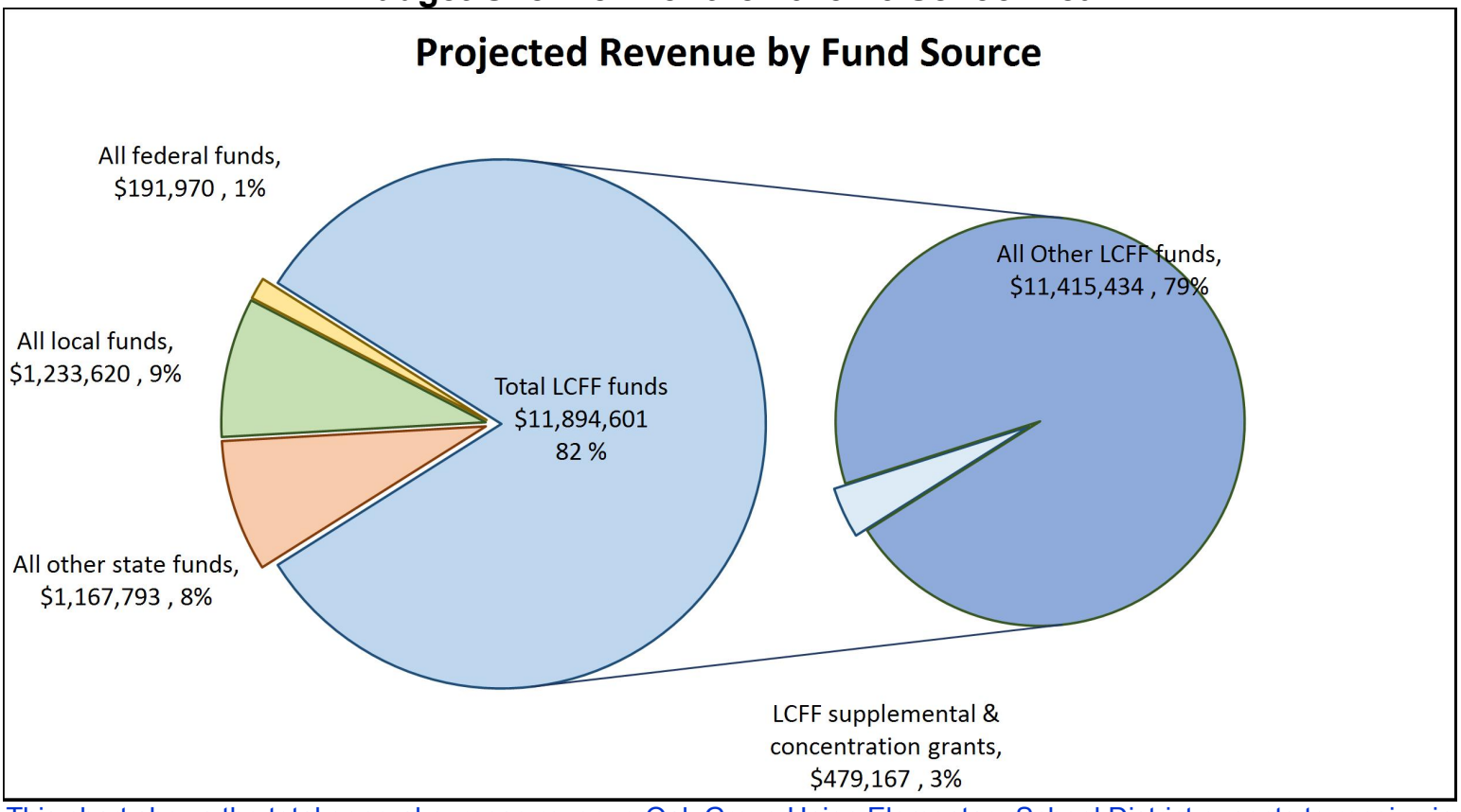
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Grove Union Elementary School District
CDS Code: 49708396051890 and 49708390000000
School Year: 2025-26
LEA contact information:
Amber Stringfellow
Superintendent
astringfellow@ogusd.org
(707) 545-0171

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

Budget Overview for the 2025-26 School Year

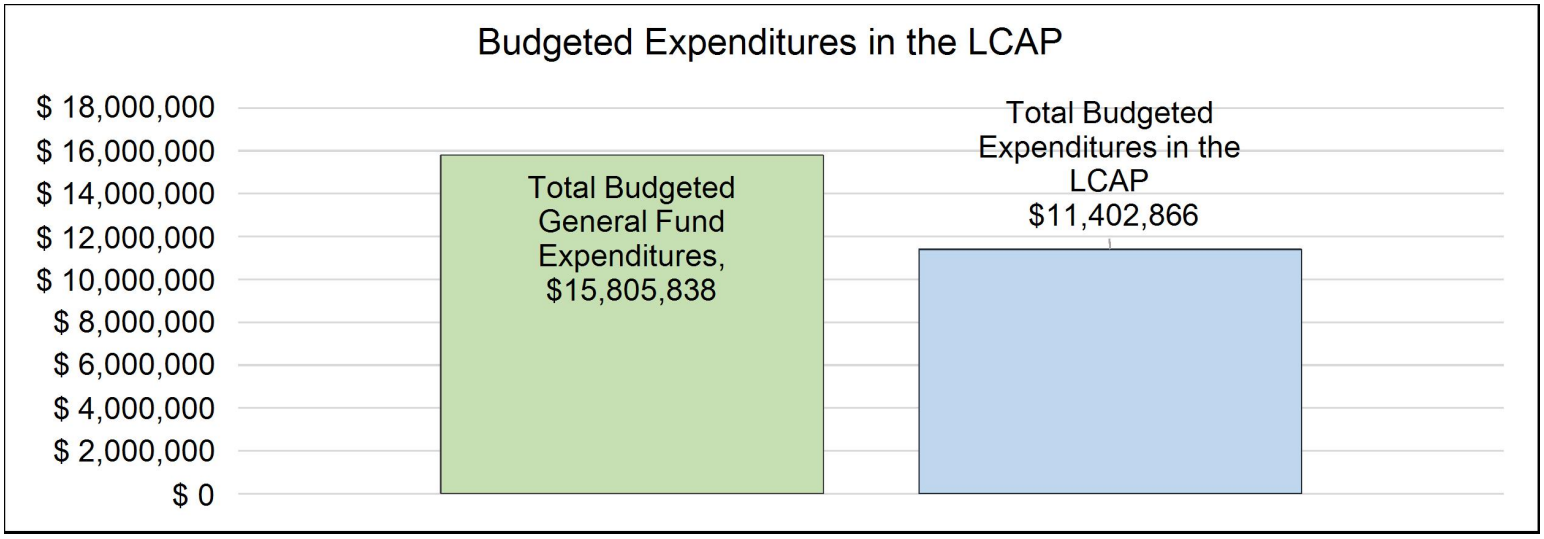


This chart shows the total general purpose revenue Oak Grove Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Grove Union Elementary School District is $14,487,984, of which $11,894,601 is Local Control Funding Formula (LCFF), $1,167,793 is other state funds, $1,233,620 is local funds, and $191,970 is federal funds. Of the $11,894,601 in LCFF Funds, $479,167 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 Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Grove Union Elementary School District plans to spend $15,805,838 for the 2025-26 school year. Of that amount, $11,402,866 is tied to actions/services in the LCAP and $4,402,972 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

