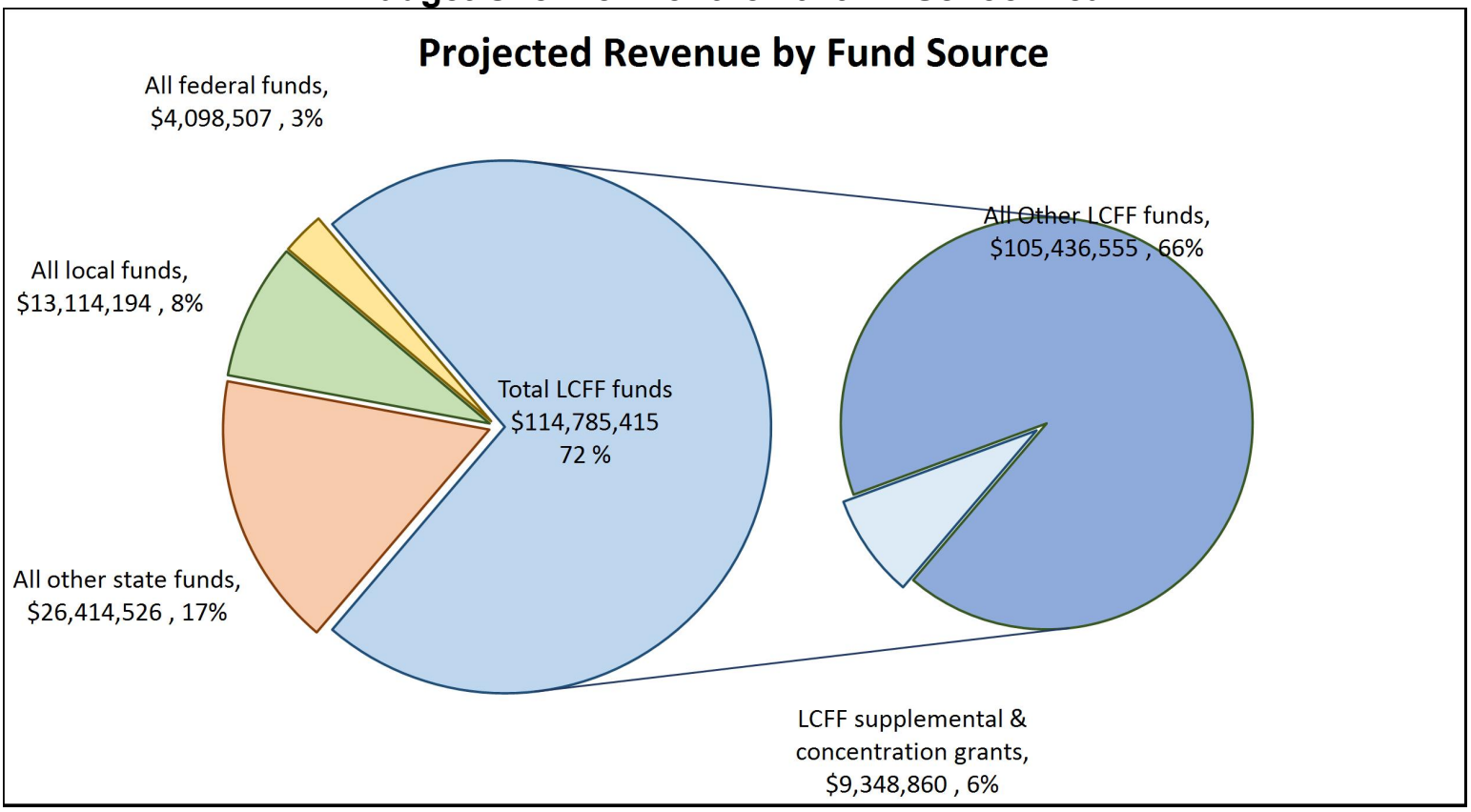
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Grove School District
CDS Code: 43 69625 0000000
School Year: 2026-27
LEA contact information:
Jenay Enna
Assistant Superintendent, Educational Services
Jenna@ogsd.net
(408) 227-8300

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 2026-27 School Year

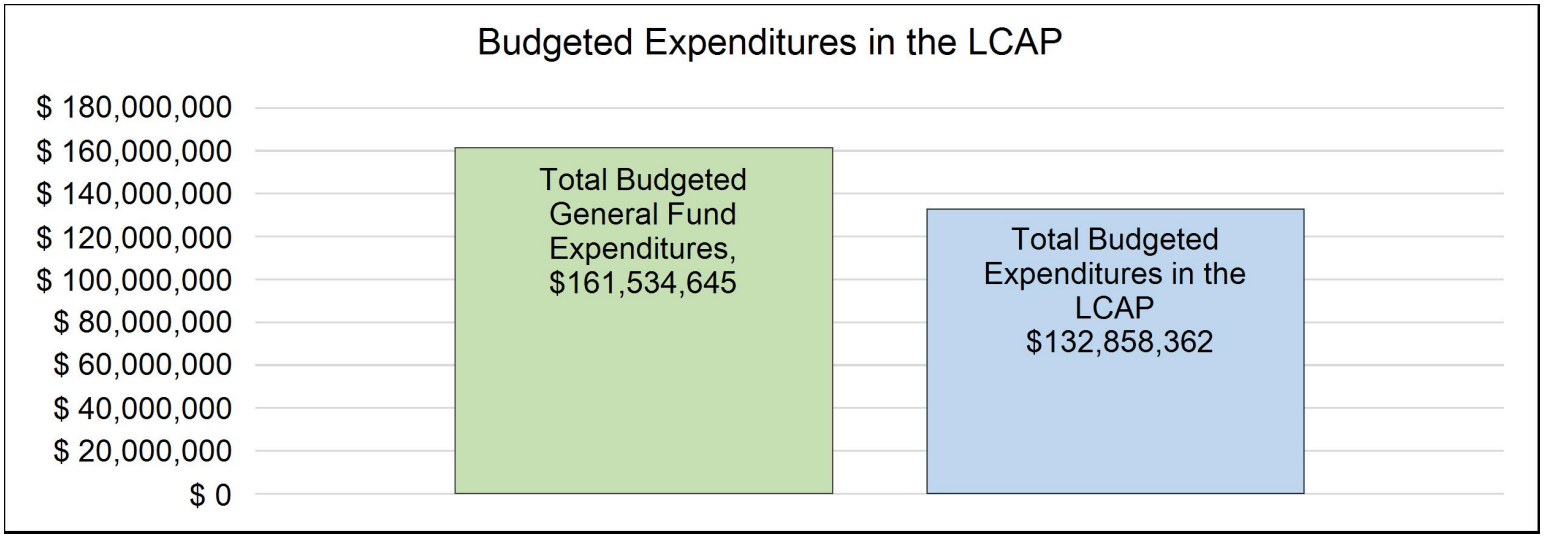


This chart shows the total general purpose revenue Oak Grove School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Grove School District is $158,412,642, of which $114,785,415 is Local Control Funding Formula (LCFF), $26,414,526 is other state funds, $13,114,194 is local funds, and $4,098,507 is federal funds. Of the $114,785,415 in LCFF Funds, $9,348,860 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 Oak Grove School District plans to spend for 2026-27. 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: Oak Grove School District plans to spend $161,534,645 for the 2026-27 school year. Of that amount, $132,858,362 is tied to actions/services in the LCAP and $28,676,283 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

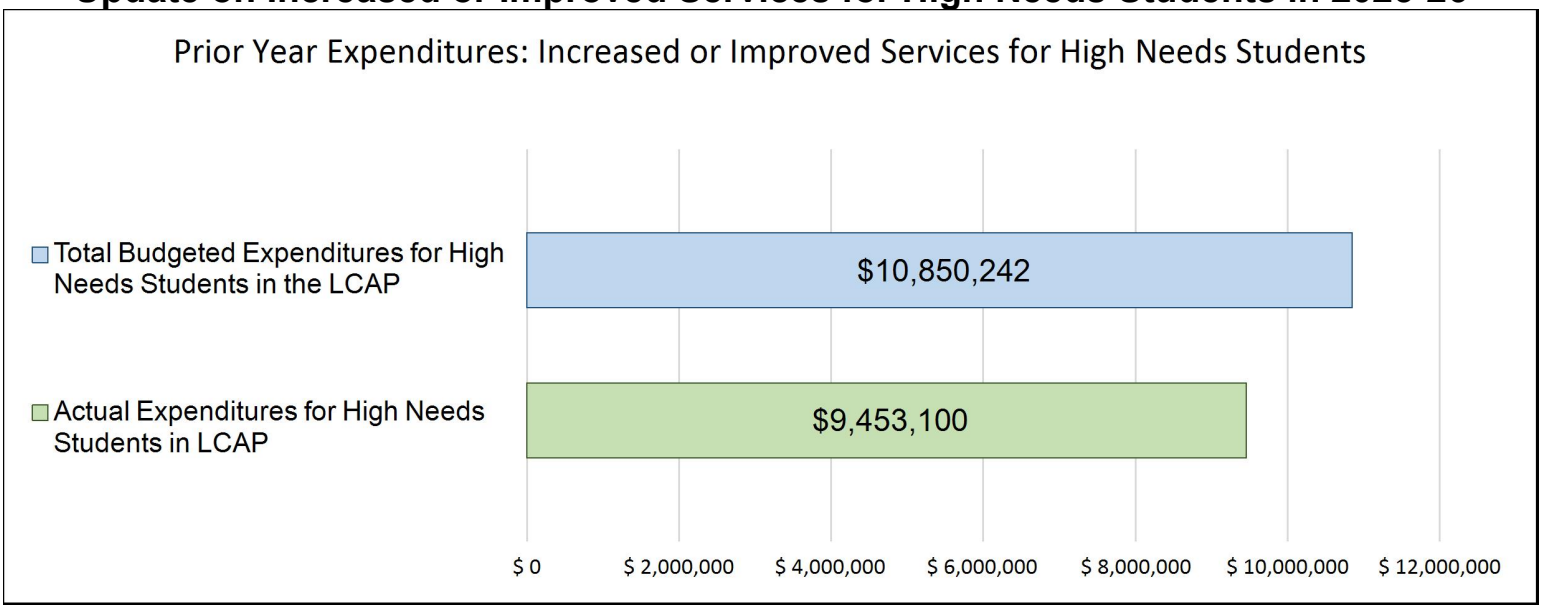
Expenditures that are not included in LCAP that contribute to schools' overall functions include:
1. Schools & Department allocations reserved for materials & supplies, services, equipment, leases & rentals
2. Sub Costs & additional time & contractual costs for certificated and classified employees
3. Support services including audit, legal, negotiations, insurance, testing, postage, etc.
4. Special Ed materials services outside of salaries and benefits
5. Early retirement and other general long-term obligations
6. STRS on Behalf Pension Contributions
7. Maintenance, Operations and Transportation related costs, including utilities
8. Other categoricals, other restricted funds and site-specific funds such as Title I, and the similar.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oak Grove School District is projecting it will receive $9,348,860 based on the enrollment of Foster Youth, English learner, and low-income students. Oak Grove School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Grove School District plans to spend $11,000,401 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 2025-26



This chart compares what Oak Grove 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 Oak Grove 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 2025-26, Oak Grove School District's LCAP budgeted $10,850,242 for planned actions to increase or improve services for high needs students. Oak Grove School District actually spent $9,453,100 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,397,142 had the following impact on Oak Grove School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services dedicated to increasing or improving services for high-needs students in 2025-26 were lower than originally budgeted primarily due to year-end cost variances and operational shifts. However, this difference did not negatively impact the planned actions or the overall level of increased or improved services. The actual expenditures remained fully compliant and well above the required supplemental funding threshold of $9,131,106, ensuring that all targeted student support services were successfully maintained and delivered as intended.

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
Oak Grove School District	Jenay Enna Assistant Superintendent, Educational Services	jenna@ogsd.net (408) 227-8300

Plan Summary [2026-27]

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.

Situated in the heart of Silicon Valley, Oak Grove School District strives for educational excellence for our students. Guided by our core values of Student Learning, Respect, Integrity, Inclusivity, Positive Interdependence, and Quality Performance, Oak Grove School District is committed to fostering an equitable, nurturing and dynamic learning environment.

Oak Grove School District is comprised of 15 elementary schools and 3 intermediate schools. With a total enrollment of 8,365 students spanning from TK to 8th grade as of the CBEDS collection day on October 1, 2025, our schools host a wide range of sizes, populations, and a variety of district program options. These include the constructivist-learning based Indigo K-8 grade program, the AdVenture STEM 5-8 grade program, the Christopher STEM 7/8 grade program, the Two-Way Spanish Bilingual Immersion Program tailored for TK-8 (located on 3 campuses), STEAM@Stipe TK-6th grade hands-on learning program, and the K-8 grade Oak Grove Virtual Learning Academy, providing an alternative instructional setting for families seeking flexibility. To serve students with special needs we offer Special Day Class options, an Autism specific program, Therapeutic program, Extensive Needs program and preschool services on 10 of our campuses. The largest enrollment is Herman Intermediate school, which houses the AdVenture Stem program and has a total of 724 students. The lowest enrollment is our Indigo Program, accommodating 272 students.

In Oak Grove we celebrate our rich diversity, with our 2025-2026 student population reflecting a mosaic of cultural and linguistic backgrounds. Among our students, 21% are English Learners, representing over 50 languages. Additionally, 40% of students qualify for free and reduced-price school lunch, while 15% receive special education services. Notably, 50.3% of our student body are deemed "unduplicated pupils," encompassing English Learners, Socioeconomically Disadvantaged (identified by free and reduced meal eligibility),

and/or Foster Youth or Homeless Youth status. Oak Grove supports 21 Foster Youth district-wide and 243 students who qualify as homeless under McKinney Vento criteria. Our student body further embodies diversity, with 52% identifying as Latino, 26% as Asian, 3% as Black or African American, and 12% as White. (all data is as of 10/1/2025)

Each day our 353 certificated employees carry out Oak Grove School District's mission, to ensure every child's potential is achieved.

Reflections: Annual Performance

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

The development of the three year LCAP (2024-2027) was based on the following reflections of California School Dashboard and local data:

After a three-year gap in CA Dashboard results that indicate both status and change, the results from the 2023 Dashboard served as a new baseline and presented both challenges and successes for Oak Grove School District.

Math results overall indicated growth, with a Yellow level (level 3), which was an improvement on the previous year's level 2 status. None of our schools had Red levels overall for math, and there were no district-wide student groups in the Red level. We did have some schools who achieved the green or blue level in math: Frost Elementary, Herman Intermediate, Indigo Program, Ledesma Elementary, Santa Teresa Elementary, and Taylor. While there were successes in growth and status, we also experienced challenges. Across the district, we had four student groups at the red level on the dashboard for the following schools: English Learners (Christopher Elementary, Bernal Intermediate, Davis Intermediate), Socioeconomically Disadvantaged (Christopher Elementary, Davis Intermediate), Students with Disabilities (Ledesma Elementary, Bernal Intermediate, Herman Intermediate), and Hispanic Students (Christopher Elementary, Davis Intermediate). Actions to address improvement in this area for these student groups are: 1.1, 1.2, 1.3, 1.5, 1.6, 3.1 and 3.2. Our 2023-2024 SBAC math scores for students who met or exceeded standard maintained at 41%. Math will continue to be an area of focus for continuous improvement, supported by a new curriculum adoption along with professional development in the areas of math frameworks, Universal Design for Learning, English Learner support, and understanding and implementing the new curriculum.

The Dashboard results for English Language Arts (ELA) was at the Orange level, which was also reflected in the decrease in overall students who met or exceeded standard on the 2023-2024 SBAC ELA assessment from 50% the previous year down to 48%. Despite this decline, we had schools with Green or Blue dashboard levels in ELA: Herman Intermediate, Indigo Program, Santa Teresa Elementary, and Taylor Elementary. District-wide, our Homeless Youth student group was at the Red level for ELA and Christopher Elementary School's overall level was Red for ELA. Additionally, there are four student groups across the district at the red level on the dashboard for the following schools: English Learners (Christopher Elementary, Davis Intermediate), Socioeconomically Disadvantaged (Baldwin Elementary, Christopher Elementary), Students with Disabilities (Anderson Elementary, Ledesma Elementary, Bernal Intermediate, Davis Intermediate, Herman Intermediate), Hispanic Students (Christopher Elementary, Edenvale Elementary, Stipe Elementary). Actions to address improvement in this area for these student groups are: 1.1, 1.2, 1.3, 1.5, 1.6, 2.2, 2.6, 3.1 and 3.2 We continue to shore up our Tier 1 Language Arts instructional program as part of the district's Multi-Tiered Systems of Support (MTSS). Tier 1 includes core curriculum that supports foundational literacy skills, such as phonemic awareness and phonics, writing across genres and content areas, and reading, analyzing, and discussing both literature and non-fiction texts. Training and materials for Tier 2 support are provided that can be implemented in small groups, online, and in pull out settings. Christopher School, as part of their Comprehensive Support and Improvement Plan will provide targeted intervention with a Literacy Intervention Specialist.

