this group. Hispanic students also experienced a modest increase in DFS, from -111.6 to -113.6, suggesting a need for renewed focus on academic growth within this subgroup.As in previous years, data for Students with Disabilities (SpEd) remains unavailable due to the small size of the student group, limiting the ability to draw conclusions about their performance trends. Between 2024 and 2025, i-Ready Reading scores show a noticeable decline in the percentage of students performing at or above grade level across all reported student groups. Among all students, proficiency dropped from 37% in 2024 to 29% in 2025, marking an 8-point decrease. English Learners experienced the most significant decline, falling from 27% to just 12%, a 15-point drop that raises concern about growing gaps in literacy achievement for this group. Low Income students also declined, though more moderately, from 32.2% to 29%, suggesting a degree of stability but still a downward trend. In addition, the school maintained student access to technology to support student learning. Overall, the data indicates modest academic gains for the general and low-income student populations, while English Learners and Hispanic students may require additional attention to maintain or accelerate growth.

Action 1.6 Between 2023 and 2024, the California Dashboard for CAASPP Math scores shows a mix of improvement and slight setbacks in academic performance, as measured by DFS math scores across several student groups. For All Students, the DFS decreased from -114.2 in 2023 to -110.9 in 2024—a positive gain of 3.3 points, indicating a general movement closer to grade-level expectations. Similarly, the Low Income group showed a meaningful improvement, dropping from -118.9 to -113.2, a 5.7-point gain that suggests targeted supports for economically disadvantaged students may be showing results. In contrast, English Learners (EL) saw a slight increase in DFS, from -111.2 in 2023 to -111.6 in 2024—an uptick of 0.4 points—indicating a small setback in progress for this group. Hispanic students also experienced a modest increase in DFS, from -111.6 to -113.6, suggesting a need for renewed focus on academic growth within this subgroup. As in previous years, data for Students with Disabilities (SpEd) remains unavailable due to the small size of the student group, limiting the ability to draw conclusions about their performance trends. Overall, the data indicates modest academic gains for the general and low-income student populations, while English Learners and Hispanic students may require additional attention to maintain or accelerate growth. The mixed results suggest both progress and areas for continued instructional focus.
Between 2024 and 2025, local i-Ready Math data shows a substantial decline in student proficiency across all reported groups. For All Students, the percentage performing at or above grade level dropped from 31% in 2024 to 16% in 2025—a significant 15-point decrease that signals a concerning trend in overall math performance. English Learners (EL) saw their proficiency rates fall from 23% to just 12%, an 11-

point decline that highlights growing challenges in supporting language learners in math achievement. Low Income students, who had shown relatively strong performance in 2024 with 30% at or above grade level, declined to 16% in 2025, mirroring the trend in the overall population. As with previous years, data for Students with Disabilities (SpEd) is not available due to the small size of the group, limiting insights into their progress.
These declines across all student groups suggest that math instruction and intervention strategies may need to be re-evaluated, particularly for English Learners and Low Income students, who are now performing well below desired levels. The data emphasizes the need for urgent, targeted efforts to address math learning gaps and improve student outcomes.

Action 1.7 In 2023, the chronic absenteeism rates were relatively high, with All students at 43.7%, English Learners (EL) at 42.9%, Low Income students at 44.3%, and Hispanic students at 46%. These high rates suggested that a significant proportion of students were missing school frequently, which can have a negative impact on academic performance. By 2024, the rates for chronic absenteeism decreased across all groups, signaling a positive shift in student attendance. All students saw a decrease to 25.5%, English Learners (EL) dropped to 25%, Low Income students reduced to 24.8%, and Hispanic students had the lowest rate at 22.8%. The reductions in chronic absenteeism are promising, as they indicate that fewer students were missing school at these rates, which is likely to have a positive effect on their overall academic success. The Hispanic students group showed the most improvement, with a 23.2 percentage point decrease, dropping from 46% in 2023 to 22.8% in 2024. This improvement reflects a significant reduction in the number of Hispanic students who were chronically absent. While all groups showed progress, the continued presence of absenteeism, especially among English Learners and Low Income students, will be a priority for the district. The district will continue to provide reliable and safe transportation for students to ensure they are at all school everyday.
Overall, the reduction in chronic absenteeism rates across all student groups is a positive trend, reflecting efforts to improve attendance. However, the rates still remain relatively high, indicating that there is continued work to be done to ensure that all students, particularly English Learners and Low Income students, are attending school consistently and engaged in their education. The district will also continue to provide engaging, curriculum field trips that provide hands on, experiential learning opportunities for students.

Action 1.8 While state assessment data (M 1.1 and M 1.2) is insufficient to draw conclusive trends due to the limited number of students who are in the tested grades, local data indicates this action is contributing to improved student outcomes and remains a critical support for students with disabilities. In 2024 iReady reading scores, 0% of students with an IEP were at or above reading level. However, rates increased significantly in 2025 to 14% of students reading at grade level. This outcome suggests that the targeted support provided by paraeducators is helping students access grade-level content and make measurable academic gains.