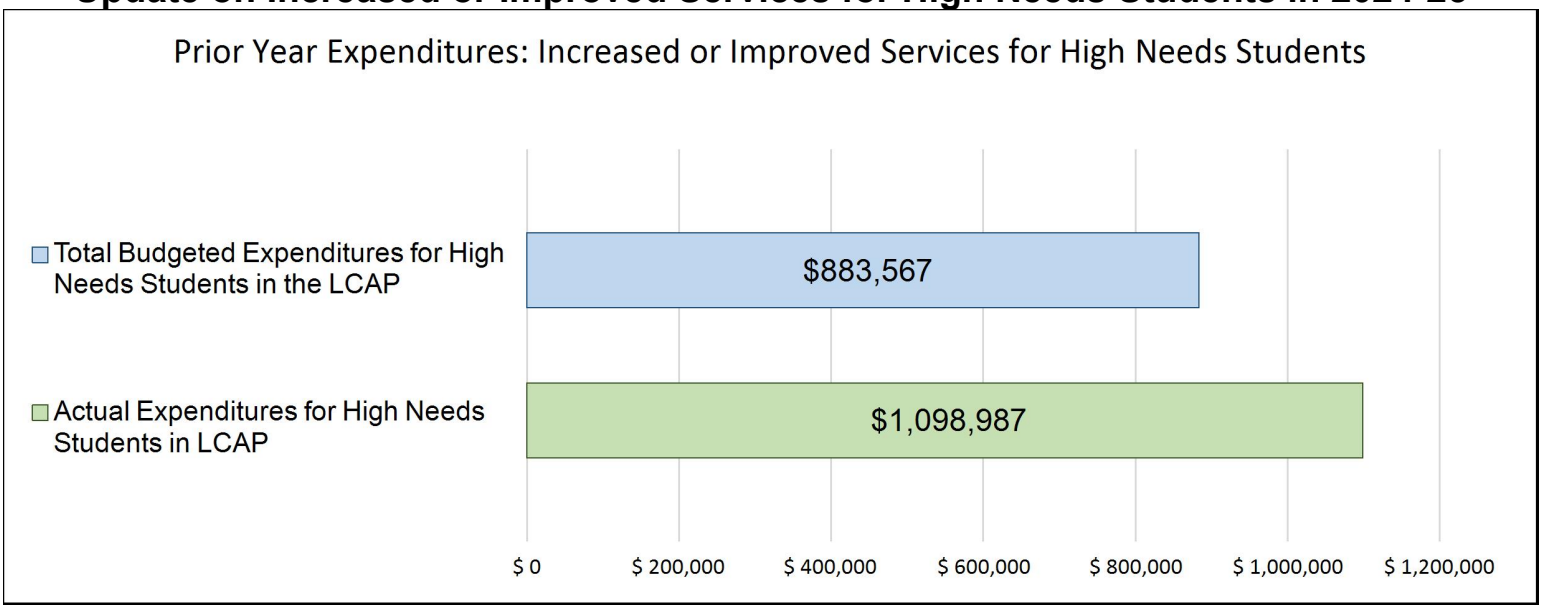
The LCAP does not include: 1. District administrative expenses such as district office staff salaries/benefits, legal fees, audit expenses, property & liability insurance, ect.; 2. Most school site administrative expenses such as principals, school secretaries, office supplies, equipment, and contracts.

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

In 2025-26, Oak Grove Union Elementary School District is projecting it will receive $479,167 based on the enrollment of foster youth, English learner, and low-income students. Oak Grove Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Grove Union Elementary School District plans to spend $1,044,173 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Oak Grove Union Elementary 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 Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Oak Grove Union Elementary School District's LCAP budgeted $883,567 for planned actions to increase or improve services for high needs students. Oak Grove Union Elementary School District actually spent $1,098,987 for actions to increase or improve services for high needs students in 2024-25.

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 Union Elementary School District	Amber Stringfellow Superintendent	astringfellow@ogusd.org (707) 545-0171

Plan Summary [2025-26]

General Information

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

This document serves as the Local Control Accountability Plan (LCAP) for both Oak Grove Union Elementary School District and Oak Grove Elementary/Willowside Middle School (Charter). As a "conversion charter," our charter budget is rolled into our LEA budget.

OGUSD Vision Statement: The Oak Grove Union School District, in partnership with our community, creates a challenging, safe, and caring learning environment for each student. We are committed to: Academic Excellence, Engagement with the Arts, Development of Life Skills, Celebration of Diversity, and Stewardship of the Environment. The Vision of the OGUSD Graduate is a student who: Excels academically (thinks critically/creatively, poses questions and solves problems, uses technology to innovate and present ideas, collaborates and communicates effectively), is a well-rounded and balanced individual (is artistic, a steward of the environment, healthy and fit, discovers and explores), and is an engaged member of the community (celebrates diversity, is an involved, thoughtful, compassionate and ethical citizen).

The Oak Grove Union Elementary School District serves students in grades Transitional Kindergarten-Kindergarten. The charter components of the program Oak Grove Elementary/Willowside Middle School serves 1st-8th grade. Oak Grove Union Elementary School District (TK & K) has 105 students, 21% are socioeconomically disadvantaged, 5% English Language Learners, and 0% Foster Youth. Oak Grove Elementary/Willowside Charter (1-8) has 714 students, 30% are socioeconomically disadvantaged, 4% English Language Learners, and 0.4% Foster Youth. Oak Grove Elementary School and Willowside Middle School are nestled in the hills above the little town of Graton, just west of Santa Rosa, among vineyards and rural environments.

As part of a SCOE pilot, OGUSD worked with SWIFT Education Center for the past two years to review practices and determine priority

areas. SWIFT is leading the nation in Equity-based Multi-Tiered System of Support education research and services. More information can be found at https://swiftschools.org/. Throughout our LCAP process this year we incorporated the SWIFT FIA language into our LCAP in order to provide consistent language and an evidence-based framework.