Technology use will continue to be an essential component to teaching and learning in the core content areas. EdTech Specialists will provide support across the learning communities by providing coaching and training to all classroom teachers on technology tools, guiding technology-based instruction, and researching and implementing effective tools to keep students safe and engaged in 21st century skills.

Several schools in the district had Blue or Green on the Dashboard English Learner Progress Indicator (ELPI), including Anderson Elementary, Bernal Intermediate, Edenvale Elementary, Hayes Elementary, Parkview Elementary, Santa Teresa Elementary, and Stipe Elementary. Overall the district was at was at Orange, showing that 51.1% of English Learners made 1 or more levels of progress on the English Language Proficiency Assessment for California. Christopher Elementary, Oak Ridge Elementary, and Sakamoto Elementary were all at level Red. Specific actions to address improvement in this area for these student groups are: 2.1 and 2.6 By January of 2024, 7% of our district English Learners were Reclassified Fluent English Proficient (RFEP), which was a lower rate than the previous year's rate of 11% in January 2023. With the data pointing to the need for improved growth for English Learners, we aim to expand our SEAL model, adding on implementation at two additional sites and strengthening our existing models in TK-3rd and 4th-6th. To support the expansion and provide systemic coaching cycles, we will increase our English Learner Teaching Partner staff by 2.0 FTEs so that each school site is well-supported, according to need. Professional development for teachers and staff will focus on supporting English Language Development across content areas and engaging English Learners in differentiated learning activities.

Developing Pre-K through 3rd grade academic alignment is a priority for Oak Grove. Through the SEAL model, the focus is not only on developing early academic language, but also implementing a comprehensive approach to literacy - engaging students in real-world context and integrating foundational language and literacy skills in science, math and social studies content. Starting with our youngest learners in TK, teachers will use thematic, age-appropriate curriculum, and receive training and coaching that supports play-based, language-rich learning environments. This support will continue through the primary grades to build foundational reading and writing skills. While all students benefit from strong early learning instruction and development, our focus continues to be raising the achievement of our student groups and schools with the lowest dashboard level on academic indicators, as well as English Learners, Socioeconomically Disadvantaged Students and Foster and Homeless Youth.

The district overall suspension rate on the CA Dashboard was at the Orange level, but Black/African American Students and Foster Youth were at Red. Additionally, Bernal Intermediate School, Davis Intermediate School and Christopher Elementary School's overall level was Red for suspension rate. We had the following three student groups at level Red at the indicated schools: English Learners (Davis Intermediate), Socioeconomically Disadvantaged (Christopher Elementary, Davis Intermediate, Bernal Intermediate), Students with Disabilities (Ledesma Elementary, Bernal Intermediate). Actions 3.5 5.1 will address improvement in this area for these student groups. One of the ways that we address the need for behavior support is by bolstering the MTSS Tier 1 implementation. For example, we will strengthen PBIS systems at schools, with individualized PBIS training at four sites. Training in restorative practices for student discipline and building classroom community will be provided to additional cohorts of teachers, as well as ongoing de-escalation training. During the 2024-2025 school year, Oak Grove School District will be enacting our Comprehensive Coordinated Early Intervention Services (CCEIS) plan to address significant disproportionality of Hispanic, Black/African American and English Learner student referrals to special education. The research conducted during the root cause analysis pointed to a need for cultural awareness and unbiased guidance for behavior resolutions. As such we will create a culturally responsive and equitable behavior matrix for all three MTSS behavior tiers.

Higher rates of chronic absenteeism have continued to be a focus area. As a district, our overall level was at Orange for chronic absenteeism with a rate of 25.6%. This rate reflects a decrease of 3% from the previous year, but nearly three times the average rate from pre-pandemic years. Engaging students in school and creating welcoming and affirming environments has continued to be a focus for our district. Pacific Islander students were at Red for Chronic Absenteeism and the following schools had an overall level of Red: Baldwin Elementary School, Bernal Intermediate School, Christopher Elementary School, Davis Intermediate School and Ledesma Elementary School. The following six student groups across the district were at Red at the indicated schools: English Learners (Baldwin Elementary, Hayes Elementary, Oak Ridge Elementary, Sakamoto Elementary, Taylor Elementary, Bernal Intermediate, Davis Intermediate), Students with Disabilities (Del Roble Elementary, Hayes Elementary), Asian Students (Parkview Elementary), Hispanic Students (Baldwin Elementary, Ledesma Elementary, Sakamoto Elementary, Taylor Elementary, Indigo Program), White Students (Anderson Elementary, Del Roble Elementary, Hayes Elementary, Parkview Elementary, Bernal Intermediate), 2 or More Races (Hayes Elementary). Actions to address improvement in this area for these student groups are: 5.4 and 5.7 Social-emotional learning and student wellness continue to be a priority, according to feedback from our educational partners, and we will provide support for students in this area. Social work interns, mental health interns, and Community Liaisons are among the services that will be provided to schools. Additionally, SEL based instructional activities and high-interest learning opportunities will be provided to students, including increased Visual and Performing Arts (VAPA) instruction due to Prop 28 funding. Music, art and/or drama classes will be offered in all elementary school sites and additional resources for elective arts and music will enhance the middle school VAPA programs.

Reflections on Year 1 of LCAP (2024-2025):

CA Dashboard results for English Language Arts showed progress with student groups that increase the average distance from standard scores on the CAASPP assessments. While the overall status for the district remained in the Orange level, students with 2 or more races, white, and homeless youth showed increases. In 2025-2026 we will begin implementing the board approved Reading Difficulties Risk Assessment, that will identify specific gaps in the foundational reading skills of Kindergarten through second grade students and provide teachers with data that will drive targeted, skill based intervention in the classroom. We will also embark on piloting new Kindergarten through eighth grade language arts curriculum. We are planning to have a recommendation for the board by May of 2026 to be ready for full implementation in the fall of 2026.

There was a slight decline in average distance from standard on the CA Dashboard for math, with a decrease of 2.6 ponts. However, this decrease, because of the status and change formula, resulted in a color change from yellow to orange. Homeless youth made significant gains in math and moved from orange to yellow. 2024-2025 was the first year of implementation of new math curriculum, SAAVAS enVision math. Teachers were provided with professional development opportunities to understand the lesson design and how to support English Learners, neurodivergent students and diverse learning needs. Continued learning around the math frameworks, essential math standards, and universal design for learning in math will take place in the 2025-26 school year.

With the 2024 CA Dashboard results for the English Learner Progress Indicator at the Orange level, we are eager to see the impacts of SEAL model expansion to include all elementary school sites. Our English Learner progress remains a priority, with dedicated supports and professional development for ELD and language rich instructional strategies. We will continue to strengthen our SEAL implementation and provide meaningful opportunities for engagement and language development.

Chronic Absenteeism and Suspension Rates both increased on the 2024 CA Dashboard from Yellow to Orange levels. Close monitoring of data and analysis of practice have been the hallmark of improved outcomes and because of our efforts at the district and site level, we anticipate continued improvements in these areas. Student groups that improved on the CA Dashboard for Chronic Absenteeism include Pacific Islander, White, English Learners, and Foster Youth. The district looks forward to continuing to build on Social Emotional Learning supports for students and providing welcoming, affirming and engaging learning environments. We improved Suspension rates on the CA Dashboard for Asian, Hispanic, Pacific Islander, English Learner, and Foster Youth student groups. As part of our Compliance Improvement Monitoring for Comprehensive Coordinated Early Intervention Services (CIM for CCEIS) plan, a comprehensive guidance document was created in 2024-2025 for addressing student behavior. This culturally responsive behavior matrix was the result of training received and input from a variety of groups including PBIS mentors, Wellness Committee, SST and 504 Coordinators, and Leadership Team members. Moving forward, the behavior matrix will serve as a tool for teachers, staff, and administrators to provide meaningful corrective measures that are equitable and consistent district-wide.

With a focus on supporting our student populations that have the highest need, and addressing our lowest Dashboard levels, we will continue to monitor progress and assess LCAP actions for effectiveness. Prior LREBG allocations will be expended by June 30, 2025. New LREBG allocations plan to be used to support MTSS Tier 2 and Tier 3 behavior and social emotional needs of students in the Therapeutic Special Day Classes at two of our schools, which is outlined in Goal 3, Action 5. Of these funds, $288,000 is anticipated to be used in the 2025-26 school year. The LCSW will support students 1:1 in the therapeutic setting, partnering with teachers and families to work towards keeping students at baseline and moving towards greater inclusion and time in the mainstream setting. The Wellness Coach will support students with social skills in small groups and can lead whole group social emotional lessons while students are mainstreaming in the general education classrooms. As we have continued to strengthen our implementation of MTSS, there has been a clear need for Tier 2 and 3 behavior and social emotional support systems and practices. By providing these services, our goal is to decrease suspensions and behavior incidents and increase inclusion of students with special needs. We will measure success of this action with goal 5 metric 5.2 - suspension rate of students with disabilities.

Reflections on Year 2 of LCAP (2025-2026):

English Language Arts
The California Dashboard results for English Language Arts reflect meaningful progress, with several student groups demonstrating an increase in average distance from standard scores on the CAASPP assessments. The district's overall status advanced from the orange to the yellow performance level, with all student groups maintaining or improving their Dashboard levels, with the exception of Homeless Youth. This year marked the implementation of the board-approved Universal Screener, Amira, which enabled the identification of specific gaps in foundational reading skills among Kindergarten through second grade students. The screener provided teachers with actionable data to support targeted, skill-based intervention in the classroom. Following a successful English Language Arts curriculum pilot and adoption, the district is confident that educators will be equipped with the tools necessary to deliver effective literacy intervention and acceleration in the upcoming school year.

Mathematics

The California Dashboard results for Mathematics reflect an increase of 1.9 points in average distance from standard, resulting in a color change from orange to yellow. All student groups maintained or improved their Dashboard levels, with the exception of Homeless Youth and Pacific Islander students, who experienced slight decreases. The 2025–2026 school year marked the second year of implementation of the adopted mathematics curriculum, SAVVAS enVision Math. Continued professional learning focused on the mathematics frameworks, essential standards, and mathematical language routines is planned for the 2026–2027 school year.
English Learner Progress
The 2025 California Dashboard results for the English Learner Progress Indicator demonstrated an improvement of nearly 2%, yielding a level change from orange to green. Supporting English Learner progress remains a district priority, with dedicated resources, targeted professional development in English Language Development, and the promotion of language-rich instructional strategies. The district will continue to strengthen its SEAL implementation and expand meaningful opportunities for student engagement and language development.

Chronic Absenteeism
Chronic Absenteeism rates decreased on the 2025 California Dashboard, resulting in a yellow performance level. Consistent data monitoring and reflective analysis of practice have been central to these improved outcomes. However, student groups including Homeless and Foster Youth, students of Low Socioeconomic Status, and Students with Disabilities experienced increases in chronic absenteeism. As a result, the district is participating in Differentiated Assistance and is actively developing a targeted improvement plan to address attendance and absenteeism. The district remains committed to expanding Social Emotional Learning supports and fostering welcoming, affirming, and engaging learning environments for all students.

Suspension Rates
Suspension rates decreased on the 2025 California Dashboard, resulting in a green performance level. Improvements were realized across all student groups, with the exception of Filipino and Foster Youth students, who experienced slight increases. The district will continue to strengthen Tier 1 behavior strategies and provide staff training in de-escalation techniques and the management of Tier 2 and Tier 3 behaviors in the classroom. The district's behavior matrix will remain a foundational tool for teachers, staff, and administrators to ensure that corrective measures are applied equitably and consistently across all sites.

LREBG
Continuing to support student populations that have the highest need, and addressing our lowest Dashboard levels is an ongoing priority for LREBG expenditures. The district has $112,165 in unspent allocations from 2025-26. These funds will be used in 2026-27, along with a portion of new LREBG allocations, to support MTSS Tier 2 and Tier 3 behavior and social emotional needs of students in the Therapeutic Special Day Classes at two of our schools, which is outlined in Goal 3, Action 5. Tier 2 & 3 support includes Licensed Clinical Social Worker support, RBT support and staff professional development. The support will be provided in the Therapeutic program classrooms, partnering with teachers and families to work towards keeping students at baseline and moving towards greater inclusion and time in the mainstream setting. In addition, professional development for both special education and general education staff will be provided at the sites with the Therapeutic program. The District is estimating a new LREBG allocation in the amount of $800,300 for 2026-27. Combined with the carryover, the total available amount will be $912,465. We anticipate using $376,234 for the Tier 2 and Tier 3 behavior support services in 2026-27. The LREBG fund remaining balance will be used to fund future years. By providing these services, our goal is to decrease suspensions and behavior incidents and increase inclusion of students with special needs. We will measure success of this action with goal 5 metric 5.2 - suspension rate of students with disabilities.

Reflections: Technical Assistance

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

Based on 2025 Dashboard Results, Oak Grove was found eligible for Technical Assistance for Chronic Absenteeism for both Homeless (MKV) and Foster Youth, Suspension Rate of Foster Youth, and Academics for Homeless Youth. All of these indicators were Red on the Dashboard. Beginning in January, we formed a District Differentiated Team (DA), composed of District administrators, Elementary School Principal, Teachers Union President, School Linked Services Coordinator, Ed Services Administrative Secretary, and Middle School Social Worker. Between JanThis team met monthly with SCCOE support person, who facilitated work grounded in improvement science. The work of the first half of DA Year one has included: Dashboard data analysis, identifying a problem of practice, root cause analysis, process mapping, empathy interviews, local data analysis, creating an AIM statement, completing a driver diagram and theory of improvement and begin testing change idea/improvement cycle.

Through this work, the Oak Grove DA Team determined we would focus our improvement cycles on Chronic Absenteeism of Homeless Youth and based on data selected Anderson Elementary School as a focal school. Our problem of practice states: A significant performance gap exists between our Foster and MKV & All students in Chronic Absenteeism. The Chronic Absenteeism Rate Foster Youth in 2025 was 37% and for MKV Youth was 36.6% as compared to 17.6% for “All” students. The AIM statement that was developed states: By December 11, 2026, we will have decreased the chronically absent rate of our Foster students and MKV students - from 26% (as of 4/1/26) to 11% or lower for Foster Youth and 38% (as of 4/1/26) to 23% or lower for MKV Youth as measured by PowerSchool data.

By June, we were able to test one change idea at the school, having a 2x10 conversations (2 minutes for 10 days) with students identified as MKV and Chronically Absent that build relationship with the teacher, and support them in feeling a sense of belonging at school. the results of the initial cycle will be analyzed and next steps will be determined for the 26-27 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools are eligible 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.

No schools are eligible for CSI

Monitoring and Evaluating Effectiveness

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

No schools are eligible for CSI

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
DELAC - 2/13/2026	LCAP goals were reviewed and participants were given directions and the link for completing the educational partners survey.
District Advisory Committee/Home & School Club Presidents - 1/22/2026	LCAP goals were reviewed and participants were given directions and the link for completing the educational partners survey. District survey results were reviewed at the May meeting, followed by a discussion about priorities.
HABLA - 2/26/2026	LCAP goals were reviewed and participants were given directions and the link for completing the educational partners survey.
The Village (African American Parent Group) - 2/10/2026	Written communication was sent to participants during the educational partner feedback survey window. At the February meeting, participants reviewed the purpose of the survey and the link was shared.
Student Advisory Council - 2/13/2026	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Induction Teachers - 2/9/2026	Participants were given an opportunity to complete the educational partners feedback survey.
Leadership Team - 2/25/2026	LCAP goals were reviewed and participants were given directions and the link for completing the educational partners survey.
School Secretaries - 2/11/2026	LCAP goals were reviewed and participants were given directions and the link for completing the educational partners survey.

Educational Partner(s)	Process for Engagement
Intermediate School Counselors 2/5/2026	LCAP goals were reviewed and participants were given directions and the link for completing the educational partners survey.
SELPA Consultation - 4/23/2026	SELPA Director/team provided resources on April 23, 2025 related to Students with Disabilities, compliance monitoring, and high leverage practices aligned to specific targeted areas.
Nurses & Health Clerks - 2/1/2026	LCAP goals were reviewed and participants were given directions and the link for completing the educational partners survey.
LCAP & Coffee (Parkview) - 2/13/2026	Ed Services staff provided coffee and donuts to parents during the morning drop off. Parents engaged in 1:1 conversations to answer key survey questions. Bilingual staff were there to engage with Spanish speaking families. Parents and families were invited to complete the educational partners feedback survey.
LCAP & Coffee (Stipe) - 2/13/2026	Ed Services staff were present during the Lunar New Year festival. Parents engaged in 1:1 conversations to answer key survey questions. Bilingual staff were there to engage with Spanish speaking families. Parents and families were invited to complete the educational partners feedback survey.
LCAP & Coffee (Edenvale) - 2/24/2026	Ed Services staff provided coffee and donuts to parents during the morning drop off. Parents engaged in 1:1 conversations to answer key survey questions. Bilingual staff were there to engage with Spanish speaking families. Parents and families were invited to complete the educational partners feedback survey.