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

There are no significant changes to goals and metrics for the 2025- 2026 school year. However, some metrics were updated to include the academic year in which the data was collected. Claraity was also provided to CAASPP ELA and Math data in regards to DFS. Both changes should enhance the ability of educational partners to understand the metrics. In addition, the Target Outcome for Year 3 was updated to correctly reflect the the proper data reporting year for the CA Dashboard. Last of all, action 1.9 was added to provide proper training to staff on EL strategies. This was added due to the increase in the number of English Learners at the school site.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Literacy and ELA Proficiency	A Reading Intervention Specialist will provide instructional interventions utilizing iReady and SIPPS to increase reading comprehension and fluency. This action is principally directed to English Language Learners and low income students and will be measured by M 1.1 and M 1.3.	$68,950.00	Yes
1.2	Math Proficiency	Teachers in small group settings during the school day will provide math intervention programs such as Zearn and iReady Learning Path. These programs will increase math proficiency on iReady math and CAASPP math assessments. These interventions will be principally directed for our English Language Learners and low income students and will be measured by M.1.2, M 1.4 and M 1.12.	$7,527.00	Yes
1.3	English Learner Support	The Educational Services Department will provide rigorous supplemental California state standards-aligned ELD curriculum. These materials will increase language proficiency for the English Language Learners. These programs will be measured by M1.5 M1.8 and M 1.3	$9,784.00	Yes
1.4	Well-rounded Opportunities	Oro Grande Elementary students will participate in daily music, art, STEAM, and after-school programs. These courses are provided to enhance the daily schedule for students and increase student engagement. These classes result in higher levels of student engagement and are principally directed towards low income students. This action will be measured by M 1.10.	$58,812.00	Yes
1.5	Technology	Oro Grande Elementary will provide an instructional technology program and devices to assist the intervention and core curriculum programs and	$40,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase technical skills.These programs will be offered daily in the classroom and will be principally directed to low income students and English Language Learners. This action will be measured by M 1.1, 1.2 1.3 and 1.9.		
1.6	Academic Professional Development and Instructional Coaching for Staff	Instructional coordinators and contracted professional development will be provide ongoing and rigorous professional development in all core content areas.This professional development will increase CAASPP ELA scores and math CAASPP and will be principally directed towards low income students. This action will be measured by the M 1.2 and M 1.3.	$14,042.00	Yes
1.7	Transportation and Field Trips	The Oro Grande transportation department will provide safe, reliable transportation for students to increase daily attendance and decrease chronic absenteeism.Transportation will also be provided for the after school engagement program and field trips. This action will be principally directed for low income students. This will be measured by M 1.11.	$73,445.00	Yes
1.8	Special Education Para Educators	Special Education Para Educators will be provide push in and pull out services that provide specific support for students based on their individual needs. These services increase CAASPP ELA scores and math CAASPP. This action will be measured by the M 1.1 and M 1.2.	$500.00	No
1.9	Professional Development for English Learners	Instructional coordinators and contracted professional development providers will deliver ongoing, rigorous professional learning opportunities focused on strategies to support English Learners in accessing core content and language acquisition. The professional development is principally directed toward English Learners to improve language	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		acquisition and academic outcomes. This action will be measured by M1.5 and M1.13.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Oro Grande Elementary School will provide a safe and healthy learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Oro Grande Elementary recognizes that students have needs that extend beyond the academic setting. Oro GrandeElementary knows that students need support for physical well-being and social/ emotional health 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Safety Survey (% of students who feel safe at school) Local Data	2024 Local Survey Data All- 84.6% of all students surveyed responded that they feel safe at school. LI 82% students of students surveyed responded that they feel safe at school.	2025 Local Survey Data All- 79.4% of all students surveyed responded that they feel safe at school. LI 81.1% students of students surveyed responded that they feel safe at school.		2026-2027 Local Survey Data All- Maintain Above 80% of all students surveyed will respond that they feel safe at school LI-Maintain Above 80% of all students surveyed will respond that they feel safe at school	Student Survey: All: -5.2% LI: -.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Facilities Inspection Tool (FIT) (% of items in good repair) Local Data	2023-2024 Local Data 100% of items inspected in Good repair.	2024 Local Data 100% of items inspected in Good repair.		2026-2027 Local Data Maintain 100% of items inspected in Good repair.	Maintained 100% in Good Repair
2.3	School Attendance Rate (% of students attendance rates) Local Data	2022-2023 Local Data All-85.36% attendance rate LI- 84% attendance rates	2024-2025 All- 82.96% LI- 82%		2025-2026 Local Data 90% attendance rate	Attendance: All: -2.4% LI: -2%
2.4	Suspension Rate (% of students suspended) CA Dashboard	CA Dashboard Suspensions 2023 All - 5.5% English Learners - 5.9% Low Income - 5.8% Foster - Not a significant subgroup	CA Dashboard Suspensions 2024 All - 1.8% English Learners - 2.6% Low Income - 2.2% Foster - Not a significant subgroup		CA Dashboard 2026 All - Below 3% English Learners - Below 3% Low Income - Below 3% Foster - Below 3%	Suspension Rate: All: -3.7% EL: -3.3% LI: -3.6% Foster: NA
2.5	Expulsion Rate (% of expulsion rate) CA DataQuest	CA Dataquest Expulsions 2023 0%	CA Dataquest Expulsions 2023 0%		CA Dataquest 2026 Maintain below 1%	Maintained 0% expulsions
2.6	Chronic Absenteeism Rate (% of students chronically absent)	CA Dashboard 2023 All: 43.7% EL: 42.9%	CA Dashboard 2024 All - 25.5%		CA Dashboard 2026 All - 33%	Chronic Absenteeism: All: -19.1% EL: -17.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard	Low Income:44.3% Hispanic: 46%	English Learners - 25% Low Income - 24.8% Hispanic - 22.7%		English Learners - 32% Low Income - 34% Hispanic - 35% Foster - Not a significant subgroup	LI: -20.5% Hispanic: -23.8% Foster: NA
2.7	Student Connectedness Survey (% of students who feel connected at school) Local Data	2023-2024 Local Survey Data All -86% of all students surveyed responded that they feel connected to at least one adult on campus Foster - 81% of all students surveyed responded that they feel connected to at least one adult on campus	2024-2025 Local Survey Data All -88.1% of all students surveyed responded that they feel connected to at least one adult on campus Foster - 100% of all students surveyed responded that they feel connected to at least one adult on campus		2026-2027 Local Survey Data Maintain above 80% of students surveyed that they feel connected to at least one adult on campus	Connectedness Survey All: 2.1% Foster: 19%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Oro Grande School District fully implemented all three actions under Goal 2 as planned, with minor resource allocation adjustments. For Action 2.1, which focused on health services and preventative health programs, all planned personnel were hired, including a Registered Nurse, registered vocational nurses, and health technicians to support school sites. All necessary materials were purchased, though fewer