All information related to our LCAP can be found at our LCAP Hub: https://sites.google.com/ogusd.org/ogusdlcap/home

Our district does not have any schools identified for the Equity Multiplier. The LCAP serves as the district's strategic plan.

LCFF FUNDS OVERVIEW FOR DISTRICT AND CHARTER

LCFF base funds and supplemental grant funds are made up allocations for Oak Grove Union School District (TK/K) and the Oak Grove Elementary/Willowside Middle School Charter.
Oak Grove Union School District: LCFF Base Funds - $1,300,862, Supplemental Grant - $48,344, Percentage to Increase of Improve Services - 3.72%
Oak Grove Elementary/Willowside Middle School Charter: LCFF Base Funds - $7,209,213, Supplemental Grant - $430,823, Percentage to Increase of Improve Services - 5.98%
Combined Total: LCFF Base Funds - $8,510,075, Supplemental Grant - $479,167, Percentage to Increase of Improve Services - 5.63%

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
An LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data. Based on this needs assessment, additional services for the Expanded Learning Opportunity Program was determined to be the most effective way to support academic learning recovery and student social and emotional well-being. This action can be found under LCAP Goal 2, Action 2 Multi-tiered systems of support (MTSS), sub-action Expanded Learning Opportunity Program

Our District/Charter **has expended** all LREBG funds. However, if additional funding arises the following will be our LREBG funded action: 2.2 Multi-tiered systems of support (MTSS), sub-action Expanded Learning Opportunity Program.

2.2 Multi-tiered systems of support (MTSS), sub-action Expanded Learning Opportunity Program
If additional LREBG funding is provided, this action will be considered an LREBG action and utilize LREBG Funds. Expanded Learning Opportunity Program and MTSS is an evidence-based practice listed on the CDE website: https://www.cde.ca.gov/ci/cr/ri/ to support academic learning recovery and student social and emotional well-being. This action is listed under both (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs" for ELOP and category (C) for allowable uses: "Integrating evidence-based pupil supports to address other barriers to learning" for MTSS. The metrics

being used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2024 CA DASHBOARD

SUCCESSES based on 2024 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"
-English Language Arts (Charter-Blue)
-Suspension Rate (District-Green)
-Mathematics (Charter-Green)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:
-Socioeconomically Disadvantaged: English Language Arts (Charter-Green)
-Two or More Races: English Language Arts (Charter-Green), Mathematics (Charter-Green)
-White: English Language Arts (Charter-Blue), Mathematics (Charter-Green), Suspension Rate (District-Green)

The following local indicators were at the "standard met" level.
-Basic Services
-Implementation the Academic Standards
-Parent and Family Engagement
-Local Climate Survey
-Access to Broad Course of Study

CHALLENGES based on 2024 CA Dashboard and Local Data:
Indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for “all students”
-There were no indicators where the School/LEA that received the lowest performance level ('red")

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:
-English Learners: Suspension Rate (Charter)
-Students with Disabilities: Suspension Rate (Charter)

REFLECTIONS
On the 2024 CA Dashboard,
-the district (TK/K) improved all "red" areas from the 2023 CA Dashboard.
-the charter (1-8th grade) improved all "red" areas from the 2023 CA Dashboard, except Suspension rate for English Learners.
Socioeconomically Disadvantaged decreased 8% on Chronic Absenteeism and decreased 1% on Suspension Rate; Students with Disabilities decreased 13% on Chronic Absenteeism, improved 48 points on ELA, improved 39 points on Math; Hispanic students decreased 0.7% on Suspension Rate.

Reference
Charter: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=&scode=6051890
District: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=&scode=6051882

ADDRESSING THE NEED
Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:
-LCAP Action 2.2 Multi-tiered systems of support (MTSS) (2023 and 2024 Priority Areas)
-LCAP Action 2.3 English Learner Support (2023 Priority Area)
-LCAP Action 2.4 Special Education Services (2023 Priority Area)
-LCAP Action 3.1 Social/Emotional Wellness (2023 and 2024 Priority Areas)

REQUIRED ACTIONS
The State of California requires the following actions to be included in a district LCAP:
-Students with Disabilities Required Action is found under action 2.4 Special Education Services
-English Learners Required Action is found under action 2.3 English Learner Support (please note the district has less than 15 Long-term English Learners (LTEL)
-Technical Assistant Required Actions: 2.1 Assessment/Data Monitoring System/ Differentiation; 2.2 Multi-tiered systems of support (MTSS); 2.4 Special Education Services; 1.4 Enrichment Opportunities; 3.2 School Safety (See details below)
-LREBG Action found under action 2.2 Multi-tiered systems of support (MTSS)
-Equity Multiplier: N/A for our district
-2023 CA Dashboard Required Actions are found under: 2.2 Multi-tiered systems of support (MTSS); 2.3 English Learner Support; Action 2.4 Special Education Services; 3.1 Social/Emotional Wellness
-2024 CA Dashboard Required Actions are found under: 2.2 Multi-tiered systems of support (MTSS); 3.1 Social/Emotional Wellness

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The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data:

Overall indicators where the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard for “all students”
-Oak Grove Elementary (TK/K): Chronic Absenteeism was at the "red" level for 2023 Dashboard for "all students"

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard:

Charter:
-English Learners obtained a red performance level for suspension rate
-Socio-economically disadvantaged students obtained a red performance level for Chronic absenteeism and suspension rate
-Students with disabilities obtained a red performance level for Chronic absenteeism, English Language Arts, and Mathematics
-Hispanic students obtained a red performance level for suspension rate
-Two or more races obtained a red performance level for suspension rate

District (TK/K)
-White subgroup obtained a red performance level for Chronic Absenteeism

Reflections: Technical Assistance

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

As of the 2024 CA School Dashboard, our district is no longer identified as eligible for "Differentiated Assistance" because we no longer have any student demographic group at the red performance level in two or more priority areas and we have met all local indicators.

Our district was eligible for Differentiated Assistance for the following student groups based on the 2022 and 2023 CA Dashboard:

- Students with Disabilities (eligible based on Suspension and Chronic Absenteeism in 2022 and ELA/Math and Chronic Absenteeism in 2023)
- Socioeconomically Disadvantaged (eligible based on Suspension and Chronic Absenteeism in 2022 and Suspension and Chronic Absenteeism in 2023)

Our eligibility in 2023 qualified us for two consecutive years of support through Sonoma County Office of Education. Our district participated in a yearlong Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through this continuous improvement model we analyzed public data as well as local data. We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes. We have identified the following Urgent Articulated Problems:

Math
At OGUSD there is a continued need for additional concentrated, specific support, during a protected core instructional time specifically for math. There is a need for math instruction to be delivered with a UDL approach to meet the needs of all learners specifically the needs of Students with Disabilities to remove barriers and add support with the goal of equitable student achievement.