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

The adopted LCAP was directly shaped by the feedback of over 3,200 educational partners, including students, parents, staff, and community members, through a process of surveys and community conversations. Based on the analysis of this stakeholder input, the following priorities were identified for the 2026-2027 LCAP to reflect the community's needs:

1. Sustaining Valued Programs
The plan maintains a firm commitment to programs that students and families identified as high-value, specifically:
-Visual and Performing Arts (VAPA): Continuing commitment to arts programming across the district.
-After-School Support: Offering after-school programs at all sites and exploring new before-school opportunities, which was a top priority for working families.
-Child Nutritional Services: Continuing to provide free breakfast and lunch for all students in 2026-2027.

2. Safety, Well-being, and Inclusion

Reflecting that 46% of respondents identified Goal 5 (safe and engaging environments) as their top priority, the LCAP includes these targeted measures:
-Universal Mental Health Support: Providing a "braided model" of counseling, mental health interns, and social workers so that every school site has dedicated mental health support.
-Inclusive Curriculum: Implementing culturally relevant curriculum and instructional resources that actively promote diversity, equity, and inclusion.
-Behavioral Training: Training staff not only on core curriculum (with a literacy focus) but also on behavior support.

3. Academic Intervention and Technology
To address concerns about academic growth and learning gaps, the plan includes:
-Extended Learning: Continued support for after-school and summer intervention opportunities.
-Digital Access: Maintaining support for 1:1 student devices and digital instructional tools.

4. Community Engagement and Communication
In response to feedback regarding the need for better communication—including specific requests for non-digital options, like flyers, the LCAP adopts a more diverse outreach strategy:
-Multi-Modal Platforms: Utilizing ParentSquare, social media, district websites, and in-person opportunities to reach all families.
-Celebrating Success: Actively promoting district community events, awards, and recognitions to build a positive school culture.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be proficient in meeting and/or exceeding all Common Core State Standards and 21st century skills.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Analysis of student performance on 2023 SBAC state assessments shows that 48% of 3rd - 8th grade students met or exceeded grade-level standards in English Language Arts (ELA) and 41% in Math. Input received in Spring 2024 from stakeholders through the LCAP development process indicates a desire to improve achievement for all students. Only 71.6% of 2414 survey respondents who took the Educational Partner feedback survey in English agreed or strongly agreed that OGSD prepares all students to be proficient in common core state standards, whereas 90.6% of respondents on the Spanish survey agreed. We plan to improve student proficiency in ELA, math and core content performance through actions that support and improve student learning, and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC Math State Assessment	2022-2023 students met or exceeded standard: Overall: 41% English Learners: 14% Students with Disabilities: 16% Socioeconomically Disadvantaged: 27% Hispanic/Latino: 23%	2023-2024 students met or exceeded standard: Overall: 42% English Learners: 12% Students with Disabilities: 12%	2024-2025 students met or exceeded standard: Overall: 44% English Learners: 15% Students with Disabilities: 15%	2025-2026: Increase students who met or exceeded standard in math by an average of 3% each year. Year 3 target outcome: Overall: 50%	Overall: +3% English Learners: +1% Students with Disabilities: -1% Socioeconomically Disadvantaged: +1% Hispanic/Latino: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 28% Hispanic/Latino: 23%	Socioeconomically Disadvantaged: 28% Hispanic/Latino: 26%	English Learners: 23% Students with Disabilities: 25% Socioeconomically Disadvantaged: 36% Hispanic/Latino: 32%	
1.2	SBAC ELA State Assessment	2022-2023 students met or exceeded standard: Overall: 48% English Learners: 12% Students with Disabilities: 14% Socioeconomically Disadvantaged: 33% Hispanic/Latino: 30%	2023-2024 students met or exceeded standard: Overall: 46% English Learners: 10% Students with Disabilities: 11% Socioeconomically Disadvantaged: 33% Hispanic/Latino: 29%	2024-2025 students met or exceeded standard: Overall: 48% English Learners: 12% Students with Disabilities: 13% Socioeconomically Disadvantaged: 31% Hispanic/Latino: 32%	2025-2026: Increase students who met or exceeded standard in ELA by an average of 3% each year. Year 3 target outcome: Overall: 57% English Learners: 21% Students with Disabilities: 23% Socioeconomically Disadvantaged: 42% Hispanic/Latino: 39%	Overall: no change English Learners: no change Students with Disabilities: -1% Socioeconomically Disadvantaged: -2% Hispanic/Latino: +2%
1.3	California Science Test (CAST)	2022-2023: 36% Met or Exceeded Standard	2023-2024: 36% Met or Exceeded Standard	2024-2025: 33% Met or Exceeded Standard	2026-2027: Increase students who met or exceeded standard in science by an average of 3% each year. Year 3 target outcome is 45%	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Local ELA Benchmark Assessment	2023-2024 i-Ready Reading Mid-Year Assessment students at or above standard: Overall: 44% English Learners: 16% Students With Disabilities:15% Hispanic/Latino: 30%	2024-2025 i-Ready Reading Mid-Year Assessment students at or above standard: Overall: 45% English Learners: 16% Students With Disabilities:17% Hispanic/Latino: 29%	2025-2026 i-Ready Reading Mid-Year Assessment students at or above standard: Overall: 46% English Learners: 13% Students With Disabilities:16% Hispanic/Latino: 29%	2026-2027: Increase students at or above standard in Reading by an average of 3% each year. Year 3 target outcome: Overall: 53% English Learners: 25% Students With Disabilities: 24% Hispanic/Latino: 39%	Overall: +2% English Learners: -3% Students With Disabilities:+1% Hispanic/Latino: -1%
1.5	Local Math Benchmark Assessment	2023-2024 i-Ready Math Mid-Year Assessment students at or above standard: Overall: 36% English Learners: 14% Students With Disabilities:13% Hispanic/Latino: 21%	2024-2025 i-Ready Math Mid-Year Assessment students at or above standard: Overall: 38% English Learners: 18% Students With Disabilities: 14% Hispanic/Latino: 21%	2025-2026 i-Ready Math Mid-Year Assessment students at or above standard: Overall: 39% English Learners: 14% Students With Disabilities:13% Hispanic/Latino: 22%	2026-2027: Increase students at or above standard in math by an average of 3% each year. Year 3 target outcome: Overall: 45% English Learners: 23% Students With Disabilities: 22% Hispanic/Latino: 30%	Overall: +3 English Learners: No change Students With Disabilities: no change Hispanic/Latino: +1%
1.6	Student Access to Instructional Materials	Fall 2023: 100% of sites visited successfully passed Williams Compliance reviews	Fall 2024: 100% of sites visited successfully passed Williams Compliance reviews	Fall 2025: 100% of sites visited successfully passed Williams Compliance reviews	Fall 2026: 100% of sites visited successfully passing William's compliance reviews	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Implementation of Academic Content Standards	2023-2024: Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, and history-social science and Next Generation Science Standards (NGSS)	2024-2025: Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, history-social science, and Next Generation Science Standards (NGSS)	2025-2026: Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, history-social science, and Next Generation Science Standards (NGSS)	2026-2027: Implementation of Academic Content Standards--OGSD CA Dashboard Local Indicator Ratings at 5 (Full Implementation and Sustainability) in all areas for ELA, ELD, math and history-social science, and NGSS	No change
1.8	Summary of LCFF Priority 7: Access to a Broad Course of Study	2023-2024: 100% of students TK-8 have access to core subjects including language arts, math, science, social studies and PE 100% of English Learners are provided ELD 44% of students in elementary school receive district provided VAPA classes 88.4% of Unduplicated Students (English Learners, Socioeconomically Disadvantaged, Foster and Homeless Youth) in middle school are enrolled in electives in the areas of VAPA, STEM, AVID or Ethnic Studies	2024-2025: 100% of students TK-8 have access to core subjects, including language arts, math, science, social studies, and PE. 100% of English Learners are provided with ELD. 100% of students in elementary school receive district-provided VAPA classes 96.10% of Unduplicated Students (English Learners, Socioeconomically	2025-2026: 100% of students TK-8 have access to core subjects, including language arts, math, science, social studies, and PE. 100% of English Learners are provided with ELD. 100% of students in elementary school receive district-provided VAPA classes 81.5% of Unduplicated Students (English Learners, Socioeconomically	2026-2027: Maintain 100% of TK-8 students have access to core subjects including language arts, math, science, social studies and PE 100% of English Learners are provided ELD 100% of students in elementary school receive district provided VAPA classes 95% of Unduplicated Students (English Learners, Socioeconomically	Access to core subjects: No change EL Access to ELD: No change Elementary school access to VAPA: +56% Unduplicated student access to VAPA, STEM, AVID or Ethnic Studies Electives: -6.9% English Learners enrolled in an elective:+.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		97.95% of English Learners in middle school are enrolled in an elective	Disadvantaged, Foster and Homeless Youth) in middle school are enrolled in electives in the areas of VAPA, STEM, AVID, or Ethnic Studies 98.29% of English Learners in middle school are enrolled in an elective	Disadvantaged, Foster and Homeless Youth) in middle school are enrolled in electives in the areas of VAPA, STEM, AVID, or Ethnic Studies 98.6% of English Learners in middle school are enrolled in an elective	Disadvantaged, Foster and Homeless Youth) in middle school are enrolled in electives in the areas of VAPA, STEM, AVID or Ethnic Studies 100% of English Learners in middle school are enrolled in an elective	
1.9	Properly Credentialed Teachers	2021-2022: Teaching Assignment Monitoring Outcomes data shows 93.1% of teachers with a clear credential.	2022-2023: Teaching Assignment Monitoring Outcomes data shows 91.4% of teachers with a clear credential.	2023-2024: Teaching Assignment Monitoring Outcomes data shows 88.1% of teachers with a clear credential.	2026-2027: 100% of teachers will have required credentials	-5%
1.10	Completion Rate of Induction Teachers	2023-24: 86% of teachers who started Induction in September 2022 are expected to complete the program May 2024. The 14% of teachers who did not finish expected May 2024 is because they left the district after Year 1	2024-2025: 65% of teachers who started Induction in September 2023 completed the program in May 2025. Of the 35% of teachers who did not complete the program, 25% of them left the district after Year 1. The other 10% needed additional time to complete their requirements.	2025-2026: 81% of teachers who started Induction in September 2024 completed the program in May 2026. Of the 19% of teachers who did not complete the program, 100% of them left the district at the conclusion of May 2025 and were not employed by	2026-2027: 100% of teachers complete the Induction Program within 2 years	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				OGSD for the 25-26 school year.		
1.11	Annual Student Technology Survey (grades 3-8)	2023-2024: Students in grade 3-8 who use technology to engage in 21st century skills weekly at school: 98% Students in grades 3-8 who use technology to engage in 21st century skills daily at school: 86.7%	2024-2025: Students in grades 3-8 who use technology to engage in 21st century skills weekly at school: 98% Students in grades 3-8 who use technology to engage in 21st century skills daily at school: 89%	2025-2026: Students in grades 3-8 who use technology to engage in 21st century skills weekly at school: 97% Students in grades 3-8 who use technology to engage in 21st century skills daily at school: 87%	2026-2027: Students in grade 3-8 who use technology to engage in 21st century skills weekly at school: 100% Students in grades 3-8 who use technology to engage in 21st century skills daily at school: 90%	Weekly technology use: -1% Daily technology use:+0.3%

Goal Analysis [2025-26]

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.

Successful implementation:
1.1 Recruit, hire and retain highly qualified and diverse staff: Fully Implemented
1.2 Core and Supplemental Curriculum, Assessment, and Data: Fully Implemented
1.3 Core Curriculum Professional Development: Strong Implementation
1.4 Visual and Performing Arts Districtwide and After-School Sports at the Intermediate Schools: Fully Implemented
1.5 Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth: Strong implementation
1.6 Technology Hardware: Fully implemented
1.7 Technology, Software, and Programs: Fully implemented
1.8 Informational Technology Staff, Online Safety and Site Technology Support: Fully implemented

Modified implementation:
1.3 Core Curriculum Professional Development: We budgeted for an after school professional development series called OGSD University, which was not implemented. We also postponed core ELA curriculum foundational skills training for new teachers due to the planned adoption of new curriculum for ELA/ELD in the coming year.

1.5 Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth: An administrative secretary retired and her position was not filled. However, the support provided for our student group populations was redistributed among existing funded staff.

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.

Material Differences for Goal 1 Include:
1.3: Additional budget was added from prior year Title III carryover for site professional development and materials.
1.6: Additional budget was added for Chromebooks and UPS Upgrades.

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

Strong Effectiveness:
1.1 The district made progress in recruiting, hiring, and retaining a more diverse and highly qualified staff to better reflect the student population. New teachers participated in the New Teacher Induction program to support onboarding and retention.
1.2 Core and Supplemental Curriculum, Assessment, and Data showed strong effectiveness, as evidenced by 100% of students receiving the needed instructional materials at the start of the year. In addition, there were increased student achievement scores in the district ELA benchmark assessment (from baseline 42% to current 45% proficiency). There were also increased student achievement scores in the district Math benchmark assessment (from baseline 36% to current 39% proficiency).
Action 1.3 Core Curriculum Professional Development was highly effective, as evidenced by over 99% of surveyed staff agreeing that the sessions were engaging and relevant to their work (up 4% from last year). Furthermore, over 97% of surveyed staff strongly agreed that they can share what they learned with a colleague.
Action 1.4 Visual and Performing Arts showed strong effectiveness, as evidenced by 100% of all Transitional Kindergarten through Sixth grade students at the elementary sites engaged in two of the following offerings: Music, Visual Art, and Theatre. Additionally, 100% of the intermediate school sites offered after-school sports.
Actions 1.6 and 1.7 (Technology Infrastructure and Systems): The district maintained a 1:1 student-to-device ratio and continued investment in technology systems, including Google Workspace for Education Plus and IncidentIQ, to support instructional access and operational efficiency.
Action 1.8 Student Technology Survey showed emerging Effectiveness as evidenced by students in grades 3-8 use technology to engage in 21st-century skills weekly at school (Baseline of 98% to current 97%)

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.

Actions Modifications
1.1 - New Teacher Induction will be offered to current Year 1 teachers who will be Year 2 in 26-27, and to any teachers with a preliminary credential expiring in the next two years.
1.2 - New ELA/ELD Curriculum will be purchased and implemented. We will be eliminating some supplemental curriculum materials due to the purchase of a new curriculum.
1.4 - District VPA positions will be eliminated
1.8 - We will be reducing one EdTech TOSA position and freezing participation in out of district conferences.