expenses were needed than initially budgeted for this action. All health services were delivered as intended to support student health and attendance.
Actions 2.2 and 2.3, which focused on counseling services and mental health support, were implemented fully as planned with the successful hiring of two elementary counselors and a social worker. These staff members provided the planned counseling services, social-emotional programs, and mental health assessments. Additional resources were allocated to these mental health services beyond what was initially budgeted, indicating the district's responsiveness to student needs. Action 2.3 specifically ensured targeted support for foster youth as intended.

All materials and resources for all three actions were purchased as planned, and all intended services were provided. The district demonstrated flexibility by reallocating resources based on observed needs, directing additional resources to mental health services while spending less than anticipated on physical health programs.

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

2.1 - There was a decrease of $20,092 towards this action. The money was reallocated to better support actions 2.2 and 2.3 with Social/Emotional Health.
2.2 - There was an increase of $6,324 to provide more social and emotional support.
2.3 - There was an increase of $12,824 to provide more support to our Foster students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 The data from 2024 to 2025 reflects some concerning trends in student safety perceptions, attendance, and chronic absenteeism, particularly among low-income and historically underserved student groups. In terms of safety, the percentage of students who reported feeling safe at school slightly declined from 84.6% in 2023–2024 to an unclear but possibly stagnant 82% for low-income students in 2024–2025, suggesting a need for targeted support in this area. Attendance rates also show a downward trend: overall student attendance dropped from 85.36% in 2023–2024 to 82.96% in 2024–2025, with low-income students following a similar pattern, decreasing from 84% to 82%. This decline may be connected to the sharp increase in chronic absenteeism revealed in the California Dashboard data. Between 2023 and 2024, chronic absenteeism rates nearly doubled for all student groups, with low-income students rising from 24.8% to 45.3%, and Hispanic students from 22.7% to 46.5%. These increases suggest systemic challenges—possibly including post-pandemic recovery issues, socio-economic stressors, or school climate concerns—that are disproportionately affecting vulnerable student populations. Targeted interventions are likely needed to address attendance, engagement, and school climate, especially for low-income, Hispanic, and English learner students.
Action 2.2 The 2024 local student survey data shows that 84.6% of all students and 82% of low-income (LI) students reported feeling safe at school, indicating generally positive perceptions of school climate, although the slight gap between student groups suggests ongoing equity challenges. Expulsion rates remained at 0% in 2023 for all students, including LI students, according to CA Dataquest—an encouraging sign of schools avoiding exclusionary discipline. Meanwhile, suspension rates saw a significant improvement. From 2023 to 2024, the overall suspension rate dropped from 5.5% to 1.8%. For English Learners, it decreased from 5.9% to 2.6%, and for low-income students from 5.8%

to 2.2%. This reduction suggests that schools may be adopting more restorative or supportive behavioral practices, especially among historically over-disciplined groups.
Chronic absenteeism data reveals a similarly promising trend. In 2023, absenteeism was alarmingly high, with 44.6% of all students classified as chronically absent, including 45.3% of LI students, 46.5% of Hispanic students, and 42.4% of English Learners. By 2024, these numbers had improved dramatically: 25.5% for all students, 24.8% for LI students, 22.7% for Hispanic students, and 25% for English Learners. This sharp decline may be attributed to improved student engagement, better support systems, and targeted attendance interventions. Together, the data suggests that while there are still disparities—particularly in safety perceptions—schools made substantial progress in reducing suspensions and chronic absenteeism between 2023 and 2024. These gains indicate positive movement in school climate and student support efforts, particularly for vulnerable groups.
Action 2.3 The 2023–2025 data shows a consistently strong sense of student connectedness on campus, with 86% of all students and 81% of foster youth reporting that they feel connected to at least one adult at school in both the 2023–2024 and 2024–2025 surveys. This consistency suggests a stable, supportive school environment, particularly for foster youth—a group often at higher risk for disengagement. These strong connections likely play a role in improving other key student outcomes observed over the same period.
In particular, California Dashboard data reflects a dramatic improvement in suspension rates. In 2023, 5.5% of all students were suspended, including higher rates among English Learners (5.9%) and low-income students (5.8%). By 2024, these rates had significantly declined across the board—down to 1.8% overall, 2.6% for English Learners, and 2.2% for low-income students. This suggests the adoption of more equitable and restorative behavior policies, contributing to a healthier and more inclusive school culture.
Similarly, chronic absenteeism rates improved sharply from 2023 to 2024. In 2023, nearly half of students in certain subgroups were chronically absent (e.g., 45.3% for low-income students and 46.5% for Hispanic students). In 2024, those numbers fell substantially to 24.8% for low-income and 22.7% for Hispanic students, with an overall drop from 44.6% to 25.5%. These reductions reflect significant progress and may be partially attributed to students' increased feelings of connection to school staff, as well as strategic attendance interventions.
Taken together, the consistent high levels of student-adult connectedness, reductions in suspensions, and improved attendance rates indicate that schools are making meaningful strides in creating safer, more supportive environments—particularly for traditionally underserved populations. Continued investment in relationship-building and equitable discipline practices will be key to maintaining and expanding this progress.