ELA
At OGUSD there is continued need for diving deeper into student achievement data and ensuring we are utilizing our data to direct instruction in a timely manner. In addition, there is a need for utilizing UDL strategies to ensure all students are accessing instruction and science based reading practices, specifically Students with Disabilities with the goal of removing barriers and adding supporting the goal of equitable student achievement.

As we plan for the 2025- 2026 school year we will be focusing on the following LCAP Actions to continue the improvement for the following student groups: Students with Disabilities and Socioeconomically Disadvantaged.

ELA/Math Support

- 2.1 Assessment/Data Monitoring System/ Differentiation: Star Reading, adaptive software
- 2.2 Multi-tiered systems of support (MTSS): MTSS Action Plan, academic interventions and differentiation supports.
- 2.4 Special Education Services: Resource Specialist, Dean of Students

Chronic Absenteeism

- 1.4 Enrichment Opportunities: Engagement activities, Fine Arts, music, garden
- 2.2 Multi-tiered systems of support (MTSS): MTSS Action Plan, academic interventions and differentiation supports

Suspension

- 2.2 Multi-tiered systems of support (MTSS): MTSS Action Plan, academic interventions and differentiation supports
- 3.2 School Safety: Focus on Universal Behavior Supports and our Coordinated Services Team process

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers / Other school personnel / Local bargaining units of the LEA	Types of Engagement: Youth Truth Survey: [January 2025] ; staff meetings to discuss priorities: Ongoing; Request for Feedback Email: [February 26 2025]; LCAP Hub Feedback Link: [Feb-May 2025]; Local bargaining units were consulted: Certificated: April 2025 Classified: April 2025 Process for Engagement: During meetings we reviewed LCAP goals and actions, discussed that this year is year 2 of 3-year cycle for LCAP and there were not many changes from previous LCAP to this LCAP, collected any requested needs to include, and reviewed summary of LCAP metrics (including Youth Truth Data) to determine any additional needs. Notes were taken for each meeting. In addition, an email was sent with a link to a google form to request any additional feedback. Qualitative analysis techniques were conducted to review this feedback from all educational partners. Survey results were also used to determine action effectiveness, identify any additional areas to focus on, and to determine progress on LCAP Metrics. Summary of Impact: MTSS remains a priority to support the different needs of students. No additional changes to LCAP were requested. We are pleased with our positive progress and exiting differentiated assistance status. Teachers are very happy with ELOP programming and would like to see it continue.

Educational Partner(s)	Process for Engagement
Principals/ Administrators	Types of Engagement: Meetings to discuss priorities: Ongoing; Meetings to discuss revisions: December 18, 2024; February 24, 2025; Ongoing Feedback and Discussions: [Jan-May 2025] Process for Engagement: Reviewed LCAP Goals and Actions and LCAP Metric Summary to determine any additional needs. Conducted LREBG Needs Assessment. Consulted with educational partners to determine changes. Summary of Impact: Based on educational partner feedback MTSS remains a priority. Universal TK was moved to action 1.1 as it is a required part of the educational program now. We are pleased with our positive progress and exiting differentiated assistance status.
Parents	Types of Engagement: Youth Truth Survey: [January 2025] ; Superintendent Coffee: 9/27/2024, 3/28/2025; Request for Feedback Email: March 3, 2025 Process for Engagement: During meetings we reviewed LCAP goals and actions, discussed that this year is year 2 of 3-year cycle for LCAP and there were not many changes from previous LCAP to this LCAP, collected any requested needs to include, and reviewed summary of LCAP metrics (including Youth Truth Data) to determine any additional needs. Notes were taken for each meeting. In addition, an email was sent with a link to a google form to request any additional feedback. Qualitative analysis techniques were conducted to review this feedback from all educational partners. Survey results were also used to determine action effectiveness, identify any additional areas to focus on, and to determine progress on LCAP Metrics. Summary of Impact: Supporting students is a priority for parents which demonstrates a continued need for our MTSS work. Parents are very happy with ELOP programming and would like to see it continue. No additional changes to LCAP were requested.

Educational Partner(s)	Process for Engagement
Students	Types of Engagement: Youth Truth Survey: [January 2025] ; Observations and informal meetings: [Ongoing] Process for Engagement: Qualitative analysis of Youth Truth Survey comments was completed, and quantitative analysis of Youth Truth Survey results was done. There were discussions regarding informal observations and informal meetings and action items established. Summary of Impact: Students really like ELOP programming and enjoy the academic support and enrichment support.
SELPA (Special Education Local Plan Area Administrator)	Types of Engagement: Email was sent on 2/25/2025 and 4/9/2025 Process for Engagement: The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities). Summary of Impact: No revisions requested
Schoolsite Councils / School Plans/ Parent Advisory Committee	Types of Engagement: Process for Engagement: As a single school district, our LCAP serves as our school plan. Site Council also serves as our Parent Advisory Committee (PAC). Superintendent presented the LCAP to the School Site Council: we reviewed LCAP goals and actions, discussed that this year is year 2 of 3-year cycle for LCAP and there were not many changes from previous LCAP to this LCAP, collected any requested needs to include, and reviewed summary of LCAP metrics (including Youth Truth Data) to determine any additional needs. In May 2025, the superintendent responded, in writing, to comments received from the Parent Advisory Committee and can be found on the LCAP Hub. Summary of Impact: Supporting students is a priority for parents which demonstrates a continued need for our MTSS work. No

Educational Partner(s)	Process for Engagement
	additional changes to LCAP were requested. We are pleased with our positive progress and exiting differentiated assistance status.
District English Learner Advisory Councils	The district has less than 50 English learners and is not required to have an DELAC, however, we host meetings for English Learner parents to facilitate engagement and these are listed below. Types of Engagement: English Language Advisory Committee Meetings: 2/11/2025; Superintendent Presented LCAP: 4/9/2025 Process for Engagement: The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment. In June 2025, the superintendent responded, in writing, to comments received from the English Learner Parent Advisory Committee and can be found on the LCAP Hub. Summary of Impact: Supporting students is a priority for parents which demonstrates a continued need for our MTSS work. Additional academic support was requested. Continue translation services. Improve attendance. Additional communication measures.
Student Advisory Groups	Types of Engagement: Middle School Leadership Class Process for engagement: notes were collected from meeting Summary of Impact: Students like leadership, like fun activities, events, Like increasing positive school culture on campus. No revisions requested
Community (Public Notification)	Types of Engagement: Public Notification (through SCOE June 2025) Process for Engagement: The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed).