Metrics Modifications
No planned modifications

Expected Outcomes
Increases in literacy achievement is expected, as evidenced by benchmark assessment proficiency and CAASPP state test results

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	Recruit, hire and retain highly qualified and diverse staff	We will recruit, hire and retain highly qualified and diverse staff to mirror our student community by actively reaching out to communities and engaging with partners with a focus on diversity and will use competitive recruitment strategies. Our new teachers will participate in the New Teacher Induction program on an every other year cycle and we will provide ongoing training and professional development for all teachers.	$83,149,283.00	No
1.2	Core and Supplemental Curriculum, Assessment and Data	We will provide core and supplemental curriculum to teachers and students district-wide in the content areas of: English language arts, math, history-social science, science, comprehensive sexual health education (grades 5 and 7), and Spanish language arts for dual language classrooms. This will ensure equity of access and educational opportunity for all students at all school sites and district programs. New English language arts and English	$445,963.00	No

Action #	Title	Description	Total Funds	Contributing
		language development curriculum will be purchased district-wide for implementation in the start of the school year. We will provide common, academic benchmark assessments, to all students district-wide in order to provide feedback and data on student progress and learning. The assessments will be available in Spanish for our dual language classrooms. K-2 students will be assessed for reading difficulties with Amira Reading Difficulties Risk Assessment - Universal Screener. We will use a district-wide, comprehensive data management system to store, visualize, and share data. This will support data driven instructional practices and pedagogy so that students with additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement. We will continue to enhance current school libraries to increase selection of engaging STEAM and non-fiction informational books to support History Social Studies and NGSS units of study. In addition, we will continue our focus of purchasing inclusive books that represent our diverse communities and affirm students' sense of belonging.		
1.3	Core Curriculum Professional Development	We will ensure professional development is provided over the course of a 2-year cycle to all TK-8th grade teachers who are new to the district in the areas of Language Arts, History Social Science, Science and Math. This training also includes Dual Immersion core curriculum. This will ensure teacher preparation to implement our Tier 1 Core Curriculum and pedagogical practices. All new teachers in the district will receive professional development in Universal Design for Learning within their first 2 years in the district. This training supports teachers in providing a variety of ways for students to access and engage with materials and demonstrate their learning. Teachers new to fifth and seventh grades will receive training in updated Comprehensive Sexual Health Education (CSHE) materials as required by the California Healthy Youth Act. This training ensures that students receive instruction and information that is inclusive and prepares them for a safe and healthy lifestyle.	$42,959.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	We will provide visual and performing arts enrichment for students in grades TK-6, and after school sports in intermediate schools for students throughout the district. This will help our students gain exposure to a well-rounded school experience, and engagement in the 21st century skills of collaboration, communication, critical thinking and creativity. These activities will support our students from a whole child perspective in meeting academic, behavioral, social-emotional learning and physical wellness.	$1,789,725.00	No
1.5	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	We will provide additional, targeted support within the Educational Services Division for English Learners, socioeconomically disadvantaged students, homeless youth, and foster youth through a more intentional and coordinated approach to equitable programs and services. Directors, administrators, and support staff will work collaboratively to ensure resources, interventions, and supports are principally directed toward meeting the unique academic and social-emotional needs of these student groups. The Director and Coordinator of Curriculum, Instruction, and Assessment oversee the implementation of programs and services designed to ensure equitable access to grade-level content, instructional supports, and Universal Design for Learning (UDL). Through ongoing data analysis, weekly collaboration, department discussions, and progress monitoring, the team works to identify student needs, strengthen instructional practices, and ensure all students are supported in achieving the California Common Core State Standards.	$329,301.00	Yes
1.6	Technology Hardware	We will maintain and provide replacement Chromebook devices so all of our students continue to have access to the curriculum and other technology-based teaching tools. With the passage of Measure P, the upgrade of AV systems and classroom technology will be included in the Bond facilities update through the length of the bond project.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Technology Software and Programs	We will invest in the various technology software programs and applications to support and enhance staff and student productivity and ability to perform teaching and learning tasks. Adobe Creative Cloud provides staff with the ability to manipulate Adobe Acrobat documents. Google Workspace for Education Plus allows staff to use the enhanced features and applications within Google Workspace Suite. IncidentIQ Asset Management application allows the IT department and school sites to manage student Chromebook inventory and ensure a 1:1 device ratio.	$790,458.00	No
1.8	Informational Technology Staff, Online Safety and Site Technology Support	The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge and meet technology standards. We will provide two EdTech coaches to support students and staff in the use of technology in the classroom. Coaching will include modeling instructional strategies and use of online tools, and providing resources for students, teachers, and parents. The EdTech team will also ensure the tools used to support student learning are well-implemented and users follow legal guidelines around student privacy and safety. We will provide trained site Tech Mentor positions to support technology problem solving and professional development for school staff. Tech mentors provide informed and expedient resolutions to any concerns or issues. Tech Mentors will also work closely with the EdTech team as new pilots, features and services are available and implemented at their respective sites and provide feedback as needed. The Informational Technology Department will ensure all IT Help Desk tickets are completed within 30 days that the ticket was created. Help Desk tickets are addressed based on priority. High-priority items are resolved within 24 hours. Medium priority items, the bulk of the requests, are resolved within 5 business days.	$1,842,691.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We will employ equitable practices to accelerate the academic and language achievement for traditionally underserved student groups, specifically English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth and students of color.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our district is dedicated to continuing collaborating with our Educational Partners, and holding ourselves collectively accountable to assure that each and every student has an equitable opportunity to develop and demonstrate academic achievement and language proficiency. Data highlights a need for equitable practices and accelerated achievement for traditionally underserved student groups. On the 2023 California Dashboard, English Learners, Socioeconomically Disadvantaged students, African American/Black students, Latino students, Pacific Islander students, and Students with Disabilities had performance levels in orange (low) in English Language Arts. Homeless students had a red performance level (very low). The same student groups also had performance levels in orange (low) in Math. Only 58.8% of Educational Partner survey respondents in English and 83.8% of respondents in Spanish agreed or strongly agreed that OGSD accelerates proficiency of students with high needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Access to CA Standards Including ELD Standards	2022-2023: Implementation of Academic Content Standards: OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) for ELD	2023-2024: Implementation of Academic Content Standards: OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) for ELD	2024-2025: Implementation of Academic Content Standards: OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) for ELD	2025-2026: Achieve Level 5 on Local Indicator Rating	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CA Dashboard English Learner Progress Indicator (ELPI)	2022-2023: 51% of English Learners made progress on the Dashboard ELPI	2023 - 2024: 43.3% of English Learners made progress on the Dashboard ELPI	2024 - 2025: 46.1% of English Learners made progress on the Dashboard ELPI	2025-2026: Achieve 60% or higher of English Learners making progress on the CA Dashboard ELPI	-4.9%
2.3	English Learner Reclassification Rate	2023-2024: 6.89% of English Learners reclassified. English Learners with Disabilities: 9.64% Hispanic/Latino English Learners: 4.59%	2024-2025: 7% of English Learners reclassified. English Learners with Disabilities: 9% Hispanic/Latino English Learners reclassified 43%	2025-2026: 17% of English Learners reclassified. English Learners with Disabilities: 11% Hispanic/Latino English Learners reclassified: 12%	2026-2027 15% or higher annual reclassification rate. English Learners with Disabilities: 15% Hispanic/Latino English Learners: 15%	ELs: +10.11 ELs with disabilities: +1.36% Hispanic/Latino ELs: +7.41
2.4	Long Term English Learner (LTEL) Rate	Fall 2023: 30% of English Learners are identified as LTELs (6+ years as EL) English Learners with Disabilities: 28.43% Hispanic/Latino English Learners: 81.61%	Fall 2024: 11% of English Learners are identified as LTELs (6+ years as EL) English Learners with Disabilities: 29% Hispanic/Latino English Learners: 82%	Fall 2025:15% of English Learners are identified as LTELs (6+ years as EL) English Learners with Disabilities:28% Hispanic/Latino English Learners: 77%	Fall 2026: Reduce LTEL identification to 15% or less English Learners with Disabilities: 13.43% Hispanic/Latino English Learners: 66%	LTELs: -15% ELs with disabilities: -.43% Hispanic/Latino ELs: -4.61%
2.5	CA Dashboard for ELA	2022-2023: Overall: -10.4 Homeless Youth: -105.3 Foster Youth: no data Socioeconomically Disadvantaged: -47.2 English Learners: -58.6 Students with Disabilities: -117	2023-2024: Overall: -15 Homeless Youth: -69.5 Foster Youth: no data Socioeconomically Disadvantaged: -54.3	2024-2025: Overall: -9.8 Homeless Youth: -83.3 Foster Youth: no data Socioeconomically Disadvantaged: -54.3	2025-2026: Overall: +1 or higher Homeless Youth: -75 or higher Foster Youth: -25 or higher	Overall: +.6 points Homeless Youth: +22 points Foster Youth: no data Socioeconomically Disadvantaged: -7.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: -52	English Learners: -67.9 Students with Disabilities: -118.2 Hispanic/Latino: -57.2 Long Term ELs: -97.7	English Learners: -57.7 Students with Disabilities: -120.2 Hispanic/Latino: -54.2 Long Term ELs: -88	Socioeconomically Disadvantaged: -17 or higher English Learners: -28 or higher Students with Disabilities: -87 or higher Hispanic/Latino: -22 Long Term ELs: -67 or higher	English Learners: Increased +0.9 points Students with Disabilities: -3.2 points Hispanic/Latino:Increased -2.2 points Long Term ELs: Increased +9.7 points (from previous year)
2.6	CA Dashboard for Math	2022-2023: Overall: -24.3 Homeless Youth: -132.7 Foster Youth: no data Socioeconomically Disadvantaged: -65.3 English Learners: -64.8 Students with Disabilities: -127.9 Hispanic/Latino: -72.8	2023-2024: Overall: -26.9 Homeless Youth: -92.7 Foster Youth: no data Socioeconomically Disadvantaged: -67.8 English Learners: -70.6 Students with Disabilities: -133.6 Hispanic/Latino: -75.4 Long Term ELs: -131.9	2024-2025:Overall: -24.8 Homeless Youth: -90.5 Foster Youth: no data Socioeconomically Disadvantaged: -69.4 English Learners: -64.4 Students with Disabilities: -134 Hispanic/Latino: -74.6 Long Term ELs: -136.9	2025-2026: Overall: -14 or higher Homeless Youth: -102 or higher Foster Youth: -35 or higher Socioeconomically Disadvantaged: -35 or higher English Learners: -34 or higher Students with Disabilities: -97 or higher Hispanic/Latino: -42 or higher Long Term ELs: -99 or higher	Overall: -0.5 Points Homeless Youth: +42.2 points Foster Youth: no data Socioeconomically Disadvantaged: -4.1 points English Learners: +0.4 points Students with Disabilities: -6.1 points Hispanic/Latino: -1.8 points Long Term ELs: -5 points (from previous year)

Goal Analysis [2025-26]

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.

Successful implementation:
2.1 Academic Language Development through the SEAL Model: Fully Implemented
2.2 Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students Fully Implemented
2.3 English Learner Support Staff: Fully Implemented
2.4 Initial and Summative Language Testing for English Language Learners: Fully Implemented
2.5 Assessment, Data and Progress Monitoring: Fully Implemented
2.6 Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students: Fully Implemented
2.7 Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth: Fully Implemented
2.8 Diverse and Inclusive Programs and Books: Fully Implemented
2.9 Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth: Fully Implemented

Implementation challenges:
2.8 LGBTQ Parent training not scheduled based on feedback and need

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.

Material Differences for Goal 2 Include:

2.5: Cost of Ellevation software was less to reflect declining enrollment.
2.8: Additional budget was added for services with EHECATL Wind Philosophy.

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

2.1: Teachers new to the Sobrato Early Academic Language (SEAL) Model participated in comprehensive training, including 27 Year 1 teachers and 18 Year 2 teachers. Participants included TK–6 classroom teachers at implementation sites and Dual Language teachers across these grade levels.
2.2
2.3 The district's eight English Learner Teacher Partners (ELTPs) provided targeted professional development for teachers engaged in SEAL training, focusing on integrated and designated ELD and high-leverage academic language strategies. Additionally, ten ELD Instructional Assistants (ELD IAs) supported elementary sites by facilitating Tier 2 and Tier 3 instruction, serving approximately 3 pull-out groups per day,

with 4 students per group. At the intermediate level, each school is supported by one ELD IA who provides targeted support to newcomers and long-term ELs.
2.4 The district administered initial ELPAC assessments within the 30-day requirement for all new students, with summative testing conducted during the Spring window.
2.7 Through the Afterschool Education and Safety Grant, the district maintains high-quality after-school programs at eight funded sites: Anderson, Parkview, Stipe, Davis, Hayes, Christopher, Edenvale, and Del Roble. Notably, Anderson and Parkview were newly awarded ASES grant funding for the first time for the 2025–26 school year. This initiative operates in tandem with the Expanded Learning Opportunities Program to provide academic support, physical activity, and enrichment opportunities to all qualifying students, with a strategic focus on those from socioeconomically disadvantaged backgrounds. By braiding ASES and ELOP funding into a single comprehensive program, we served 1,537 students district-wide across 17 school sites via partnerships with Boys & Girls Club, Right at Schools, and Think Together during the 2025–2026 academic year. Additionally, we successfully offered 600 slots for qualified students to participate in a 9.0-hour intensive program during Summer 2025. We continue to prioritize Homeless and Foster Youth for both before- and after-school programming.

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.

Actions Modifications
2.1 SEAL Professional Development will focus on sustainability by providing training to new teachers
2.3 Due to the district's Fiscal Stabilization Plan, we will have a reduction of 2.0 FTE English Learner Teacher Partners and 1.5 FTE ELD Instructional Assistants.

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	Academic Language Development through the SEAL Model	We will continue to train new teachers and teachers new to the Sobrato Early Academic Language (SEAL) Model. This includes teachers in TK - 3rd grade at sites in implementation and in grades 4-6 at five sites as well as Dual Language Teachers at these grade levels. Thirteen school sites have the SEAL Model implemented on campus. Teachers new to the district in grades TK-3 will participate in SEAL sustainability professional development. Teachers participating in this training are well prepared to enact the CA ELA/ELD Framework as well as the English Learner	$232,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap to ensure English Language Learners receive instruction that is based on research-based best practices and in an environment that is affirming and asset-based. The SEAL Model is implemented in Spanish at our three Dual Language elementary school sites. All sites will be provided with funds necessary to implement the SEAL Model such as read aloud books, chapter books, print shop costs and realia. These materials are selected to ensure students see themselves reflected throughout the Thematic Units of instruction. Realia makes the Science and Social Studies Standards come to life as students become Scientists and Social Scientists/Anthropologists, studying content through integrated, thematic units. Del Roble Elementary School and Edenvale Elementary School will receive additional funding to provide materials and resources to support them as SEAL demonstration sites in our district. Each year we welcome teachers, administrators, school board members and researchers into the classrooms at Del Roble and Edenvale. It is our privilege to be able to influence the opportunities for a robust model of instruction that teaches language development and content in tandem; designed for English Learners and all students beyond our district through our demonstration sites.		
2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Teachers participate in three district-wide professional development days with a focus on English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless Youth. Needs of these student groups are considered first in planning, based on data and feedback regarding their principle needs. Planning will be done in consultation with district mental health providers, site administrators, English Learner Teacher Partners and educational services administrators, who work primarily with the needs of these identified students. Teachers and coaches are encouraged to lead professional development on these days as we have many outstanding practitioners. Additionally, consultants and trainers are also leveraged to bring the latest research based information and strategies to our teachers. These professional development days ensure that our teachers are receiving training and support to best meet the needs of our highest needs students.	$1,056,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	English Learner Support Staff	Our district English Learner Teacher Partners will provide focused English Language Development (ELD) professional development to support implementation of integrated and designated ELD, the integration of NGSS and history/social science standards with engaging and inclusive academic language strategies. We will have ELD Instructional Assistants supporting site programs, focused on tier 2 and tier 3 instructional programs to principally support the vocabulary, academic language and cultural transition of English Learners (ELs) new to US schools. ELD Instructional Assistants will also provide small group intervention to students who have been designated as English Learners for four or more years. We will provide ELD teachers at intermediate schools to support English Learner students and the integration of best practices for English Learners into content areas. This support at the intermediate school levels provides direct strategies for addressing the needs of our middle school newcomers and our long-term English Learners who have not reclassified in 6+ years since identification as an EL. The English Learner Teacher Partners, Instructional Assistants and ELD teachers support the academic and English language proficiency achievement of English Learners in addition to supporting the professional development of teachers in the needs of our district ELs.	$2,619,659.00	Yes
2.4	Initial and Summative Language Testing for English Language Learners	We will administer the Initial English Language Proficiency Assessment for California (ELPAC) to all students entering our district for the first time and who speak a language other than English, based on the Home Language Survey. This assessment is given in the first thirty days of a student's attendance. The Initial Assessment is given throughout the year as students arrive at our schools. The test is administered by our English Learner Teacher Partners, ELD Instructional Assistants, and other contracted test examiners. All test examiners are trained yearly. It is crucial to have trained personnel dedicated to deliver this testing and to support students during the administration of all four domains. Consistency amongst test examiners provides familiarity for our English Learners and supports their performance and overall results in the demonstration of their English language proficiency. We will also administer the Summative ELPAC to all English Learners in our district during the summative testing window, February 1 through May 31.	$86,260.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Assessment, Data and Progress Monitoring	Accessible data systems will be used to view, store and warehouse cumulative student data and progress monitoring for requirements of federal programs. This will support data driven instructional practices and pedagogy so that students with additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement. The expenditures reflect a three-year contract, paid in full in year one.	$0.00	No
2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	We will provide intervention programs principally directed to support English Learners and their language development in smaller, tier 2 and tier 3 groups for instruction. Reading and foundational skills needs of English Learners will also be supported through programs designed to give students instruction at their level with frequent opportunities for progress monitoring. Middle school English Learner newcomers will receive supplemental materials to engage them with foundational vocabulary and opportunities to develop their oral, reading, writing and speaking skills. We will regularly update and provide teachers a toolkit of resources and best practices for welcoming newcomers, and understanding their unique needs to provide equitable support.	$254,890.00	Yes
2.7	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	Research shows that students who participate in high-quality extended learning opportunities tend to improve their academic performance, develop important life skills, and become more involved in school. Through the ASES Grant, we will maintain after-school programs at 6 funded sites: Stipe, Davis, Hayes, Christopher, Edenvale, and Del Roble. This program will work together with the Expanded Learning Opportunities Program to provide academic support, physical activities, and enrichment opportunities like field trips to all qualifying students in our district, particularly those from Socioeconomically Disadvantaged backgrounds. By combining ASES, ELOP, and LCFF Supplemental funding to run a comprehensive program, we have expanded our after-school offerings to all school sites. ELOP	$6,770,944.00	Yes