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

There are no changes made to the goal, metrics or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Services	The Oro Grande health services team will provide health check ups and preventative health programs to students for the purpose of decreasing chronic absenteeism rates and increasing attendance rates. These services will be principally directed towards low income students as measured by M 2.1, 2.3 and 2.6.	$131,008.00	Yes
2.2	Social/Emotional Support	Elementary counseling staff will provide access to counseling, social emotional programs and social services support. These supports will include regular mental health assessments, access to licensed counselors or therapists, trauma-informed care training for staff. Partnerships with community organizations to provide additional support services as needed to decrease suspension rates and chronic absenteeism rates. These services will be principally directed towards low income students and will be measured by M 2.1, 2.5, 2.4 and 2.6.	$53,971.00	Yes
2.3	Foster Youth Mental Health Services	Oro Grande will implement a comprehensive mental health support program tailored specifically to the needs of foster youth within our district. This program will include regular mental health assessments, access to licensed counselors or therapists, trauma-informed care training for staff working directly with foster youth, and partnerships with community organizations to provide additional support services to increase the student connectedness to school, reduce chronic absenteeism rates and suspension rates. This action will be limited for Foster Youth students and will be measured by 2.7, 2.6 and 2.4.	$22,166.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Oro Grande will engage families and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Oro Grande values the contributions and involvement of all Educational Partners, including students, parents, caregivers, and the community. The District's focus on meeting the needs of its Educational Partners continues to be a high priority. The creation of this goal demonstrates Oro Grande's commitment to including the community as true members of the decision-making process. This goal will increase opportunities to hear and respond to family comments and concerns in welcoming and safe environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation in Decision Making (% of parents who feel they are involved in the decision making process) Local Data	2024 Local Survey Data All parents- 69.1% EL parents- 60% LI parents - 69% SWD parents- 65%	2025 Local Survey Data All parents- 85.2% EL parents- 85% LI parents - 84.9% SWD parents- no data (low participation rates)		2026-2027 Local Survey Data All parents- 75% EL parents- 75% LI parents - 75% SWD parents- 75%	Parent Participation: All parents: 16.2% EL parents: 25% LI parents: 15.9% SWD parents: NA
3.2	Parent and Family Engagement CA Dashboard Local Indicator	CA Dashboard 2023 -Parent and Family Engagement Survey - 0% Full Implementation and Suitability	CA Dashboard 2024 -Parent and Family Engagement Survey - 25 % Full Implementation and Suitability		CA Dashboard 2026 -Parent and Family Engagement Survey - 40% Full Implementation and Suitability	Parent and Family Engagement: 25%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Oro Grande School District fully implemented both actions under Goal 3 as planned, with no reported challenges in implementation.
Action 3.1, which focused on parent advisory groups and specialized programs for English Language Learners and low-income students, all planned personnel were hired, including the site assistant principal responsible for implementing new programs. All necessary materials and resources were purchased as planned. The district successfully implemented new programs including family literacy nights and Latino Family Literacy events, which had high attendance rates, as well as STEM events and fine art events. The new principals effectively engaged families and communicated the importance of parent and family partnerships to staff.
Action 3.2, which focused on facilitating events and meetings to increase parent participation, all planned services were delivered. This included parent conferences, 504 meetings, IEP meetings, MTSS meetings, and attendance meetings for families struggling with attendance rates.
The district reported no challenges in hiring staff, obtaining materials, scheduling, or providing services and supports for these actions. The successful implementation of these actions demonstrates the district's commitment to family and community engagement.
Overall, Goal 3 was implemented fully as planned, with appropriate staffing, resources, and service delivery to support family and community engagement initiatives.

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

3.1 - There was a decrease of $17,152. The district utilized cost-effective resources to engage parents, which resulted in less money expended. While still achieving the desired results.
3.2 - There was no material difference in this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1- Parent and family engagement in school decision-making continues to be an area of both progress and needed improvement, as indicated by local survey results and California Dashboard data. According to the 2024 local survey, 69.1% of all parents reported feeling involved in school decision-making, with 60% of English Learner (EL) parents, 69% of low-income (LI) parents, and 65% of parents of students with disabilities (SWD) reporting similar levels of engagement. While the overall numbers are relatively strong, the lower engagement from EL and SWD parents highlights areas where more targeted outreach may be necessary.
In contrast to the local survey findings, the 2023 CA Dashboard Parent and Family Engagement self-reflection showed 0% Full Implementation and Suitability, indicating that schools had not yet fully established effective systems for meaningful parent engagement. While there was progress in 2024, with the Dashboard showing 25% Full Implementation and Suitability, this still signals that significant work remains to build comprehensive, inclusive, and sustainable parent engagement practices. Despite this, perceptions from the 2025 CA Dashboard survey were more optimistic, with 85.2% of all parents, 85% of EL parents, and 84.9% of LI parents reporting positively on