Educational Partner(s)	Process for Engagement
	Summary of Impact: No revisions requested
Governing Board/Community (Public Hearing)	Types of Engagement: Public Hearing 6/11/2025 Process for Engagement: The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) Summary of Impact: No revisions requested
Governing Board (Adoption: Public Meeting)	Types of Engagement: Board Meeting 6/12/2025 Process for Engagement: The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. Summary of Impact: No revisions requested

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

Learning Recovery Emergency Block Grant (LREBG)Engagement
-Based on LREBG Needs Assessment and all educational partner feedback and analysis of the data, Action 2.2 Multi-tiered systems of support (MTSS) and **ELOP ** is the most appropriate place to utilize Learning Recovery Emergency Block Grant (LREBG) funds.

LCAP engagement supported 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. A good number of revisions were made during the 2023-2024 school year (for the 2024-2025 LCAP). The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions. The following is summary of the changes:

- 1.3 Instructional Materials/ Technology: added "Math Adoption: Explore instructional materials aligned with the math adoption process."
- 2.2 Multi-tiered systems of support (MTSS): "Learning Recovery Emergency Block Grant (LREBG) Action" note was added to this action
- 2.4 Special Education Services: "differentiated assistance and ATSI" was deleted as we are no longer in DA or ATSI
- 2.5 Universal TK was moved to action 1.1 as it is a required part of educational programming.
- 3.2 School Safety: included a general statement of training provided with examples afterwards, instead of listing CPI Training.
- 3.4 Parent/Community/ School Partnerships and Events: provided additional examples for “Parent Education”

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Balanced Education Program Develop an exceptional 21st Century Learning Environment that supports our students' ability to think critically, problem-solve, work collaboratively, be creative, and develop skills necessary to become digitally literate and college and career ready.	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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed based on educational partner input and ensuring state priorities are met. All of our educational partners believe that additional support is needed for low-income, English learners, foster youth, students with disabilities, and students who are struggling academically. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The actions and metrics grouped together demonstrate all the component necessary for providing a balanced education program that covers a broad course of study, provides enrichment opportunities to enhance students understanding of the world around them, and increases students' fluency with technology.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CLEAR CREDENTIAL (Local Indicator) % "authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)"	2023-2024 100%	2024-2025 (Local) 98% 2022-2023 (Dataquest) TK/K: 100% 1st-8th: 94%		95%+ *Metric adjusted see prompt #4 below*	Decreased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	INSTRUCTIONAL MATERIALS (Local Indicator) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home # of Williams Complaints	2023-2024 0% / 0	2024-2025 0% / 0		0% / 0	Maintained 0%
1.3	IMPLEMENTATION OF THE STANDARDS (Local Indicator-CA Dashboard) See local Indicator report for detailed version. https://www.caschooldashboard.org/reports/49708396051890/2024/academic-performance#local-indicators For each content area, list implementation status for: -PL: Professional Learning -IM: Instructional Materials -DL: Delivering Instruction 1 - Exploration & Research Phase 2 - Beginning	2023 "Standard Met" ELA: PL: 4 IM:4 DL:4 ELD: PL: 4 IM:4 DL:4 Math: PL: 4 IM:4 DL:4 NGSS: PL: 3 IM:3 DL:3 History/SS: PL:3 IM:3 DL:3	2024 "Standard Met" ELA: PL: 4 IM:4 DL:4 ELD: PL: 4 IM:4 DL:4 Math: PL: 4 IM:4 DL:4 NGSS: PL: 4 IM:4 DL:4 History/SS: PL:4 IM:4 DL:4		"Standard Met" on CA Dashboard ELA: PL: 5 IM:5 DL:5 ELD: PL: 5 IM:5 DL:5 Math: PL: 5 IM:5 DL:5 NGSS: PL: 4 IM:4 DL:4 History/SS: PL:4 IM:4 DL:4	Maintained "Standard Met" Maintained in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability https://sites.google.com/ogusd.org/ogusdlcap/home					
1.4	ENGLISH LEARNER ACCESS (Local Data) % with access to CA Standards, including ELD Standards	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.5	COURSE OF STUDY (Local Indicator) % of students who have access to a broad course of study (see local indicator report for more details) https://sites.google.com/ogusd.org/ogusdlcap/home	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.6	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 3 points above Change: Declined 4 points Color: Yellow	2023-2024 Status: 20 points above Change: Increased 13 points Color: Blue		Increase by at least 3 points each year or maintain above standard status	Increased by 17 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	MATH ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 27 points below Change: Declined 5 points Color: Orange	2023-2024 Status: 17 points below Change: Increased 10 points Color: Green		Increase by at least 3 points each year (18 points below)	Increased by 10 points
1.8	SCIENCE (CAST) % met or exceed (5th and 8th)	2022-2023 All: 36% 5th: 49% 8th: 30%	2023-2024 All: 55% 5th: 57% 8th: 54%		40%+	All: Increased 19% 5th: Increased 8% 8th: Increased 24%
1.9	PHYSICAL FITNESS TEST (PFT) (SARC) Participation Rate (average of all areas) *Metric adjusted see prompt #4 below**	2022-2023 5th: 89% 7th: 95%	2023-2024 5th: 88% 7th: 94%		95%+	5th: Decreased by 1% 7th: Decreased by 1 %
1.10	Middle School DROPOUT RATE (Local Data)	2022-2023 0	2023-2024 0		0	Maintained 0

Goal Analysis [2024-25]

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions.

- 1.1 Highly Qualified Teachers: Ongoing Implementation. We have highly qualified staff that are appropriately assigned and all students received instruction, aligned to California state content standards (including ELD Standards)

- 1.2 Professional Development/Collaboration: Ongoing Implementation. We provided professional development and collaboration time for staff members.
- 1.3 Instructional Materials/Technology: Ongoing Implementation. All students had sufficient access to standards-aligned instructional materials and supplies.
- 1.4 Enrichment Opportunities: Ongoing Implementation. Students participated in many different types of enrichment throughout the year.

Challenges: The following metrics (listed above) did not improve, which demonstrates potential challenges towards meeting the goal:
- 1.1 Clear Credential (% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)). This area decreased; however, it is at a high level of 98%.
- 1.9 Physical Fitness Testing Participation Rate. Decreased slightly and not above 95%.