Action #	Title	Description	Total Funds	Contributing
		must include all eligible Transitional Kindergarten and Kindergarten students at all schools, and we are committed to ensuring the quality and appropriateness of our ELOP program for our youngest learners. We will continue to give priority to Homeless and Foster Youth for both before and after school programs, and we will remove barriers to access by providing transportation services, which may include leveraging partnerships to offer district busing, VTA passes, HopSkip, or mileage reimbursement at the district's discretion, to ensure equal access to expand learning. OGSD will offer a range of summer programs that extend beyond the regular school year to help students with their academic, behavioral, and social needs. These extended-year summer programs will primarily aim to meet the needs of students who belong to unduplicated groups, with priority given to Homeless and Foster Youth. The programs will concentrate on specific areas of student learning such as math, STEAM, language, reading, social skills, and physical wellness. ELOP funds will be used to support a 9.0 hour program, and all participating students will have access to meal services.		
2.8	Diverse and Inclusive Programs and Books	We will provide a Diversity framework For Black Students in OGSD through the BLACK (Building Leaders & Activists with Collective Knowledge) Program with Mr. Tyson Amir. The BLACK Program will provide an opportunity for Black students in Oak Grove School District to develop deeper connections with their culture and history through a culturally relevant/culturally commending framework that is common core and content standard aligned. Young Black Scholars Club is an after school program designed for students with African Ancestry in grades K-3. Students will meet monthly via virtual sessions with in-person family engagement events. Each meeting will have a student-centered approach where each child feels valued, elevated and heard. Through a culturally relevant lens, students will feel connected to African American accomplishments, figures, and moments in history and their community. Through the use of guest presenters, books, projects, and STEAM activities students will see themselves in each lesson and see limitless	$107,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
		possibilities. In addition to this valuable space where students will be heard and seen, they might be inspired to become a teacher. We will continue to train TK-8th grade teachers in Ethnic Studies.		
2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	We will provide additional support in our Educational Services Division focused on English Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students. ESD staff and managers support, oversee and implement programs and services that provide equitable access to programs and services that support English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged Youth. Through regular review of data, weekly collaboration and discussion at department meetings and progress monitoring, the team ensures that students are achieving their fullest potential and have access to needed support.	$454,649.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our district is dedicated to holding ourselves collectively accountable to assure that each and every student has an equitable opportunity to develop and demonstrate academic achievement, including our students with disabilities.
Analysis of student performance on 2022-23 SBAC assessments shows that only 14% of students with disabilities scored at or above grade level in English Language Arts (ELA) and only 16% in math. Input received in Spring 2024 from educational partners through the LCAP development process indicates a desire to improve support for students with disabilities. The CA Dashboard results from 2022-23 indicate an orange performance indicator (low) for students with disabilities in ELA, math, and suspension rate. As measured by inclusion data for students with disabilities, only 33% of sites with special day classes met the goal of general education mainstreaming and 58% of sites with special education programs met the goal of students with disabilities in general education settings for at least 80% of their day. Additionally, only 67.2% of Educational Partner survey respondents in English and 78.6% of respondents in Spanish agreed or strongly agreed that OGSD provides inclusive learning environments for students with disabilities. We plan to improve ELA , math and core content performance for students with disabilities through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA CA Dashboard Indicator for Students with Disabilities	2022-2023: -117.0	2023-2024: -118.2	2024-2025: -120.2	2025-2026: -87 or higher	-3.2%
3.2	Math CA Dashboard Indicator for Students with Disabilities	2022-2023: -127.9	2023-2024: -133.6	2024-2025: -134.0	2025-2026: -97 or higher	-6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Local ELA Benchmark Data for Students with Disabilities	2023-2024: i-Ready Reading Midyear: 15% students with disabilities at or above standard	2024-2025: i-Ready Reading Midyear: 17% of students with disabilities at or above standard	2025-2026: i-Ready Reading Midyear: 17% of students with disabilities at or above standard	2026-2027: Increase students with disabilities at or above standard in Reading by an average of 3% each year. Year 3 target outcome is 24%	+2%
3.4	Local Math Benchmark Data for Students with Disabilities	2023-2024 i-Ready Math Midyear: 13% students with disabilities at or above standard	2024-2025 i-Ready Math Midyear: 14% of students with disabilities at or above standard	2025-2026 i-Ready Math Midyear: 14% of students with disabilities at or above standard	2026-2027: Increase students at or above standard in Reading by an average of 3% each year. Year 3 target outcome is 22%	+1%
3.5	Inclusion Data of Students with Disabilities in SDC Classes	2023-2024: 4 out of 9 schools with SDC programs have met the state target percentage of 21.6% (target percentage changes each year)	2024-2025: 5 out of 10 schools with SDC programs have met the state target percentage of 15% (target percentage changes each year)	2025-2026: 4 out of 10 schools with SDC programs have met the state target percentage of 13.5% (target percentage changes each year)	2026-2027: 7 out of 9 schools with SDC programs meet the state target percentage	-4%
3.6	Inclusion Data of Students with Disabilities in RSP (will spend at least 80% of their school day in their general education classrooms)	2023-2024: 9 out of 18 schools have met the state target percentage of 52% (target percentage changes each year)	2024-2025: 8 out of 18 schools have met the state target percentage of 64% (target percentage changes each year)	2025-2026: 11 out of 18 schools have met the state target percentage of 67% (target percentage changes each year)	2026-2027: 12 out of 18 schools meet the state target percentage	+11%

Goal Analysis [2025-26]

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.

Successful implementation:

3.4: Special Education Support Staff - Fully implemented
3.5: Special Education Behavioral Supports - Fully implemented

Implementation challenges:
3.2: Special Education Professional Development - the number of participants able to be trained was limited due to sub availability
3.3: Special Education Bilingual Support staff - one bilingual staff member retired mid-year and finding a replacement was a challenge. Contracted staff was hired to fill the position
Action 2: Special Education Professional Development - Preschool program offerings were studied to improve Least Restrictive Environment (LRE) placements, and eligibility criteria were refined. We intended to role this out for the upcoming 25-26 school year; however, due to collective bargaining communication and collaborative efforts, conversations will continue throughout the 25-26 school year with full implementation for the 26-27 school year.
Action 4: Special Education Support Staff - our aim is for all services to be delivered in person within our comprehensive campuses, we struggled with retaining qualified SLP therapists and needed to resort to part time virtual SLP supported by SLPAs.

Modified implementation:
3.1: Special Education Supplemental Curriculum and Training - The TEACCH curriculum was not purchased. Instead it was replaced with the STAR (autism specific) curriculum
3.2: Special Education Professional Development - Local conferences for SLPs, OTs, and APEs were reduced due to lower participation

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.

Material Differences for Goal 3 Include:

3.3: Less in expenditures as a staff member retired and the replacement was not bilingual.

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

Successful implementation:

3.2: Special Education Professional Development - the department facilitated and implemented a variety of professional development throughout the school year for all of our special education staff members. Before the school year began, our new certificated staff participated in a 2-day training titled “Writing High Quality IEP’s Using SEIS”. Our Special Day Class teachers participated in curriculum specific training including STAR Autism and Frogstreet (for Preschool). Speech Pathologists participated in a DCN in-person training called “A Culturally Responsive Approach to Working in the Schools: A Guide for Speech-Language Pathologists”. School Psychologists participated in a series of professional developments throughout the year including Functional Behavior Analysis, Behavior Intervention Plan Training and legal training. During the school year, school psychologists, speech and language pathologists and district special education teams also participated in Fall and Spring F3 Legal Symposiums to stay updated on special education laws.

Modified implementation:
3.1: Special Education Supplemental Curriculum and Training - the department successfully introduced a new STAR Autism curriculum for our Autism Program at Christopher School. This curriculum replaced the TEACCH curriculum previously used to align with curriculum used across the SELPA and county. Students with special needs continued using the Unique Learning System, SONDAY and Language!.

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.

Actions Modifications
3.2 With the adoption of a district-wide language arts curriculum, the special education professional development will focus on literacy. Developing strong foundational skills. Investing in comprehensive language arts curriculum, along with targeted professional development, may yield greater overall gains compared to specialized special education training alone. Similarly, expanding behavioral support strategies for tiers 1, 2, and 3 will support classroom learning environments that are more conducive to academic instruction.
Instructional assistants will also be included in training in literacy and behavior support, as well as other topics. Conference opportunities will be reduced to align with our district-wide freeze on travel and conference costs.
3.5 In order to reduce contracted services, we will explore hiring our own in-house BCBA to supervise IBS and RBT service providers and support with behavior intervention plans.

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	Special Education Supplemental Curriculum and Training	During the 23-24 school year, the department developed a special interest group of various special education teachers to explore appropriate supplemental curriculum for our students with disabilities. Additionally, special education teachers were represented on the English Language	$203,699.00	No

Action #	Title	Description	Total Funds	Contributing
		Arts curriculum pilot and selection committee. Teachers across the district will be trained on the new language arts curriculum. With access to the district ELA adoption as well as Language! the supplemental ELA curriculum, teachers will have a wealth of resources to provide literacy instruction and intervention to meet student needs and IEP goals in reading and writing. Our students with extensive support needs will continue to utilize TEACCH supplemental materials. Additionally, this group of students with disabilities will be given access to the Unique curriculum; especially designed to support their extensive learning differences.		
3.2	Special Education Professional Development	The overarching areas of focus for professional development will be literacy, behavior support, and IEP compliance. Opportunities for these three topics and more will be provided during release days, district PD days, staff meetings and will be provided to administrators. Department members will be given the opportunity to innovate their teaching practices by attending discipline-specific local professional development and district provided PD. The psychologist team as well as the SPED Council team will be attending the F3 Legal symposiums in the fall and spring as a means of staying up to date with the ever changing legal mandates in special education. Speech pathologists as well as our adapted physical education teachers will be attending workshops sponsored by their governing organizations, respectively. For the upcoming year, our focus through the Compliance and Improvement Monitoring (CIM) process, we will take a deep dive into district MTSS structures, special education eligibility criteria, and mainstreaming opportunities to develop our improvement goals and plan of action. We'll continue revision of the special education department handbook, so that staff is aware of most current compliance guidelines. The department will explore and study possible exit criteria rubric for team members to follow when determining if a student may no longer need special education services. We look forward to continued partnership with the Innovation Collaborative to train, teach and coach general education teachers on creative ways to include students with disabilities in the general education classroom.	$38,970.00	No

Action #	Title	Description	Total Funds	Contributing
		We will continue to find opportunities for general education and special education teachers to collaborate with one another by grade level. Such collaboration is expected to increase our student's opportunity to be successful within their general education classroom. Our continued focus on professional development will afford our special education teachers to innovate their teaching practices to be more inclusive and mirror activities students may see within their general education classrooms. This will allow for our students to increase their percentage of time spent in their general education classrooms.		
3.3	Special Education Bilingual Support Staff	At our schools with a high concentration of English Learners, there is a need for bilingual or additional supplemental support staff to serve students in their primary language to best meet the needs of our students and community. We have bilingual Spanish support staff who work at schools principally directed to support Socioeconomically Disadvantaged English Learners with disabilities. This equitable access to information gives parents of students with disabilities, who are also language learners, necessary tools and guidance on how to best support and advocate for their child's needs. We will continue to strive for bilingual and additional supplemental support staff across our department, and more importantly, provide our team members (psychologists, speech and language pathologists, education specialists) specific training on distinguishing between a language and cultural difference versus a learning disability. The expectation is this will decrease the overqualification of Spanish-speaking students to require special education services.	$508,432.00	Yes
3.4	Special Education Support Staff	Oak Grove's focus is to hire and retain quality special education staff. Special education administrators and staff will target the needs of students with disabilities with an intentional and purposeful approach to ensure equitable programs and services are principally directed to support them. The addition of district wide behavioral supports will continue to support student behavioral challenges and allow for those students to remain within their least restrictive environment. Continuing to have all support staff	$26,651,911.00	No

Action #	Title	Description	Total Funds	Contributing
		provide services and supports in person will also continue to support students remaining in a comprehensive campus. For the upcoming year the department will be acquiring special education teacher contracts as means of gaining stability, continuity and consistency for our students. Ensuring our teachers and special education support staff are district hired will offer a better and more invested understanding of our district's MTSS framework allowing for our students to participate in greater percentages in their general education classes. We will continue to revise and edit our Instructional Assistant Resource Guide which focuses on increasing student independence. Teaching to independence is a vital skill for our students with disabilities to acquire in order to be able to participate in learning alongside their neurotypical peers. We will also be re-evaluating our current Special Circumstance Instructional Assistance (SCIA) process to ensure we are appropriately reducing and/or removing this level of support from our students as they increase skills necessary for mainstreaming as well as decrease in their challenging or stigmatizing behaviors. Students learn best and have increased access to grade level curriculum when served in the general education classroom. We will study and explore our service delivery model to be more inclusive. We will continue to forge strong relationships with all department stakeholders and provide opportunities to collaborate via our Special Education Task Force as well as having leads for each discipline within our department (speech, psychologist, occupational therapy and Adaptive Physical Education). Department members will be involved in the decision making process. This approach is supportive to our students' needs in that it provides consistency as they progress through the grade levels.		
3.5	Special Education Behavioral Supports	The Special Education department will provide Tier 2 and Tier 3 behavioral supports for our students with high behavioral needs. This level of intensive support allows for our students to learn how to better manage their behaviors and therefore remain within their comprehensive campuses. The behavioral support will support our psychologist team with conducting Functional Behavior Assessments (FBAs) and creating Behavior Intervention Plans (BIPs) for our students within our special day class programs. In order to reduce contracted services, we plan to hire an	$882,869.00	No