engagement efforts. However, there was no data available for SWD parents in 2025 due to low response rates, again pointing to a consistent gap in engaging this specific group.
Overall, while parent perception data paints a hopeful picture, the Dashboard's self-assessment highlights that systems and structures to support full parent and family engagement are still in early stages of development. To align implementation with parent expectations and experiences, schools may need to strengthen formal processes, communication strategies, and culturally responsive outreach—especially for families of EL, LI, and SWD students.
Action 3.2 The 2023 CA Dashboard data for Parent and Family Engagement indicated 0% Full Implementation and Suitability, highlighting a significant need to strengthen systems that support meaningful family involvement. While some progress was made in 2024—reflected in an increase to 25% Full Implementation and Suitability—this modest growth still signals that current engagement structures are not yet fully effective or inclusive. Local 2024 survey data shows that 69.1% of all parents felt involved in school decision-making, including 69% of low-income (LI) parents, 60% of English Learner (EL) parents, and 65% of parents of students with disabilities (SWD). While parent perceptions are generally positive, the gap between these perceptions and the CA Dashboard's self-assessment indicates that implementation of meaningful engagement practices remains limited and inconsistent.
In response, the school and district are prioritizing efforts to increase parent participation through structured, intentional engagement opportunities. These include parent-teacher conferences, 504 meetings, IEP meetings for students with disabilities, MTSS (Multi-Tiered System of Supports) meetings for students facing academic or behavioral challenges, and attendance meetings for families with chronic absenteeism concerns. These events are designed to ensure that parents not only have access to critical information about their children's education but also feel empowered to contribute to decision-making processes.
By expanding these opportunities and making them more accessible, especially to historically underrepresented families such as EL and SWD parents, the school aims to continue increasing the CA Dashboard's implementation rating. The goal is to move beyond surface-level engagement and build a foundation of genuine collaboration between families and schools that supports student success. Continued focus on personalized, inclusive, and proactive communication will be key to achieving full implementation in future years.

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

There will be no changes made to the actions. The target outcome for Metric 3.1 was updated to include all subgroups outlined in the Baseline year. The associated State Priority for Goal 3 was updated to correctly reflect parent involvement and engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement Programs	Parent advisory groups will participate in advising and developing programs to support our English Language Learners and low income students. New programs including family literacy nights, Latino Family	$15,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Literacy, STEM events, and fine art events. A site assistant principal will implement new programs to support family literacy, social support programs and academic supports for students. These programs will increase student engagement and will increase parent participation. These programs will be principally directed toward our English Language Learners and low income students and will be measured by M 3.1 and 3.2.		
3.2	Parent Participation Opportunities	The school will facilitate events and meetings that will increase parent participation. The district will present multiple opportunities for parent participation and parental involvement. These meetings will include, meetings for parents to discuss their individual students include parent conferences, 504 meetings, IEP (Individualized educational plan) meetings for students with disabilities, and MTSS (Multi-tiered system of support) meetings for students struggling in academics or behavior, and attendance meetings for families struggling with attendance rates. This action will be measured by M 3.2.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$423,802	$55,885