Success: The following metrics (listed above) improved or maintained the same high level, which demonstrates success towards progress of meeting the goal:
- 1.1 Clear Credential (% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO))
- 1.2 Instructional Materials (% of students without access to their own copies of standards-aligned instructional materials for use at school and at home and # of Williams Complaints)
- 1.3 Implementation of the Standards (local indicator ratings)
- 1.4 English Learner Access (% with access to CA Standards, including ELD Standards)
- 1.5 Course of Study (% of students who have access to a broad course of study)
- 1.6 ELA Academic Indicator (Distance from Standard Met (status), Change, Performance Color) (significant increase!)
- 1.7 Math Academic Indicator (Distance from Standard Met (status), Change, Performance Color) (significant increase!)
- 1.8 Science (CAST) (% met or exceed) (significant increase!)
- 1.10 Middle School Dropout Rate

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
- 1.1 Highly Qualified Teachers: No material differences
- 1.2 Professional Development/Collaboration: The District was able to provide more professional development to staff than originally planned. Therefore, there was an increase in expenditures for this action
- 1.3 Instructional Materials/Technology: No material differences
- 1.4 Enrichment Opportunities: No material differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

1.1 Highly Qualified Teachers
Effectiveness of Action: Effective
Metric: % appropriately credentialed
Highly qualified staff provide high-quality instruction, foster a positive learning environment, and implement effective teaching strategies. Their expertise and dedication ensure that students receive the best possible education, which is critical for academic achievement and personal development. Data that demonstrates effectives includes: -98% properly credentialed;

- 100% teachers are appropriately credentialed (TK/K) and 94% (1st-8th) on CA Dashboard (Dataquest).
- 100% of students who have access to a broad course of study (local indicator)
- 4% better than the county and 6% increase compared to 2024 at WMS of students who answered positively to "How many of your teachers are willing to give extra help on school work if you need it?" (Youth Truth Student Survey)
- 6% better than the county and 1% increase compared to 2024 at WMS of students who answered positively to "I take pride in my school work." (Youth Truth Student Survey)
- 1% better than the county and 5% increase compared to 2024 at WMS of students who answered positively to "I feel like I will be ready for high school classes when I finish middle school." (Youth Truth Student Survey)
- 10% better than the county and 10% increase compared to 2024 at OGE of students who answered positively to "Do you like how your teacher treats you when you need help?" (Youth Truth Student Survey)
- 5% better than the county and 12% increase compared to 2024 at OGE of students who answered positively to "Does your teacher give you extra help if you need it? (Youth Truth Student Survey)
- 7% better than the county and 7% increase compared to 2024 at OGE of students who answered positively to "Does your teacher let you explain your ideas?" (Youth Truth Student Survey)

1.2 Professional Development/Collaboration
Effectiveness of Action: Effective
Metric: Youth Truth Survey, Implementation of the Standards Implementation Status, CA Dashboard Overall Results
Professional development and collaboration enhance teaching quality and student outcomes. They empower educators to stay updated with educational advancements, refine their skills, and share effective strategies. This collective effort fosters a supportive learning community, leading to improved instructional practices and a more enriching educational experience for students. Data to demonstrate effectiveness:

- Professional Development was directly informed by survey results from staff
- Local Indicator Implementation of the Standards (“Standard Met”)
- English Language Arts: 4-Full Implementation (all categories), Mathematics: 4-Full Implementation (all categories), English Language Development: 4-Full Implementation (all categories), Science: 4-Full Implementation (all categories), History: 4-Full Implementation (all categories)
- CA Dashboard: Improvement on ELA Academic Indicator, Math Academic Indicator, Chronic Absenteeism Indicator,
- 4% increase at WMS for the Professional Development and Support Overall Category (Youth Truth Staff Survey)
- 4% better than the county and 17% increase compared to 2024 at WMS of staff who answered positively to "My professional development over the last year has been closely connected with my school's priorities." (Youth Truth Staff Survey)

- 18% increase compared to 2024 at WMS of staff who answered positively to "My professional development over the last year has provided me with teaching strategies to better meet my students' needs." (Youth Truth Staff Survey)
- 5% better than the county and 2% increase compared to 2024 at OGE of staff who answered positively to "My school supports me in implementing what I have learned in professional development." (Youth Truth Staff Survey)
- 8% increase compared to 2024 at OGE of staff who answered positively to "My professional development over the last year has provided me with content support." (Youth Truth Staff Survey)

1.3 Instructional Materials/Technology
Effectiveness of Action: Effective
Metric: % of students have access to standards-aligned instructional materials, Youth Truth Data, Device Ratio
Instructional materials and technology enhance the educational experience. They provide diverse resources that support curriculum goals, engage students, and cater to various learning styles. Integrating technology fosters interactive learning, develops digital literacy, and prepares students for the future, ensuring a well-rounded and effective education. Data to demonstrate the effectiveness of this action includes:

- 100% of students have access to a technology device.
- 100% of students have access to standards-aligned instructional materials;
- 0 Williams Complaints;
- 2% better than the county and 4% increase compared to 2024 at WMS of staff who answered positively to "I have the necessary resources to do my job well." (Youth Truth Staff Survey)
- 1% increase compared to 2024 at OGE of staff who answered positively to "I have the necessary resources to do my job well." (Youth Truth Staff Survey)

1.4 Enrichment Opportunities:
Effectiveness of Action: Effective
Metric: Attendance Rate, Youth Truth Survey
Enrichment fosters a well-rounded education. It provides students with opportunities to explore interests beyond the standard curriculum, develop new skills, and engage in creative and critical thinking. Enrichment activities enhance student motivation, cultivate talents, and promote a love of learning, contributing to overall academic and personal growth. Data to support effectiveness includes:

- Attendance Rate (August -March): OGE: 95%, OGE: 94% (TK/K only) (3% better than last year); WMS: 95% (2% better than last year);
- 91% on overall Engagement category on Youth Truth Student Survey for OGE (7% better than Sonoma County, 3% improvement from 2024)
- 80% on overall Engagement category on Youth Truth Student Survey for WMS (20% improvement from 2024);
- 15% better than the county and 13% increase compared to 2024 at OGE of students who answered positively to "Do you like going to school?" (Youth Truth Student Survey)
- 4% increase compared to 2024 at WMS of students who answered positively to "I enjoy school most of the time." (Youth Truth Student Survey)

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

There were no changes to planned goal.

The following changes were made in the actions:

- 1.3 Instructional Materials/ Technology: added "Math Adoption: Explore instructional materials aligned with the math adoption process."

The following changes were made to the target outcomes.

- 1.1 CLEAR CREDENTIAL: changed from 100% to 95%

The following changes were made to the metrics:

- 1.3 IMPLEMENTATION OF THE STANDARDS - Details from the Local Indicator were added.
- 1.9 PHYSICAL FITNESS TEST (PFT): changed from "lowest of all areas" to "average of all areas". This is actually what the data was presenting. Change Baseline to be 2022-2023 and Year 1 to be 2023-2024 to ensure data was available for preview during educational partner engagement sessions.