Action #	Title	Description	Total Funds	Contributing
		internal BCBA to supervise IBS and RBT service providers and support with behavior intervention plans. Training will be provided to our general education teachers on how to support and create a classroom environment that is inclusive to our students who have behavioral challenges. LREGB: The Special Education department will continue to offer mental health and behavioral supports to students within our therapeutic programs. The department will continue to partner with Effective School Solutions to provide the mental health and behavioral support necessary for these students to remain within our district therapeutic programs and learn the necessary coping skills in order to have increased chances of mainstreaming with their general education peers. From the LREGB new allocation of $800,300, $376,235 is anticipated to be used in the 2026-27 school year, with the remaining balance expected to be used in subsequent years. We will measure success of this action with goal 5 metric 5.2 - suspension rate of students with disabilities. LREBG Carryover from 2024-25: $0 LREBG 2025-26 Allocation: $400,165 LREBG Total Expended in 2025-26: $288,000 LREBG 2026-27 Projected Allocation: $800,300		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will actively engage families and community members in supporting the implementation of CCSS instruction and providing input to program decisions.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Beginning in the 2023-2024 school year, OGSD combined family engagement survey questions with the LCAP Educational Partner survey for the first time in the 2023-2024 school year. As a result, the number of participants answering family engagement survey questions went from 696 in the spring of 2023 to 2,531 participants in the spring of 2024. The percent of respondents who felt that parents and families do not have input on important decisions went from 47% in 2023 to 12% overall in 2024. Further analysis of educational partner feedback survey data shows that a greater number of Spanish speaking respondents (31%) than English speaking respondents (12%) feel that the district does not adequately seek input from parents and families on important decisions . Another area of opportunity for engaging our Spanish speaking parent community is by providing multiple methods of communication in Spanish as well as English. Survey data shows that 12% of English speaking respondents versus 32% of Spanish speaking respondents do not feel that OGSD communicates in accessible and varied ways between home and school in their preferred language. While overall data shows an increase in positive parent and family engagement survey responses, we see an area of opportunity for engaging families with diverse linguistic backgrounds. Utilizing actions targeted to address these needs, we will increase the percentage of families and communities who feel like they have opportunities to provide input into school and district decision making, as well as improve communication between school and home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Question on LCAP Educational Partners Feedback Survey: OGSD seeks input from all families and groups on policies and programs	2023-2024: 61% of educational partners feel that OGSD seeks input from all families and groups on policies and programs	2024-2025: 74% of educational partners feel that OGSD seeks input from all families and groups on policies and programs	2025-2026: 60% of educational partners feel that OGSD seeks input from all families and groups on policies and programs	2026-2027: 76% of educational partners feel that OGSD seeks input from all families and groups on policies and programs	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to Interpretation/Translation Services	2023-2024 Interpreters, not including conferences, as of April 24, 2024 IEPs: 284 SSTs: 20 Assessments: 203 Parent Meetings: 76 Live Phone interpretation w/ Communicaid: 4401 minutes # Written Translations: IEPs: 124 SSTs: 26 SEAL: 0 District Communication: 56 Languages we have provided written interpretation for this year throughout our district: 22	2024-2025 Interpreters, not including conferences, as of January 31, 2025 IEPs: 156 SSTs: 8 Assessments: 93 Parent Meetings: 31 Other: 3 Live Phone interpretation w/ Communicaid: 1338 minutes # Written Translations: IEPs: 93 SSTs: 15 SEAL: 1 District Communication: 36 Languages we have provided written interpretation for this year throughout our district: 18	2025-2026 Interpreters, not including conferences, as of April 17, 2026 IEPs: 224 SSTs: 13 Assessments: 110 Parent Meetings: 39 Other: 0 Live Phone interpretation w/ Communicaid: 2119 minutes # Written Translations: IEPs: 141 SSTs: 20 SEAL: 1 District Communication: 38 Languages we have provided written interpretation for this year throughout our district: 14	2026-2027: Maintain amount of access to, and response to requests for interpretation/translation services	IEPs: -60 SSTs: -7 Assessments: -93 Parent Meetings: -37 Live Phone interpretation w/ Communicaid: -2282 minutes # Written Translations: IEPs: +17 SSTs: -6 SEAL: +1 District Communication: -18 Languages: -8
4.3	Attendance at District Parent Meetings	2023-2024 % of representation from all 18 schools at District Parent Meetings:	2024-2025 % of representation from all 18 schools at District Parent Meetings:	2025-2026 % of representation from all 18 schools at District Parent Meetings:	2025-2026: All district parent committees will have at 100% school site	DAC- 15 members -17% The Village - 12 members +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DAC- 35 members - 100% Koffee Klatch - 10 members - 56% DELAC - 8 members - 44% HABLA - 16 members - 89%	DAC- 17 members - 94% Koffee Klatch - 15 members - 83% DELAC - 12 members - 67% HABLA - 15 members - 83%	DAC- 15 members - 83% The Village (formerly Koffee Klatch) - 12 members - 67% DELAC - 11 members - 61% HABLA - 10 members - 56%	representation at district parent meetings	DELAC - 12 members +17% HABLA - 15 members -33%
4.4	Question on LCAP Educational Partners Feedback Survey: OGSD creates welcoming environments for all families in the community	2023-2024: 77% of educational partners feel that OGSD creates welcoming environments for all families	2024-2025: 89% of educational partners feel that OGSD creates welcoming environments for all families	2025-2026: 79% of educational partners feel that OGSD creates welcoming environments for all families	2026-2027: 90% of educational partners feel that OGSD creates welcoming environments for all families	+2%

Goal Analysis [2025-26]

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.

Successful implementation:
4.1 Social Worker and Social Work Interns - Fully implemented
4.3 Community Liaisons - Fully implemented
4.4 District Community Events and Parent Information Nights - Fully implemented
4.5 Parent Access to Information and Decision Input Opportunities - Fully implemented
4.6 School Linked Services - Fully implemented

Implementation challenges:
4.2 Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students - Not having a dedicated public information officer proved to be a challenge. Communication actions were limited

Modified implementation:

4.2 Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students - an administrative secretary retired mid year and the position was not filled
4.4 District Community Events and Parent Information Nights - We added workshops through Parent Institute for Quality Education (PIQE) at 5 of our schools. A grant fully funded the workshops for Edenvale and Parkview and workshops at Davis, Christopher and Stipe were partially grant funded.

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.

Material Differences for Goal 4 Include:

4.1: Increases reflect new compensation contract settlements for all bargaining units.
4.3: Increases reflect new compensation contract settlements for all bargaining units.

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

4.1: We were able to hire 17 Social Work Interns, 3 site based social workers, and 1 Wellness Coach. As of December, the Social Work interns have seen a total of 68 students on their case load and supported attendance processes at their assigned sites. The three site social workers have an individual student/family caseload of 35 students, support whole group push in and small group skill building lessons. Additionally, over 800 student check-ins have occurred through wellness centers.
4.2: The Public Information Officer position was reduced. Therefore, communication frequency was reduced from bi-weekly to bi-monthly using the ParentSquare Platform. This platform reaches 98.9% of community members in their language preference.
4.3: Our 5 District Community Liaisons supported the school sites with attendance, conducting home visits, and supporting all parent engagement events. They also have been supportive in the organizing and running of the district Clothes Closet for our families in need.
4.4: District events are a highlight for families and rotate throughout the learning communities so families have access to a wide variety of events during the school year. Parent engagement events held included "Know Your Rights" in Spanish and English, and a presentation on opioid use and Narcan, which was offered 3 different times this year to provide more opportunities for parents to attend. Additionally, Digital Safety and Cyberbullying was offered at the all intermediate schools during their Back to School Night events to ensure access to all of our families.
4.5: We provided translation and interpretation services to our families in over 14 languages this year. Translations were provided for IEP documents, SST forms, site and district notices. Interpretation was provided for parent meetings, IEPs, and conferences.
4.6 - Our additional community liaison, who serves as our SLS Coordinator, coordinated mental health support to students at 5 of our schools. She is also instrumental in organizing the Clothes Closet, and planning district events, such as the Back to School Resource Fair, Holiday Resource Fair, Cinco de Mayo, and Campus Collaboratives.

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.

Actions Modifications
4.1: Additional social work interns were added to increase support for all sites - we will be able to continue this model
4.2: An administrative secretary position was eliminated from the Educational Services Division. Additionally, to align with the district's freeze on travel and conference expenses, staff will not plan to attend the CALSPRA conference.

Metrics Modifications
4.3: The Koffee Klatch parent group has rebranded and is now called the Village

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
4.1	Social Worker and Social Work Interns	School Social Worker interns and Pupil Personnel Services Credential interns will provide direct and indirect services in our district. School Social Workers are key to providing and establishing a partnership between students, home, school staff and community. Services provided include socio-emotional, psychological and academic support for students and families and although all families benefit from their services, these supports are principally directed to our Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners--specifically those who are recent immigrants to the country, or whose families have experienced trauma in their immigration journey. School Social Workers Interns establish partnerships between school staff, community agencies, parents, and students by creating school based programs that support student and parent engagement and positive school climate where the school environment is welcoming, where students, staff and families feel connected, safe and supported. A district Licenced Clinical Social Worker will supervise interns and provide direct service to students and families.	$386,973.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Oak Grove desires to increase and enhance community awareness in order to retain and attract students and families to Oak Grove. Additionally, community awareness builds support for funding of our district goals and actions. We will provide personnel and programs to support communication efforts principally directed to reach our Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged students and their families. Communication efforts in the families' home languages will support all district families and the community at large, and ensure that equitable access to important decision making information--district choice options, student assessment reports, access to community events, etc.--reach families who receive less information through traditional modes of communication. By providing timely information to our community, district staff, students and families will be informed and able to participate in both school and district community engagement events. We will provide this additional district support focused on English Learners, Socioeconomically Disadvantaged students and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with an intentional and purposeful approach in the area of family engagement and communication.	$257,851.00	Yes
4.3	Community Liaisons	Community Liaison schedules will be designed to be representative of the school populations and needs. We will provide each school with a community liaison for support in bridging communication between families and schools, with a priority on English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. All Title I-funded schools will be provided additional time for coordinated parent engagement, parent meetings and workshops. By supporting our communities with the highest need, we will provide greater access to community programs and services, and families will be better informed about school-based services, leading to student success in schools.	$580,016.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	District Community Events and Parent Information Nights	We will provide community activities at the schools (including, but not limited to: Back to School Nights, Open House, Parent/Teacher Conferences, SEAL Gallery Walks, Science Fairs, and Festivals) as well as district-wide events (including, but not limited to: Back to School Resource Fair, Cinco de Mayo, Cultural Arts Expo, Celebration of Bilingualism, Dreamkeepers, Every Student Succeeding Awards, Hispanic Student Recognition) to engage the community and build partnership opportunities between home and school to increase a sense of belonging. We will provide families information during parent information nights on topics relevant to families such as parenting, academic outcomes, technology, student success, and physical and mental health.	$12,000.00	No
4.5	Parent Access to Information and Decision Input Opportunities	We will continue to involve parents in district decision and input through a variety of district committees, such as District Advisory Committee [DAC], District English Learner Advisory Committee [DELAC], African American Parent Koffee Klatch, Hispanic Parents [HABLA], and Home and School Club / PTA President meetings. Parents will also be represented in the School Site Council [SSC] and Site English Learner Advisory Committees [SELAC] to support communication between families and the district. When possible, we will provide free babysitting services for district parent meetings so that all parents, regardless of access to child care, will be able to attend and participate and receive information. We will continue to support parent and family translation and communication requests to receive information in the language of preference for parents. We will provide English support to our parents who are seeking to build their English language proficiency.	$233,826.00	Yes
4.6	School Linked Services	We will provide an additional community liaison who will coordinate our school linked mental health services, community based organization partnerships and community engagement workshops and events.	$106,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	School and classroom environments support learning, safety, engagement and healthy well-being	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Before a student can be engaged in academics, we first must meet their needs as highlighted in Maslow's Hierarchy of Needs: physiological, safety, love/belonging, esteem and self-actualization. Student safety and connectedness are highlighted as areas of need according to surveys. According to the 2024 Educational Partner Feedback Survey, 73.1% of respondents in English and 81.2% of respondents in Spanish indicated that OGSD provides learning environments that are physically and emotionally safe and where students want to come to school. However, the majority of respondents (38.2%) feel that this goal should be the top priority for the upcoming school year. In addition, our CA Dashboard data indicate level orange (high) chronic absenteeism and suspension rate for all students, with Pacific Islander at level red (very high) for chronic absenteeism and African American students and Foster Youth at level red for suspension rate. These are areas of need that will be addressed since they are essential to student academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard Chronic Absenteeism	2022-2023: Overall: 25.6% Pacific Islander: 37.7% English Learners: 30.7% Students with Disabilities: 34.4% Socioeconomically Disadvantaged: 35.8%	2023-2024: Overall: 20.8% Pacific Islander: 25.4% English Learners: 27% Students with Disabilities: 30.7%	2024-2025: Overall: 17.6% Pacific Islander: 23.5% English Learners: 22.7% Students with Disabilities: 29.5%	2025-2026: Overall: 14.25% or less Pacific Islander: 14.25% or less English Learners: 14.25% or less	Overall: -8% Pacific Islander: -14.2% English Learners: -8% Students with Disabilities: -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 10% Hispanic/Latino: 35.4 White: 17.8% Two or More Races: 16.2%	Socioeconomically Disadvantaged: 29.9% Asian: 8.5% Hispanic/Latino: 29.1% White: 13.9% Two or More Races: 11.8%	Socioeconomically Disadvantaged: 27% Asian: 4% Hispanic/Latino: 26.1% White: 9.8% Two or More Races: 10%	Students with Disabilities: 14.25% or less Socioeconomically Disadvantaged: 14.25% or less Asian: 4% or less Hispanic/Latino: 14.25% or less White: 7.8% or less Two or More Races: 6.2% or less	Socioeconomically Disadvantaged: -8.8% Asian: -6% Hispanic/Latino: -9.3% White: -8% Two or More Races: -6.2%
5.2	CA Dashboard Suspension Rate	2022-2023: Overall: 2.9% Black/African American: 7.8% Foster Youth: 11.1% English Learners: 2.6% Students with Disabilities: 4.8% Socioeconomically Disadvantaged: 3.9%	2023-2024: Overall: 2.7% Black/African American: 8.1% Foster Youth: 5.3% English Learners: 2.5% Students with Disabilities: 5.2% Socioeconomically Disadvantaged: 4.1%	2024-2025: Overall: 2% Black/African American: 5.8% Foster Youth: 6.0% English Learners: 2.5% Students with Disabilities: 4.3% Socioeconomically Disadvantaged: 3%	2025-2026: Overall: 1.45% or less Black/African American: 1.45% or less Foster Youth: 1.45% or less English Learners: 1.2% or less Students with Disabilities: 1.8% or less Socioeconomically Disadvantaged: 1.45% or less	Overall: -0.9% Black/African American: -2% Foster Youth: -5.1% English Learners: -0.1% Students with Disabilities: -0.5% Socioeconomically Disadvantaged: -0.9%
5.3	Attendance Factor	2023-2024: Month 8 year to date: 93.84%	2024-2025: Month 8 year to date: 93.73%	2025-2026: Month 8 year to date: 93.68%	2026-2027: Month 8 year to date: 97% or higher attendance factor	-0.16%
5.4	Pupil Expulsion Rate	2022-2023: 0%	2023-24: 0%	2024-2025: 0%	0% Expulsion Rate	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Students with 2 or more documented behavior incidents	2022-2023: 11% of total students enrolled had 2 or more documented behavior incidents	2024-2025: 9.6% of total students enrolled had 2 or more documented behavior incidents	2025 - 2026: 9.2% of total students enrolled had 2 or more documented behavior incidents	2025-2026: 5% or less of students have 2 or more documented behavior incidents	-1.8%
5.6	Middle School Dropout Rate	2022-2023: 0%	2023-2024: 0%	2024-2025: 0%	2025-2026: 0%	No change
5.7	Student Safety, Connectedness and Belonging Survey (SCB) - Safety Question (Spring)	2023-2024: 3rd - 8th grade students who feel safe at school, as of the April 2024 window: Overall: 89% English Learners: 89% Students with Disabilities: 91%	2024-2025: 3rd - 8th grade students who feel safe at school, as of the April 2025 window: Overall: 90% English Learners: 88% Students with Disabilities: 91%	2025-2026: 3rd - 8th grade students who feel safe at school, as of the April 2025 window: Overall: 91% English Learners: 88% Students with Disabilities: 90%	2026-2027: 3rd - 8th grade students who feel safe at school, as of the April 2027 window: Overall: 95% English Learners: 95% Students with Disabilities: 95%	Overall: +2% English Learners: -1% Students with Disabilities: -1%
5.8	Student Safety, Connectedness and Belonging Survey (SCB) - Connectedness/Belonging Question (Spring)	2023-2024: 3rd - 8th grade students who feel connected at school, as of the April 2024 window: Overall: 83% English Learners: 72% Students with Disabilities: 78%	2024-2025: 3rd - 8th grade students who feel connected at school, as of the April 2025 window: Overall: 76% English Learners: 75% Students with Disabilities: 82%	2025-2026: 3rd - 8th grade students who feel connected at school, as of the April 2025 window: Overall: 79% English Learners: 78% Students with Disabilities: 81%	2026-2027: 3rd - 8th grade students who feel connected at school, as of the April 2027 window: Overall: 92% English Learners: 77% Students with Disabilities: 83%	Overall: -4% English Learners: +6% Students with Disabilities: +3%
5.9	Student Safety, Connectedness and Belonging Survey (SCB)- Completion Rate (Spring)	2023-2024: April 2024 completion rate Overall: 87.7% English Learners: 68% Students with Disabilities: 69%	2024-2025: April 2025 completion rate Overall: 87% English Learners: 73% Students with Disabilities: 59%	April 2026 completion rate Overall: 87% English Learners: 83% Students with Disabilities: 74%	2026-2027: April 2027 completion rate Overall: 95% English Learners: 85% Students with Disabilities: 85%	Overall: -0.7% English Learners: +15% Students with Disabilities: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.10	Facilities in Good Repair	2021-2022: 100% facilities are in good repair or better.	2024-2025: 100% facilities are in good repair	2025-2026: 100% facilities are in good repair	2026-2027: 100% of schools are in good repair or better.	no change

Goal Analysis [2025-26]

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.

Successful implementation:
5.2: Mental Health and Socioemotional Counseling Services - Fully implemented
5.3: Student Physical Health and Well-Being - Fully implemented
5.4: Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners - Fully implemented
5.5: Academic Counselors at Intermediate Schools - Fully implemented
5.6: Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health - Fully implemented
5.7: Attendance Improvement and Monitoring

Implementation challenges:
5.1: Positive Behavior Interventions and Supports- Restorative practices bulk books not available in print, noon duty training did not happen, but noon handbook developed, De-escalation training was reduced due to lack of subs - it was a voluntary training and not well attended

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.

Material Differences for Goal 5 Include:

5.1: Sub release for De-Escalation training was reclassed to another budget, thus reducing budget.

5.3: Budget increased to accommodate additional LVN's for student support.

5.4: Increases reflect new compensation contract settlements for all bargaining units.