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.965%	0.000%	$0.00	42.965%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Literacy and ELA Proficiency **Need:** ELA CAASPP scores indicate that all students performed at 84.9 points below standard, low income students performed at 88.6 points below standard and EL students performed 119.7 points below standard. The 2023-2024 iReady reading data shows 37% of all students are reading at or above grade level	Providing instructional support through a highly vetted, researched-based intervention curriculum (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPs), Renaissance Learning, iReady, LETRS 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.	Measured by Metrics 1.1, 1.3 and 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	on the iReady Reading assessment, 32.2% of low income students, and 27% of English Language Learners are reading at grade level.The 2023- 2024 iReady benchmark data confirm the need for additional intervention programs for literacy. Educational parters shared in District LCAP meetings that ensuring grade level literacy was the highest priority and should continue to be present in the 2024 LCAP. **Scope:** LEA-wide	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 supports students daily in fundamental skills reading instruction and vocabulary development. The reading intervention teacher will collaborate with core content area teachers to ensure literacy goals.This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and high-quality instruction, while providing rigorous literacy instruction for EL and low income students.	
1.2	**Action:** Math Proficiency **Need:** The 2022-2023 math CAASPP scores confirm the need for additional intervention programs in math. Math CAASPP scores indicate that all students performed at 113.7 DFS points below standard, low income students performed at 118.2 DFS points below standard. Math assessments scores decreased after returning the school after the COVID 19 pandemic, educational partners agreed that a renewed emphasis on math intervention is vital to ensure proficiency in math assessments. **Scope:** LEA-wide	Purpose: Providing instructional support through a highly vetted, researched-based math intervention curriculum will focus on the needs of English language learners and low income students. This action will assist teachers in holding small group interventions, pull-out interventions as needed, and additional time for students that require differentiation. Technology-based programs such as iReady pathways and ZEARN will assist students in practicing on fundamental math standards, provide assessment data for both students and teachers and provide targeted instruction for our unduplicated students in highly assessed standards.The continuation of math intervention was based on its effectiveness in previous years as demonstrated by the increase of scores on math CAASPP and the math Interim Assessment Blocks.The math CAASSP scores are 113.7 points below standard and continued intervention in math is critical for student success. The math intervention curriculum supports	Measured by Metrics 1.2, 1.4, and 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students daily in fundamental skills math instruction.This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and high-quality instruction, while providing rigorous math instruction for EL and low income students.	
1.4	**Action:** Well-rounded Opportunities **Need:** The 2023-2024 2023 iReady reading data shows 37% of all students and 32.2% of low income students are reading at or above grade level. The 2023- 2024 iReady math data shows 31% of all students and 30% of low income students are performing at or above grade level. Educational partners, through school-wide LCAP surveys and in district meetings are in agreement that access to courses that support well-rounded education is a high priority in Oro Grande. **Scope:** LEA-wide	Providing students with fine arts is key to building a well rounded education. Low income students in Oro Grande have little access to extra curricular activities such as music and visual outside of school. Based on educational research, the addition of fine arts programs will provide additional curricular support that will aid in math and reading proficiency. Research conducted by the National Association for Music Education confirmed significantly that quality fine arts programs correlate to higher reading scores, correlated to an improved negative effect of poverty on scores (NAfME.org). “On average, the children who learned to play a musical instrument for many years, and were now playing in high school band and orchestra, were the equivalent of about one academic year ahead of their peers with regard to their English, mathematics and science skills, as measured by their exam grades" (American Psychological Association). This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and high-quality instruction, while providing rigorous well rounded courses and instruction for low income students.	Measured by Metric 1.10
1.5	**Action:** Technology	Due to resource inequities, Oro Grande will provide a Chromebook for students in order to ensure reliable internet connectivity. This action	Measured by metrics 1.1, 1.2, 1.3 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: ELA CAASPP scores from 2023 confirm the need for increased proficiency in reading and access to technology. ELA CAASPP scores indicate that all students performed at 84.9 points below standard, low income students performed at 88.6 points below standard and EL students performed 119.7 points below standard. reading benchmarks (iReady) indicate that 37% of all students were reading at grade level, 32.3 % of low-income students were reading at grade level, and 27% of English Language Learners were reading at grade level. The 2022-2023 math CAASPP scores confirm the need for additional intervention programs in math. Math CAASPP scores indicate that all students performed at 113.7 DFS points below standard, low income students performed at 118.2 DFS points below standard. Educational partners agree that in Oro Grande, where students often do not have access to reliable internet or devices, ensuring that technology is provided with adequate support for digital literacy is vital for success in the areas of math and English Language Arts. **Scope:** LEA-wide	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 and math through digital curriculum. Students will also increase opportunities to participate in STEAM classes, conduct research in library science and use their Chromebook in digital art. Oro Grande has a blended learning model, and access to technology will promote equitable learning opportunities. 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).This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and high-quality instruction, while providing accelerated learning for EL and low income students.	
1.6	**Action:** Academic Professional Development and Instructional Coaching for Staff **Need:**	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	As measured by 1.2 and 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 math and ELA CAASPP scores for our low-income and English Language Learners confirms the need for instructional academic coaches in English Language Arts, math, and English Language Development. CAASPP ELA scores for all students were 93.8 points below standard, low-income students performed 96.5 points below standard, and English Language Learners performed 111.2 points below standard. Math CAASPP scores indicated that all students performed 113.7 points below standard, and low-income students performed 118.2 points below standard. English Language Learners performed 119.7 points below standard. In regards to English Learner Progress, the 2023 California School Dashboard indicates 37.9% of English Learners are making progress toward English language proficiency. Also, in the current school year, 37% of all students are reading at or above grade level on the iReady Reading assessment, 32.2% of low-income students, and 27% of English Language Learners are reading at grade level. Educational partners agree that training and investing in teachers is important in ensuring high performance expectations for students. **Scope:** LEA-wide	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.This action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and high-quality instruction, while providing rigorous literacy instruction for low income students. Ensuring that all educators are highly effective is researched based and has high levels of student performance correlation.	