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	Highly Qualified Staff	All Staff • Hire and Retain: Use effective recruiting strategies and selection procedures to attract, hire and retain highly qualified, effective and professional staff. • Shared Responsibility: Ensure all school personnel in instructional and other roles share responsibility to educate all students in our school and employ culturally appropriate and sustaining practices. (SWIFT 6.2) • Positive Staff Culture: Develop, refine and evaluate ways to ensure positive staff culture. Instructional Staff • Broad Course of Study: Teachers provide a broad course of study that includes all of the required subject areas.	$5,497,638.00	No

Action #	Title	Description	Total Funds	Contributing
		• Credential: Ensure that all teachers, as required by federal and state statute, are appropriately assigned and credentialed in the subject area for the pupils they are teaching and are considered highly qualified. • Instructional Strategies: Use instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework. (SWIFT 3.2) • Coursework: Ensure all students in our school participate in the general education curriculum/coursework and activities of their peers in grade level and/or content courses. (SWIFT 5.1) Ensure coursework is aligned with California state content standards (including ELD Standards) and curriculum frameworks, as well as any necessary intervention and accommodations. • Universal TK: Utilize TK program to ensure that children enter kindergarten better prepared, reducing achievement gaps and setting a strong foundation for lifelong learning. Leadership • School Leadership Team meets at least once per month to use data to improve teaching and learning (SWIFT 1.1). • Communication: The administrator(s) and School Leadership Team encourage open communication and support all educators and families/students to contribute to core school decisions.(SWIFT 1.2) • Evaluation: Personnel evaluation is supportive and useful for educators to build instructional knowledge and skills. (SWIFT 2.2)		
1.2	Professional Development/ Collaboration	Provide sufficient professional learning and instructional coaching (within budgetary restraints) to improve teaching and learning. (SWIFT 2.1) • Professional Development: Develop a robust, focused professional development plan with differentiated options focused on MTSS work, tiered instructional focus on Social-Emotional Development, academic support, behavior intervention for the various teachers and classified learners within the district. • Early Release Days: Utilize early release days for Teacher Collaboration, Faculty Meetings, and Professional Development for ongoing work on the implementation of standards and	$26,397.00	No

Action #	Title	Description	Total Funds	Contributing
		frameworks and data analysis to track students progress towards improving any learning gaps. • Classified Training: Ensure professional development opportunities are available to classified and support staff.		
1.3	Instructional Materials/ Technology	• Instructional Materials: Ensure that all students have sufficient access to standards-aligned instructional materials and supplies. Purchase additional instructional materials, as necessary, in core academic areas that align to standard and frameworks and identify materials that help accelerate learning (within budgetary constraints). • Technology: Ensure proper functioning of all technology equipment within the district. • Math Adoption: Explore instructional materials aligned with the math adoption process.	$330,208.00	No
1.4	Enrichment Opportunities	Ensure all students have access to: • In-school engagement activities during student break times to insure children have safe environments in which they develop connections with school personnel; • Visual and Performing Arts Program: Visual and performing arts teachers will provide student experiences that include art activities and lessons aligned with art standards, music experiences and education in the areas of instrumental music, rhythm, movement/dance, and singing, as well as instruction and experiences in drama and theater. • Garden: Garden and environmental education experiences support students being stewards of the environment. REQUIRED Action to support Differentiated Assistance (Chronic Absenteeism).	$640,243.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Support and Achievement Provide a research-based and data informed differentiated learning program that supports all students in achieving at their optimal level, including student groups who are not making adequate progress to meet state standards in English Language Arts and Mathematics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed based on educational partner input and ensuring state priorities are met. All of our educational partners believe that additional support is needed for low-income, English learners, foster youth, students with disabilities, and students who are struggling academically. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The actions and metrics grouped together demonstrate all the components necessary for providing additional support for our students in order to close the achievement gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ENGLISH LEARNER PROGRESS (ELPI) % of English learners making progress towards English Language Proficiency (CA Dashboard)	2022-2023 Status: 64% Change: Declined 13% Color: Orange	2023-2024 Status: 46% Change: Declined 19% Color: None (28 students)		65%+	Decreased by 19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	RECLASSIFICATION RATE (Dataquest) % of Ever-ELs considered RFEP (Willowside/Oak Grove)	2022-2023 70% *Metric adjusted see prompt #4 below*	2023-2024 71%		Maintain 65%+ or 0 LTELs	Increased by 1%
2.3	LONG TERM ENGLISH LEARNERS # of LTEL	2022-2023 Fewer than 11 students - data not displayed for privacy	2023-2024 Fewer than 11 students - data not displayed for privacy		11 students or less	N/A
2.4	CA DASHBOARD-student groups # of student groups at the “red performance level” on one or more state indicators.	2022-2023 5 student groups	2023-2024 2 student groups		0	Decreased by 3 student groups
2.5	UNDUPLICATED PROGRAMS AND SERVICES (Local Data) % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES (Local Data) % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
2.7	ELA SUBGROUP SED (CA Dashboard) Socioeconomically Disadvantaged. Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 23 points below Change: Declined 12 points Color: Orange	2023-2024 Status: 5 points below Change: Increased 18 points Color: Green		Increase by 3 points each year, 14 points below standard	Increased by 18 points
2.8	MATH SUBGROUP SED (CA Dashboard) Socioeconomically Disadvantaged. Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 51 points below Change: Declined 12 points Color: Orange	2023-2024 Status: 38 points below Change: Increased 13 points Color: Yellow		Increase by 3 points each year, 42 points below standard	Increased by 13 points
2.9	ELA SUBGROUP SWD (CA Dashboard) Students with Disabilities. Distance from Standard Met	2022-2023 Status: 100 points below Change: Declined 24 points	2023-2024 Status: 52 points below Change: Increased 48 points		Increase by 3 points each year, 91 points below standard	Increased by 48 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(status), Change, Performance Color	Color: Red	Color: Yellow			
2.10	MATH SUBGROUP SWD (CA Dashboard) Students with Disabilities. Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 114 points below Change: Declined 24 points Color: Red	2023-2024 Status: 75 points below Change: Increased 39 points Color: Yellow		Increase by 3 points each year, 105 points below standard	Increased by 39

Goal Analysis [2024-25]

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

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

All actions were implemented as described for the 2024-2025 school year and there were no substantive differences in planned actions and actual implementation of these actions.