5.5: Increases reflect new compensation contract settlements for all bargaining units.

5.6: Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health. Decreases reflect staff retired mid-year and position was not filled. Job duties were redesignated and funding in salaries changed accordingly.

5.7: Attendance Improvement and Monitoring: Conference costs were lower than anticipated.

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

5.1: Another 5 cohorts of teachers were trained in Restorative Practices: Proactive Circles. This brings us to almost 200 teachers across the district trained. Sakamoto, Baldwin, Davis and Ledesma are completing Year 2 of the SUMS grant which provided PBIS Training with a Culturally Responsive and Trauma Informed lens. The Behavior Matrix was presented to administrators. Administrators used the culturally responsive framework of the Matrix to provide learning opportunities, intervention, and other means of correction for students who had education code violations.
5.2: This year, we hired 18 Mental Health Clinicians who, as of December, had 213 students on their collective caseloads. Mental Health Clinicians primarily serve individual students in 1:1 sessions. The Social Emotional Framework Team is significantly smaller than was originally planned, limiting the scope of this work. The team is currently working on developing a month-by-month guide for integrating SEL, PBIS and monthly themes.
5.3: The district health team attends all 504s and IEPs as requested and provides regular screening for the mandated grade levels (TK, K, 2, 5, and 8). In addition they oversee all student medical support including LVNs and Health Clerks. They communicate regularly with the County of Santa Clara Public Health Department and district personnel in reporting health related outbreaks and coordinate necessary mitigation measures such as additional cleaning protocols and family communication. They also ensure student immunizations are up to date.
5.4: The Health Clerks support our sites with attendance 2 hours each day. Additionally, our Lead Health Clerks, in its pilot year, were able to collaborate with the District Office Administrator and District Nurse Team to update important health documents to ensure clear processes and procedures. So far we've seen an average reduction in Chronic absenteeism of 2% from the 2025 dashboard.
5.5: Academic Counselors and DO staff met monthly to review data, assess systems, and plan activities or next steps, with a specific focus on support for Multi-Language Learners, Foster Youth, and McKinney-Vento (MKV) Students.
5.6: Central office staff meets at least weekly to review data, discuss and address the needs of Foster Youth, Homeless, Youth, English Learners, and Socioeconomically Disadvantaged Youth in the areas of attendance, safety, and physical health.
5.7: OGSD is a member of the RAISE (Raising Attendance and Improving Student Engagement) Attendance Network, a collaborative network that supports a reduction in Chronic Absenteeism through warm family engagement, engaging school environments, and frequent data monitoring. Data was provided to all schools and reviewed with RAISE schools twice monthly. Since August 2025, OGSD RAISE schools have seen a 6.2% decrease in Chronic Absenteeism. OGSD's overall average is a 2.1% reduction in Chronic Absenteeism.

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.

Actions Modifications
5.1: While we will offer de-escalation training again, there will be less days of training.
5.3: Nurse memberships to CSNO will not be funded.
5.7: To align with district freeze on travel and conference expenses, staff will not be attending the CASCWA conference.

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
5.1	Positive Behavior Interventions and Supports	Tier 1 behavior supports will be improved at the schools sites through Restorative Practices for classroom teachers, which began in 2023-2024 and will continue with additional cohorts in 2026-2027. Sakamoto, Baldwin, Davis and Ledesma are continuing to participate in the SUMS grant which will enable us to expand integration of PBIS, SEL and Trauma informed practices across the district. We will continue to train staff and administrators to effectively implement the culturally responsive behavior matrix which will also be included in the parent handbook.	$38,941.00	No
5.2	Mental Health and Socioemotional Counseling Services	Mental health support providers will support individual and group therapy for students, families, and staff in the Oak Grove School District. They also provide Psychoeducation and parent and student workshops covering the most prevalent issues that our students and families deal with every day. Entry level Clinicians will see a minimum of 10-12 clients weekly. We will provide advanced level mental health support providers in the district. Advanced level Clinicians are registered with the Board of Behavioral Sciences and are on track for licensure. They are also required to have at least one full year of therapeutic experience. They can see tier three cases (students with high-level needs). Advanced clinicians will see at least 15-25 clients weekly.	$881,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will provide a second mental health clinician who, in future years, will qualify to supervise mental health interns, which can double our current services. We will continue developing district-wide socioemotional curriculum frameworks. We will provide schools access to mental health services through County Behavioral Health and School Linked Services. We will be able to refer students and their families to counseling services to support their social emotional wellbeing. In addition to using a web filter or security audit software, and the CHKS, we will administer a district-created Safety, Connectedness, and Belonging Survey several times a year to our students in grades 3-8. These mental health and socioemotional counseling services benefit all students, however this action is principally directed to support the needs of our most vulnerable students based on data: Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners--specifically those new to the country on refugee status or having experienced traumatic immigration circumstances. Needs of these student groups and families are considered first in planning services based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English Learner Teaching Partners and educational services managers who work primarily with the needs of these identified students.		
5.3	Student Physical Health and Well-Being	We will provide a district health team that consists of credentialed registered nurses and Licensed Vocational Nurses in order to support students and families with screening and health needs. Our students will be provided mandated screenings (vision/hearing). Our nurses support over 3,000 students with documented health conditions including Diabetic students and medically fragile students with 1:1 nurses/aides.	$973,913.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners	We will provide an additional two hours of health clerk time at each elementary school in order to support families with student attendance and health concerns, principally directed towards our Unduplicated Pupils. We will provide additional training for new health clerks.	$339,444.00	Yes
5.5	Academic Counselors at Intermediate Schools	We will provide academic counselors at our middle schools focused on English Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Counselors will target the needs of these three student groups with a more intentional and purposeful approach to ensure their academic and social emotional well being via 1:1 and group counseling sessions to assure they remain academically eligible.	$600,660.00	Yes
5.6	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	We will provide additional support in our Educational Services Division, focused on English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and Foster Youth. Directors, Administrators, and Support Staff will target the needs of these student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students. Attendance analysis will be done regularly, specifically targeting these groups and schools with higher concentration of Unduplicated student groups to determine needs as well as communicate with school site principals. Direct contact will be made to provide support to our Homeless and Foster Youth families once their needs are determined. Students experiencing homelessness and Foster Youth students with high social emotional needs will be offered counseling services once identified. For our Socioeconomically Disadvantaged students and English Learner groups, we will hold quarterly meetings with principals and the community liaisons of the schools with higher percentages of these populations to review student attendance data and identify any health or related needs to provide support.	$178,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.7	Attendance Improvement and Monitoring	In order to improve attendance for all students, with a focus on Pacific Islander students, we will implement district and site wide strategies to incentivize, motivate, and acknowledge students. We will provide Super Saturday attendance recovery days at all sites. The district will support the planning and implementation of site based attendance incentives and acknowledge schools that have increased attendance rates. Schools will use strategies to welcome and affirm students such as community building circles, or welcoming and affirming SEAL units, and support them when they return to school from an absence, including ensuring they have the materials they missed, a person connection and check in from an adult on campus. Additionally, attendance data will be monitored and strategies will be adjusted based on data.	$8,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,348,860	$0

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
9.906%	0.000%	$0.00	9.906%

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
1.5	**Action:** Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth **Need:** Administrators and support staff are needed to organize, manage, and ensure fidelity of implementation for core and supplemental programs in differentiated and focused support for English Learners, Socioeconomically	The Director and Coordinator of Curriculum, Instruction, and Assessment oversee and implement programs and services that provide equitable access to grade level content, instructional supports and UDL to ensure students who need more and differentiated support are served. Through regular review of data, weekly collaboration and discussion at department meetings and progress monitoring, the team ensures that students are achieving at grade level in common core state standards.	1.1, 1.2

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
	Disadvantaged, Foster Youth and Homeless Youth. **Scope:** LEA-wide		
1.8	**Action:** Informational Technology Staff, Online Safety and Site Technology Support **Need:** In order to meet the demands of 21st century teaching and learning, the management and support of technology infrastructure, hardware, software, and online licenses, as well as instructional coaching and training are needed. **Scope:** LEA-wide	IT staff and EdTech specialists will provide principally directed supports for unduplicated student populations to ensure equitable access to educational technology tools and resources. The EdTech team will coach and train teachers and English Learner Teaching Partners at Title I funded schools to ensure that students have access and are engaged in 21st century learning activities and technologies.	1.1, 1.2, 1.11
2.1	**Action:** Academic Language Development through the SEAL Model **Need:** English Learners need daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that ensures access as well as appropriate designated ELD instruction. The Sobrato Early Academic Language (SEAL) EL model is designed as an early prevention to language and literacy inequities and learning gaps.	As a supplemental grant expenditure, our district adopted the SEAL model to systemically deliver grade level standards through robust, initial instructional strategies in language development in Transitional Kindergarten (TK) through 3rd, and through 6th grade at 7 of our elementary schools. SEAL promotes the development of biliteracy, affirming and supporting home language for English Learners and families, and developing high levels of proficiency in both the primary language and English. The SEAL model was designed drawing upon research on preventing the creation of Long Term English Learners and enacts the research on effective English Learner high-yield pedagogical practices. These two	2.1, 2.2, 2.3, 2.4

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
	Scope: LEA-wide	bodies of research, together with an analysis of the challenges of implementing the new Common Core State Standards, establish the foundation for the SEAL model. SEAL is a rich, powerful language and literacy model developed to boost the academic vocabulary and cognitive conceptual understanding of English Learners. With this model, all ELs are instructed during general education classes with the goal of developing academically proficient and literate students. Furthermore, the SEAL instructional model is aligned to the ELA common core state standards in both English and Spanish, the ELD Standards, the ELA/ELD Framework, the Next Generation Science Standards (NGSS) and the new History/Social Science Framework.	
2.2	**Action:** Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students **Need:** Dedicated time is needed to learn and develop cohesive pedagogical practices and plan meaningful instruction focused primarily on English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Youth. **Scope:** LEA-wide	Teachers participate in three district-wide professional development days with a focus on English Language Learners, Foster Youth, Homeless Youth and Economically Disadvantaged Youth. Needs of these student groups are considered first in planning and will be planned based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English Learner Teaching Partners and Educational Services Division managers, who work primarily with the needs of these identified students. Teachers and coaches are encouraged to lead professional development on these days as we have many outstanding practitioners. Additionally, consultants and trainers are also leveraged to bring the latest research-based information and strategies to our teachers. These professional development days ensure that our teachers are receiving training and support to	2.5, 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
		best meet the needs of our highest needs students.	
2.3	**Action:** English Learner Support Staff **Need:** Support is needed for English Learners, including newcomer students and Long Term English Learners in the acquisition of English language proficiency. **Scope:** LEA-wide	English Learner Teacher Partners will provide focused ELA/ELD professional development to support implementation of integrated and designated ELD, the integration of NGSS and history/social science standards with engaging and inclusive units focused on academic language. ELD Instructional Assistants will support site programs focused on tier 2 and tier 3 instructional programs to principally support the vocabulary, academic language and cultural transition of English learners new to US schools. ELD Instructional assistants will provide small group intervention to students scoring at ELPAC levels 1 and 2 to support access to grade level curriculum through integrated and designated English language development. ELD teachers at intermediate schools will support English learner students and the integration of best practices for English learners into content areas. This support at the intermediate school levels provides direct strategies for addressing the needs of our middle school newcomers and our long-term English learners who have not reclassified in 6+ years since identification as an EL. These English learner support staff coaches, instructional assistants and intervention teachers support the academic and language achievement of English learners in addition to supporting the professional development of teachers in the needs of our district ELs.	2.1, 2.2, 2.3, 2.4

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
2.6	**Action:** Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students **Need:** Unduplicated pupils need access to increased educational opportunity by way of extended learning and targeted intervention. **Scope:** LEA-wide	By providing intervention programs principally directed to support English learners and their language development in smaller, tier 2 and tier 3 groups for instruction, with frequent opportunities for progress monitoring, they will receive just-in-time support that is in response to or in preparation for their language learning needs. Middle school English learner newcomers will receive supplemental materials to engage them with foundational vocabulary and opportunities to develop their oral, reading, writing and speaking skills. A toolkit of resources and best practices for welcoming newcomers, and learning about their unique needs in order to provide equitable support, will give teachers and staff additional tools to meet the needs of newcomer students. OGSD will provide a variety of extended year summer programing to support students academic, behavioral and social needs during this transition period between formal school calendars. Summer programs will be principally directed to meet the needs of our unduplicated pupils, and will range to offer and address areas of learning that may include math, STEAM, language, reading, social skills, and physical wellness, as well as site identified needs of students to continue their progress during the summer. Meal service will be offered to students participating in programs for two hours or more daily.	2.2, 2.3, 2.4, 2.5, 2.6
2.7	**Action:** Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth **Need:**	We will provide an after-school programs at sites across the district to provide activities and opportunities such as academic support and sports activities that may not be available to students of low socioeconomic status. After school enrichment and learning opportunities will include	2.5, 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
	Safe, local and affordable after school care is a critical need for working families. **Scope:** LEA-wide	Transitional Kindergarten and Kindergarten at schools with the highest socioeconomic needs. By providing this, our youngest student at these sites will have access to a safe environment that will also provide support for academic and social emotional learning. These services are principally directed to our unduplicated pupils to give equitable access to safe environments that support learning support and healthy building of social skills	
2.8	**Action:** Diverse and Inclusive Programs and Books **Need:** African American students are often underrepresented in the school communities and data points to a need for increased inclusivity. Additionally, all students of color and from marginalized backgrounds need to see themselves in the curriculum and school communities they attend. **Scope:** LEA-wide	We will provide a Diversity framework For Black Students in OGSD through the BLACK (Building Leaders & Activists with Collective Knowledge) Program with Mr. Tyson Amir. The BLACK Program will provide an opportunity for Black students who are identified as socioeconomically disadvantaged, language learners or experiencing unstable housing in Oak Grove School District to develop deeper connections with their culture and history through a culturally relevant/culturally commending framework that is common core and content standard aligned. Young Black Scholars Club is an after school program designed students with African Ancestry in grades K-3 who are identified as Socioeconomically Disadvantaged, English Learners or Homeless or Foster Youth. Students will have monthly educational enrichment sessions with in-person family engagement events. Each meeting will have a student-centered approach where each child feels valued, elevated and heard. Through a culturally relevant lens, students will feel connected to African American accomplishments, figures, and moments in history and their community. Through the use of guest presenters, books, projects, and STEAM activities	2.5, 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
		students will see themselves in each lesson and see limitless possibilities. In addition to this valuable space where students will be heard and seen, they might be inspired to become a teacher. These opportunities, along with curricular materials that bring an Ethnic Studies lens to the core curriculum and opportunities for increased awareness for students and families on the FAIR act will support inclusive and welcoming environments for our Unduplicated student population.	
2.9	**Action:** Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth **Need:** Administrators and support staff are needed to organize, manage, and ensure fidelity of implementation for core and supplemental programs in differentiated and focused support for English Learners, Socioeconomically Disadvantaged, Foster Youth and Homeless Youth. **Scope:** LEA-wide	ESD staff and managers support, oversee and implement programs and services that provide equitable access to programs and services that support English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged Youth. Through regular review of data, weekly collaboration and discussion at department meetings and progress monitoring, the team ensures that students are achieving their fullest potential and have access to needed support.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
3.3	**Action:** Special Education Bilingual Support Staff **Need:** At our Title I funded schools, there is a need for bilingual support staff to serve students in	Bilingual Spanish support staff work at schools with high Spanish speaking families to provide translations and/or interpreters and childcare whenever necessary to ensure accurate communication and participation of guardians/families.Bilingual Spanish support staff work principally with Socioeconomically	3.1, 3.2, 3.3, 3.4, reference 2.5, 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
	their primary language to best meet the needs of our students and community. **Scope:** LEA-wide	Disadvantaged Youth and English Learners with disabilities. This equitable access to information gives parents of students with disabilities, who are also language learners, necessary tools and guidance on how to best support and advocate for their child's needs.	
4.1	**Action:** Social Worker and Social Work Interns **Need:** School Social Workers are needed to provide and establish a partnership between students, home, school staff and community. **Scope:** LEA-wide	Social Worker services provided include social emotional, psychological and academic support for students and families. Although all families benefit from their services, these supports are principally directed to our Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English learners--specifically those who are recent immigrants to the county or whose families have experience trauma in their immigration journey.	4.1, 4.4 In addition or using metrics listed, we will conduct focus groups and empathy interviews with our unduplicated parent population to determine the needs of families and effectiveness of the actions and impact on the families.
4.2	**Action:** Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students **Need:** Oak Grove desires to increase and enhance community awareness in order to retain and attract students and families to Oak Grove. Additionally, community awareness builds support for funding of our district goals and actions. **Scope:** LEA-wide	We will provide personnel and programs to support communication efforts principally directed to reach our Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged students and their families. Communication efforts will support all district families and the community at large, however, communication to the families of these specific student groups will ensure that equitable access to important decision making information--district choice options, student assessment reports, access to community events, etc.--reach families who traditionally receive less information through traditional modes of communication. We will provide this additional district support focused on English Language Learners, Socioeconomically Disadvantaged and Foster Youth. Administrators and Support Staff will target the needs of these	4.1, 4.3, 4.4 In addition or using metrics listed, we will conduct focus groups and empathy interviews with our unduplicated parent population to determine the needs of families and effectiveness of the actions and impact on the families.