1.7	**Action:** Transportation and Field Trips **Need:**	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	As measured by M 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	During the 2022-2023 school year daily local attendance rate from the school district's student information system was 93% for all students and low income is 92.8% The chronic absenteeism rate on the 2022 California School Dashboard was 33% for all students and 34% for low-income students. These data points demonstrate the need to provide transportation that is principally directed to our low income students. Given the significant barriers that many students, particularly those from low-income families, face in getting to school safely and regularly, it is crucial for schools to provide reliable transportation. The absence of sidewalks, the presence of hazardous crossings like railroads, and heavy traffic all contribute to unsafe conditions for students who walk to school. Additionally, the work schedules of many parents are not conducive to driving their children to school, and financial constraints further limit their ability to arrange alternative transportation. Parents of the Oro Grande School rely on reliable and consistent transportation and communicate the importance transportation plays on ensuring their student's good attendance. **Scope:** LEA-wide	provides a safe alternative to students who may have to walk on a busy highway and cross a railroad track that is not designed to be crossed by pedestrians. Transportation provides equitable access to academic and social emotional growth on a daily basis.The chronic absenteeism rates from the school district's student information system indicates Oro Grande decreased the chronic absenteeism rates nearly 20%. 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.Providing transportation on an LEA-wide basis will ensure that all students receive equitable opportunities and good attendances. This approach particularly supports Low-Income students, enabling them to thrive and achieve higher levels of learning.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Health Services **Need:** Chronic absenteeism rates and educational partner feedback from meetings confirm the need for health services to be principally directed for our low income students. The chronic absenteeism rate for 2022-2023 was 33% for all students and 34% for low income students. The 2023-2024 Student LCAP Survey indicates that 84.6% of students feel safe at school. 82% of low income students survey stated that they feel safe at school In the LCAP parent survey, parents agreed that health services are a vital component to ensure that their students can maintain positive physical healthy and maintain good attendance. **Scope:** LEA-wide	Students and families will have health education programs (nutrition, personal hygiene), 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. We believe these services will create an environment where students feel cared for and supported, making school a place they want to be every day.These health services are principally directed for our low income population and have been a vital component in this rural area. Providing health on an LEA-wide basis will ensure that all students receive equitable resourcs to promote physical health. This approach particularly supports, Low-Income students, enabling them to thrive and achieve at higher levels.	Measured by 2.1, 2.3 and 2.6
2.2	**Action:** Social/Emotional Support **Need:** Chronic absenteeism rates and the Student Survey results on student safety confirm the need for counseling and social emotional services. On the 2023 California Dashboard, the chronic absenteeism rates were 33% for all students and 34% for low-income students. The 2023 LCAP Student Survey indicates that 84.6% of all students feel safe at school (The student survey did not include specific	Providing social emotional support and counseling services for our low-income students is a top priority. 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.Providing social/emotional learning on an LEA-wide basis will ensure that all students receive equitable opportunities for Social-	Measured by the Metrics 2.1, 2.4, 2.5 and 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	demographic data. Input from educational partner LCAP meetings in the 2023-2024 school year reported the need for additional social emotional support and counseling services.This concern continues as the school puts in the areas of social emotional ace programs to support students. The district social worker will provide opportunities for bridging programs for students and families and provide resources that will help students achieve regular attendance. Educational partners agree that the increase of additional social emotional resources have increased the academic achievement for their students and should continue to be a priority in Oro Grande. **Scope:** LEA-wide	Emotional Learning (SEL) growth. This approach particularly supports Low-Income, enabling them to thrive and achieve higher levels of learning.	
3.1	**Action:** Parent Engagement Programs **Need:** Creating opportunities for parents to engage in decision making is a top priority in Oro Grande. This data demonstrates the need to provide more opportunities for the school to work with families and the community to ensure shared decision making. 69.1% of all parents, 60% of EL parents, 69% of low income parents and 65% of students with disabilities surveyed responded that they participate in the decision making process. Educational parters, including school staff and families consistently agree that an collaborative environment where all partners	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 action is implemented on an LEA-wide basis to ensure all students have equitable access to enhanced educational resources and high-quality instruction, while providing a learning environment conducive to accelerating learning for, English Learners, and Low-Income students.	As measured by 3.1 and 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	can give feedback, share resources and ideas are vital for the success of all students. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Learner Support **Need:** The 2023 ELA CAASPP scores for English Language Learners indicated that this population of students is scoring 119.7 points below standard. In 2023, 37.9% of English Language Learners were making progress towards English language proficiency. ELAC and DELAC parent groups indicate that additional resources for the EL population as well as training for teachers in a priority to close the achievement gap for EL students. **Scope:** Limited to Unduplicated Student Group(s)	The district's Educational Services Department will provide a rigorous, supplemental, California state standards-aligned, ELD curriculum. Additionally, this action will utilize the Ellevation online platform that will be used to implement data information and best strategies in English Acquisition education. Ellevation provides teachers with, readily available and easily comprehensible data on all district benchmarks as well as state tests like CAASPP and ELPAC. The readability of these data points, coupled with the instructional strategies and professional development built into the system, will assist teachers in making sound educational decisions for our students. This will help address EL instruction for multiple EL levels to increase language acquisition across all content areas. The utilization of this program will allow for small group and differentiated instruction based on EL levels and diagnostic results obtained by the use of this program. Teachers will receive	Measured by the Metrics 1.3, 1.5 and 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		instructional professional development in the ELD framework and language and vocabulary development. Teachers will work with the multilingual coordinator to gain research based strategies to guide students during designated ELD lessons.	
2.3	**Action:** Foster Youth Mental Health Services **Need:** Although foster youth students are not a significant group in Oro Grande, the district is committed to providing them with the necessary support services. Based on our student connectedness survey, only 81% of students feel that they are connected to at least one adult on campus. Research indicates that foster youth often experience feelings of a lack of connection to school and have heightened needs for social-emotional and psychological support. Our foster youth students face unique challenges, including instability and trauma, which can affect their overall well-being and academic performance. Therefore, it is crucial for the district to offer targeted services such as mental health assessments, counseling, and trauma-informed care to ensure that foster youth students receive the support they need to feel connected, supported, and capable of thriving in school. Educational partners agree that Foster Youth are presented with an unique set of challenges that require a specific set of support and are	Due to the unique needs of foster youth students, the district will implement targeted programs, including regular mental health assessments, access to licensed counselors or therapists, and trauma-informed care training for staff working directly with these students. Research shows that "trauma-informed care and consistent mental health support significantly enhance school connectedness and foster a sense of well-being among foster youth" (Source: Journal of School Psychology, 2022). These services are designed specifically to help foster youth feel more connected to school, improve their emotional resilience, and support their overall academic success.	As measured by metrics 2.7, 2.6 and 2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	needed to ensure academic and social-emotional success. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

The additional concentration grant will be used to fund the addition of a new social worker and social programs that will be supported will decrease the amount of students that are chronically absent from school. This social worker will work at the site with the counseling staff, social nursing staff and administration to provide resources for students and families. The social worker will conduct home visits and analyze data to show the effectiveness of programs. This additional staff member will continue to work on action items established in Goal 2 of the 2024-2025 LCAP (Goal 2.3).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$986,381	423,802	42.965%	0.000%	42.965%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$432,040.00	$0.00	$0.00	$64,184.00	$496,224.00	$293,705.00	$202,519.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Literacy and ELA Proficiency	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$60,212.00	$8,738.00	$51,764.00			$17,186.00	$68,950.00	
1	1.2	Math Proficiency	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$0.00	$7,527.00	$7,527.00				$7,527.00	
1	1.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-Going	$5,969.00	$3,815.00	$8,789.00			$995.00	$9,784.00	
1	1.4	Well-rounded Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$48,564.00	$10,248.00	$57,812.00			$1,000.00	$58,812.00	
1	1.5	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$11,735.00	$28,537.00	$33,272.00			$7,000.00	$40,272.00	
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$8,173.00	$5,869.00	$9,512.00			$4,530.00	$14,042.00	
1	1.7	Transportation and Field Trips	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$30,193.00	$43,252.00	$73,445.00				$73,445.00	
1	1.8	Special Education Para Educators	Students with Disabilities	No			All Schools	On-Going	$500.00	$0.00				$500.00	$500.00	
1	1.9	Professional Development for English Learners	English Learners	No			All Schools	On-Going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$52,433.00	$78,575.00	$98,035.00			$32,973.00	$131,008.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Social/Emotional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$44,772.00	$9,199.00	$53,971.00				$53,971.00	
2	2.3	Foster Youth Mental Health Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	On-Going	$19,074.00	$3,092.00	$22,166.00				$22,166.00	
3	3.1	Parent Engagement Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$12,080.00	$3,667.00	$15,747.00				$15,747.00	
3	3.2	Parent Participation Opportunities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$986,381	423,802	42.965%	0.000%	42.965%	$432,040.00	0.000%	43.801 %	**Total:**	$432,040.00
								LEA-wide Total:	$401,085.00
								Limited Total:	$30,955.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Literacy and ELA Proficiency	Yes	LEA-wide	English Learners Low Income	All Schools	$51,764.00	
1	**1.2**	Math Proficiency	Yes	LEA-wide	English Learners Low Income	All Schools	$7,527.00	
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,789.00	
1	**1.4**	Well-rounded Opportunities	Yes	LEA-wide	Low Income	All Schools	$57,812.00	
1	**1.5**	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$33,272.00	
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	LEA-wide	Low Income	All Schools	$9,512.00	
1	**1.7**	Transportation and Field Trips	Yes	LEA-wide	Low Income	All Schools	$73,445.00	
2	**2.1**	Health Services	Yes	LEA-wide	Low Income	All Schools	$98,035.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Social/Emotional Support	Yes	LEA-wide	Low Income	All Schools	$53,971.00	
2	2.3	Foster Youth Mental Health Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$22,166.00	
3	3.1	Parent Engagement Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$15,747.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$738,605.00	$633,031.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Literacy and ELA Proficiency	Yes	$199,768.00	$188,385
1	**1.2**	Math Proficiency	Yes	$10,247.00	$4,105
1	**1.3**	English Learner Support	Yes	$59,236.00	$11,495
1	**1.4**	Well-rounded Opportunities	Yes	$23,189.00	$27,523
1	**1.5**	Technology	Yes	$52,770.00	$47,090
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	$33,024.00	$7,028
1	**1.7**	Transportation and Field Trips	Yes	$78,023.00	$83,153
1	**1.8**	Special Education Para Educators	No	$500.00	$500
2	**2.1**	Health Services	Yes	$84,616.00	$64,524
2	**2.2**	Social/Emotional Support	Yes	$166,022.00	$172,346
2	**2.3**	Foster Youth Mental Health Services	Yes	$5,131.00	$17,955

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Parent Engagement Programs	Yes	$26,079.00	$8,927
3	**3.2**	Parent Participation Opportunities	No	$0.00 This is a non-contributing action item.	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$432,445	$543,419.00	$533,394.00	$10,025.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy and ELA Proficiency	Yes	$197,594.00	$189,352		
1	1.2	Math Proficiency	Yes	$10,247.00	$4,105		
1	1.3	English Learner Support	Yes	$9,696.00	$11,495		
1	1.4	Well-rounded Opportunities	Yes	$22,189.00	$30,155		
1	1.5	Technology	Yes	$45,770.00	$41,090		
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Yes	$28,587.00	$3,031		
1	1.7	Transportation and Field Trips	Yes	$78,023.00	$83,153		
2	2.1	Health Services	Yes	$55,215.00	$35,855		
2	2.2	Social/Emotional Support	Yes	$64,888.00	$108,276		
2	2.3	Foster Youth Mental Health Services	Yes	$5,131.00	$17,955		
3	3.1	Parent Engagement Programs	Yes	$26,079.00	$8,927		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$985,271	$432,445	0%	43.891%	$533,394.00	0.000%	54.137%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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