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
		three student groups with a more intentional and purposeful approach in the area of engagement and communication.	
4.3	**Action:** Community Liaisons **Need:** Families from marginalized communities often lack access to basic community resources. Support from within the school is a need. **Scope:** LEA-wide	Community Liaisons provide another important support to low income families, Foster Youth and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of. Community Liaisons support access to school and district programs to families otherwise unaware of such available resources.	4.1, 4.3, 4.4 In addition or using metrics listed, we will conduct focus groups and empathy interviews with our unduplicated parent population to determine the needs of families and effectiveness of the actions and impact on the families.
4.5	**Action:** Parent Access to Information and Decision Input Opportunities **Need:** Parents and families of groups that are traditionally underserved and under-represented need to be included in important decision making and input gathering parent groups and sessions. **Scope:** LEA-wide	By continuing to offer parent group outreach for families of Hispanic and Black/African American students who are also English Learners, low socio-economic status, homeless or foster youth, and requesting and encouraging representation from all schools, as well as offering support such as translation or babysitting, we are opening opportunities for families of unduplicated students to provide input and share their voice, experience, and cultural wealth of knowledge at the district level. We value diverse perspectives, especially when it comes to input about our school system.	4.2 In addition or using metrics listed, we will conduct focus groups and empathy interviews with our unduplicated parent population to determine the needs of families and effectiveness of the actions and impact on the families.
5.2	**Action:** Mental Health and Socioemotional Counseling Services **Need:** Mental health support is needed to improve the social emotional wellbeing of students,	Mental health and social emotional counseling services benefit all students, however this action is principally directed to support the needs of our most vulnerable student groups based on data: Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners, specifically those new to the country, on refugee	5.7, 5.8, 5.9

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
	families, and staff in the Oak Grove School District. **Scope:** LEA-wide	status or having experienced traumatic immigration circumstances. Needs of these student groups and families are considered first in planning services and planning will be done in consultation with district mental health providers, site administrators, English Learner Teaching Partners and Educational Services Division managers, who work primarily with the needs of unduplicated student populations. We will provide schools access to mental health services through County Behavioral Health and School Linked Services. We will be able to refer students and their families to counseling services to support their social emotional wellbeing. In addition to using a web filter or security audit software, and the CHKS, we will administer a district-created Safety, Connectedness, and Belonging Survey two times a year for our students in grades 3-8.	
5.4	**Action:** Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners **Need:** Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month. Socioeconomically disadvantaged students are more likely to experience serious health problems. As a result, they are three times more likely to be chronically absent from school due to illness or injury. Specifically,	We will provide an additional two hours of health clerk time at each elementary school in order to support families with student attendance and health concerns. These additional hours will be principally directed to support the varied health needs of our Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	5.1

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
	children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders. **Scope:** LEA-wide		
5.5	**Action:** Academic Counselors at Intermediate Schools **Need:** In order to experience academic success, equitable access to additional supports such as counselors are needed to provide guidance and mentorship to our unduplicated student populations. **Scope:** Schoolwide	We will provide academic counselors at our middle schools focused on English Language Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Counselors will target the needs of these three student groups with a more intentional and purposeful approach to ensure their academic and social emotional well being via 1:1 and group counseling.	5.4, 5.8
5.6	**Action:** Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health **Need:** Administrators and support staff are needed to organize, manage, and ensure fidelity of implementation for programs and services that principally support English Learners, Socioeconomically Disadvantaged, Foster Youth and Homeless Youth.	We will provide additional support in our Educational Services Division focused on English Language Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

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
	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
2.5	**Action:** Assessment, Data and Progress Monitoring **Need:** Equitable access to technology tools and knowledge about devices and online learning tools is needed for families that may not have these resources. Empowering families with know-how to get information and support their children is essential in our partnership. **Scope:**	We will provide central educational technology coaches and administrator personnel to support technology access for our foster youth and homeless families including home deliveries, direct communication to assure access, as well as immediate replacement of Chromebooks or headphones to better meet the need of these specific students. This ensures that these students and families receive equitable access to technology monitoring that a further technology divide occurs for communities who traditionally do not have equitable access.	2.2, 2.3, 2.4

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.

Not applicable

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	n/a	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	n/a	Not applicable

2026-27 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	$94,378,384	9,348,860	9.906%	0.000%	9.906%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$93,260,685.00	$33,671,765.00	$1,382,671.00	$4,543,241.00	$132,858,362.00	$123,864,926.00	$8,993,436.00

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	Recruit, hire and retain highly qualified and diverse staff	All	No			All Schools	Ongoing	$83,149,283.00	$0.00	$80,422,730.00	$0.00	$848,347.00	$1,878,206.00	$83,149,283.00	
1	1.2	Core and Supplemental Curriculum, Assessment and Data	All	No			All Schools	Ongoing	$8,398.00	$437,565.00	$87,749.00	$333,007.00	$5,707.00	$19,500.00	$445,963.00	
1	1.3	Core Curriculum Professional Development	All	No			All Schools	Ongoing	$23,109.00	$19,850.00	$0.00	$0.00	$0.00	$42,959.00	$42,959.00	
1	1.4	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	All	No			All Schools	Ongoing	$413,575.00	$1,376,150.00	$164,682.00	$1,625,043.00	$0.00	$0.00	$1,789,725.00	
1	1.5	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$329,301.00	$0.00	$329,301.00	$0.00	$0.00	$0.00	$329,301.00	
1	1.6	Technology Hardware	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Technology Software and Programs	All	No			All Schools	Ongoing	$0.00	$790,458.00	$790,458.00	$0.00	$0.00	$0.00	$790,458.00	
1	1.8	Informational Technology Staff, Online Safety and Site Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,832,691.00	$10,000.00	$1,842,691.00	$0.00	$0.00	$0.00	$1,842,691.00	
2	2.1	Academic Language Development through the SEAL Model	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$106,979.00	$125,246.00	$232,225.00	$0.00	$0.00	$0.00	$232,225.00	
2	2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,056,089.00	$543.00	$1,056,632.00	$0.00	$0.00	$0.00	$1,056,632.00	
2	2.3	English Learner Support Staff	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,568,792.00	$50,867.00	$2,619,659.00	$0.00	$0.00	$0.00	$2,619,659.00	

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	2.4	Initial and Summative Language Testing for English Language Learners	All English Learners	No			All Schools	Ongoing	$86,260.00	$0.00	$86,260.00	$0.00	$0.00	$0.00	$86,260.00	
2	2.5	Assessment, Data and Progress Monitoring	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$228,807.00	$26,083.00	$254,890.00	$0.00	$0.00	$0.00	$254,890.00	
2	2.7	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,139,619.00	$5,631,325.00	$196,290.00	$6,409,554.00	$82,854.00	$82,246.00	$6,770,944.00	
2	2.8	Diverse and Inclusive Programs and Books	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,292.00	$47,606.00	$107,898.00	$0.00	$0.00	$0.00	$107,898.00	
2	2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,649.00	$0.00	$454,649.00	$0.00	$0.00	$0.00	$454,649.00	
3	3.1	Special Education Supplemental Curriculum and Training	Students with Disabilities	No			All Schools	Ongoing	$0.00	$203,699.00	$203,699.00	$0.00	$0.00	$0.00	$203,699.00	
3	3.2	Special Education Professional Development	Students with Disabilities	No			All Schools	Ongoing	$24,977.00	$13,993.00	$13,993.00	$0.00	$0.00	$24,977.00	$38,970.00	
3	3.3	Special Education Bilingual Support Staff	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$508,432.00	$0.00	$508,432.00	$0.00	$0.00	$0.00	$508,432.00	
3	3.4	Special Education Support Staff	Students with Disabilities	No			All Schools	Ongoing	$26,651,911.00	$0.00	$0.00	$24,265,355.00	$0.00	$2,386,556.00	$26,651,911.00	
3	3.5	Special Education Behavioral Supports	All	No			All Schools TK-6	1 year	$882,869.00	$0.00	$0.00	$882,869.00	$0.00	$0.00	$882,869.00	
4	4.1	Social Worker and Social Work Interns	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$384,473.00	$2,500.00	$384,473.00	$0.00	$0.00	$2,500.00	$386,973.00	
4	4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$192,187.00	$65,664.00	$257,851.00	$0.00	$0.00	$0.00	$257,851.00	

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
4	4.3	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$571,864.00	$8,152.00	$580,016.00	$0.00	$0.00	$0.00	$580,016.00	
4	4.4	District Community Events and Parent Information Nights	All	No			All Schools	Ongoing	$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	
4	4.5	Parent Access to Information and Decision Input Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$128,940.00	$104,886.00	$202,886.00	$0.00	$0.00	$30,940.00	$233,826.00	
4	4.6	School Linked Services	All	No			All Schools	Ongoing	$101,743.00	$4,757.00	$4,757.00	$0.00	$101,743.00	$0.00	$106,500.00	
5	5.1	Positive Behavior Interventions and Supports	All	No			All Schools	Ongoing	$38,841.00	$100.00	$0.00	$0.00	$0.00	$38,941.00	$38,941.00	
5	5.2	Mental Health and Socioemotional Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$853,969.00	$27,916.00	$853,969.00	$0.00	$0.00	$27,916.00	$881,885.00	
5	5.3	Student Physical Health and Well-Being	All	No			All Schools	Ongoing	$952,633.00	$21,280.00	$473,956.00	$155,937.00	$344,020.00	$0.00	$973,913.00	
5	5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$335,148.00	$4,296.00	$339,444.00	$0.00	$0.00	$0.00	$339,444.00	
5	5.5	Academic Counselors at Intermediate Schools	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Intermediate Schools	Ongoing	$600,660.00	$0.00	$600,660.00	$0.00	$0.00	$0.00	$600,660.00	
5	5.6	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$178,435.00	$0.00	$178,435.00	$0.00	$0.00	$0.00	$178,435.00	
5	5.7	Attendance Improvement and Monitoring	All	No			All Schools	Ongoing	$0.00	$8,500.00	$0.00	$0.00	$0.00	$8,500.00	$8,500.00	

2026-27 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
$94,378,384	9,348,860	9.906%	0.000%	9.906%	$11,000,401.00	0.000%	11.656 %	**Total:**	$11,000,401.00
								LEA-wide Total:	$10,399,741.00
								Limited Total:	$0.00
								Schoolwide Total:	$600,660.00

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	1.5	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$329,301.00	
1	1.8	Informational Technology Staff, Online Safety and Site Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,842,691.00	
2	2.1	Academic Language Development through the SEAL Model	Yes	LEA-wide	English Learners	All Schools	$232,225.00	
2	2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,056,632.00	

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	2.3	English Learner Support Staff	Yes	LEA-wide	English Learners	All Schools	$2,619,659.00	
2	2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,890.00	
2	2.7	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,290.00	
2	2.8	Diverse and Inclusive Programs and Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,898.00	
2	2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$454,649.00	
3	3.3	Special Education Bilingual Support Staff	Yes	LEA-wide	English Learners	All Schools	$508,432.00	
4	4.1	Social Worker and Social Work Interns	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$384,473.00	
4	4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,851.00	
4	4.3	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$580,016.00	

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 (%)
4	4.5	Parent Access to Information and Decision Input Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,886.00	
5	5.2	Mental Health and Socioemotional Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$853,969.00	
5	5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$339,444.00	
5	5.5	Academic Counselors at Intermediate Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Intermediate Schools	$600,660.00	
5	5.6	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,435.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$121,997,076.00	$125,404,455.80

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**	Recruit, hire and retain highly qualified and diverse staff	No	$75,643,328.00	$76,866,513
1	**1.2**	Core and Supplemental Curriculum, Assessment and Data	No	$782,929.00	$856,918
1	**1.3**	Core Curriculum Professional Development	No	$130,182.00	$150,570
1	**1.4**	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	No	$1,642,747.00	$1,736,567
1	**1.5**	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	$316,854.00	$307,453
1	**1.6**	Technology Hardware	No	$1,150,000.00	$1,309,290
1	**1.7**	Technology Software and Programs	No	$614,771.00	$637,048
1	**1.8**	Informational Technology Staff, Online Safety and Site Technology Support	Yes	$1,885,679.00	$1,943,019
2	**2.1**	Academic Language Development through the SEAL Model	Yes	$322,361.00	$322,175
2	**2.2**	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and	Yes	$960,317.00	$963,214

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)
		Socioeconomically Disadvantaged Students			
2	**2.3**	English Learner Support Staff	Yes	$3,116,310.00	$3,129,781
2	**2.4**	Initial and Summative Language Testing for English Language Learners	No	$95,902.00	$95,919
2	**2.5**	Assessment, Data and Progress Monitoring	Yes	$115,163.00	$93,600
2	**2.6**	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	$259,173.00	$259,779
2	**2.7**	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	Yes	$6,311,046.00	$6,251,365
2	**2.8**	Diverse and Inclusive Programs and Books	Yes	$188,808.00	$210,576
2	**2.9**	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	$459,516.00	$453,625
3	**3.1**	Special Education Supplemental Curriculum and Training	No	$135,675.00	$138,719
3	**3.2**	Special Education Professional Development	No	$120,195.00	$109,750
3	**3.3**	Special Education Bilingual Support Staff	Yes	$143,501.00	$127,175
3	**3.4**	Special Education Support Staff	No	$22,331,916.00	$23,652,441

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	3.5	Special Education Behavioral Supports	No	$1,107,000.00	$1,182,762
4	4.1	Social Worker and Social Work Interns	Yes	$352,355.00	$417,135
4	4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Yes	$341,129.00	$346,930
4	4.3	Community Liaisons	Yes	$500,016.00	$556,826
4	4.4	District Community Events and Parent Information Nights	No	$10,000.00	$10,000
4	4.5	Parent Access to Information and Decision Input Opportunities	Yes	$211,553.00	$194,556
4	4.6	School Linked Services	No	$106,500.00	$106,500
5	5.1	Positive Behavior Interventions and Supports	No	$78,638.00	$64,654.80
5	5.2	Mental Health and Socioemotional Counseling Services	Yes	$894,572.00	$925,844
5	5.3	Student Physical Health and Well-Being	No	$880,078.00	$1,154,550
5	5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners	Yes	$287,549.00	$317,883
5	5.5	Academic Counselors at Intermediate Schools	Yes	$294,354.00	$330,845
5	5.6	Central Office Support for Foster Youth, Homeless Youth, English	Yes	$200,459.00	$175,473

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)
		Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health			
5	**5.7**	Attendance Improvement and Monitoring	No	$6,500.00	$5,000

2025-26 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)
$9,131,106	$10,850,242.00	$9,453,100.00	$1,397,142.00	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	1.5	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	$316,854.00	$307,453		
1	1.8	Informational Technology Staff, Online Safety and Site Technology Support	Yes	$1,885,679.00	$315,419		
2	2.1	Academic Language Development through the SEAL Model	Yes	$322,361.00	$322,175		
2	2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	$960,317.00	$963,214		
2	2.3	English Learner Support Staff	Yes	$3,112,710.00	$3,129,781		
2	2.5	Assessment, Data and Progress Monitoring	Yes	$115,163.00	$93,600		
2	2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	$221,253.00	$223,677		

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)
2	2.7	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	Yes	$307,003.00	$425,541		
2	2.8	Diverse and Inclusive Programs and Books	Yes	$93,648.00	$99,176		
2	2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	$459,516.00	$453,625		
3	3.3	Special Education Bilingual Support Staff	Yes	$143,501.00	$127,175		
4	4.1	Social Worker and Social Work Interns	Yes	$212,605.00	$271,340		
4	4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Yes	$341,129.00	$244,278		
4	4.3	Community Liaisons	Yes	$500,016.00	$556,826		
4	4.5	Parent Access to Information and Decision Input Opportunities	Yes	$211,553.00	$194,556		
5	5.2	Mental Health and Socioemotional Counseling Services	Yes	$864,572.00	$913,388		
5	5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners	Yes	$287,549.00	$305,558		
5	5.5	Academic Counselors at Intermediate Schools	Yes	$294,354.00	$330,845		

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)
5	**5.6**	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	Yes	$200,459.00	$175,473		

2025-26 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)
$91,114,786	$9,131,106	0.00%	10.022%	$9,453,100.00	0.000%	10.375%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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