- 2.1 Assessment/ Data Monitoring System/ Differentiation: Ongoing Implementation. We explored the capabilities of our student information systems (Aeries and Educlimber) to analyze data (including Star data) to inform practices. We also utilized other google products Google Data Studio and google sheets to analyze data.
- 2.2 Multi-tiered systems of support (MTSS): Ongoing Implementation. Continued to refine implementation of MTSS processes, including intervention, differentiation, and programming.
- 2.3 English Learner Support: Ongoing Implementation. Provided support to students to help increase academic proficiency.
- 2.4 Special Education Services: Ongoing Implementation. Services were provided to Special Education students as determined by their IEP.
- 2.5 Universal TK: Ongoing Implementation. We implemented and reported on our UPK plan and offered TK services.

Challenges: The following metrics (listed above) did not improve, which demonstrates potential challenges towards meeting the goal:

- 2.1 English Learner Progress Indicator (% of English learners making progress towards English Language Proficiency (CA Dashboard))
- 2.3 Long Term English Learners

Success: The following metrics (listed above) improved or maintained the same high level, which demonstrates success towards progress of meeting the goal:

- 2.2 Reclassification Rate (% of Ever- EL's considered RFEP)
- 2.4 # of student groups at the “red performance level” on one or more state indicators.
- 2.5 % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.
- 2.6 % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model.
- 2.7 ELA Subgroup (SED) CA Dashboard Data
- 2.8 Math Subgroup (SED)CA Dashboard Data
- 2.9 ELA Subgroup (SWD) CA Dashboard Data
- 2.10 Math Subgroup (SWD)CA Dashboard Data

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Assessment/ Data Monitoring System/ Differentiation: No material difference
- 2.2 Multi-tiered systems of support (MTSS): No material difference
- 2.3 English Learner Support: There was an increase in expenditures for this action due to an increase in translation services for various district meetings.
- 2.4 Special Education Services: No material difference
- 2.5 Universal TK: No material difference

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Assessment/ Data Monitoring System/ Differentiation
Effectiveness of Actions: Effective
Metrics: # of LEA/school indicators at the red level, areas improved on CA Dashboard,
Assessment, data monitoring systems, and differentiation are crucial for personalized learning. They enable educators to track student progress, identify learning gaps, and tailor instruction to meet individual needs. This targeted approach ensures that all students receive the support they need to succeed academically and reach their full potential. Data to demonstrate effectiveness include:

- 0 LEA/school overall indicators at the red level
- Decreased the number of subgroups at the red performance level: Decreased from 1 to 0 at TK/K, Decreased from 5 to 2 at 1st-8th.

2.2 Multi-tiered systems of support (MTSS)
[Contributing Action, LREBG Action]
Effectiveness of Actions: Effective
Metrics: CA Dashboard- Distance away from standard met for ELA and Math for low-income students, # of LEA/school indicators at the red level, areas improved on CA Dashboard, English Learner Progress Indicator (ELPI)
Multi-tiered systems of support (MTSS) are essential for ensuring that all students receive the appropriate level of intervention and support to succeed academically, socially, and emotionally. By providing a framework that identifies and addresses students' varying needs through a tiered approach, MTSS promotes early intervention, equity, and inclusive education practices, ultimately leading to improved outcomes for all learners. Data to demonstrate effectiveness includes:

- 18 point improvement on ELA Academic Indicator Socio-economically disadvantaged CA Dashboard Data (2023 to 2024)
- 13 point improvement on Math Academic Indicator Socio-economically disadvantaged CA Dashboard Data (2023 to 2024)
- 0 LEA/school overall indicators at the red level
- Decreased the number of subgroups at the red performance level: Decreased from 1 to 0 at TK/K, Decreased from 5 to 2 at 1st-8th.
- 4% better than the county and 6% increase compared to 2024 at WMS of students who answered positively to "How many of your teachers are willing to give extra help on school work if you need it?" (Youth Truth Student Survey)
- 5% better than the county and 12% increase compared to 2024 at OGE of students who answered positively to "Does your teacher give you extra help if you need it? (Youth Truth Student Survey)

2.3 English Learner Support
[Contributing Action]
Effectiveness of Actions: Effective, however, an area of continued need based on ELPI results
Metrics: English Learner Progress Indicator (ELPI), % of Ever-ELs considered RFEP
English Learner support equips students with the necessary language skills to comprehend and engage with the curriculum, participate in classroom discussions, and express themselves confidently. This development fosters better communication and overall academic achievement, paving the way for personal and professional growth in an increasingly globalized world. Data that demonstrates effectiveness includes:

- 100% English Learner participation rate on the ELPAC (3% increase from 2023)
- 71% of Ever-ELs considered RFEP (1% increase from 2022-2023)
- The charter school did not have enough students to be assigned a performance color. Note: An ELPI performance color is assigned to schools and districts that have 30 or more EL students with Summative ELPAC or Summative Alternate ELPAC results in the current year and 30 or more EL students with Summative ELPAC or Summative Alternate ELPAC results in the prior year.
- There were 34 English Learners in 2023 and 28 in 2024 (indicating that EL students were promoted to 9th grade or were RFEP'd)
- 19 point increase in ELA Academic Indicator for English Learners
- 11 point increase in Math Academic Indicator for English Learners

Data demonstrating continued need and areas of extra attention include:

- There was a significant decrease (18%) in the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. However, the low number of EL's in the calculation may cause significant swings in data.
- There was a 3% increase in the percentage of students who decreased at least one ELPI level
- There was a 15% increase in the percentage of students who maintained ELPI Levels 1, 2L, 2H, 3L,
- The number of LTEL's increased

2.5 Special Education Services
Effectiveness of Actions: Somewhat Effective
Metrics: CA Dashboard Data for Students with Disabilities.
Special education services ensure that students with diverse learning needs receive the individualized support and accommodations necessary to thrive academically, socially, and emotionally. By providing tailored interventions, specialized instruction, and personalized resources, special education services empower students to overcome challenges, access the curriculum, and achieve their full potential. Data that demonstrates effectiveness includes:
- 48 point increase in ELA Academic Indicator for Students with Disabilities
- 39 point increase in Math Academic Indicator for Students with Disabilities

2.6 Universal TK:
Effectiveness of Actions: Effective
Metrics: 3rd grade CAASPP
Transitional Kindergarten (TK) plays a crucial role in preparing young learners for academic success by providing a bridge between preschool and traditional kindergarten. It offers a developmentally appropriate curriculum that supports social-emotional growth, early literacy, and numeracy skills, setting a strong foundation for future learning. TK ensures that children have the necessary readiness skills to thrive in elementary school, promoting a smooth transition and fostering long-term educational achievement. Data that demonstrates effectiveness includes:
- Maintained high levels of the percent met or exceeded in 3rd grade for ELA (64% met or exceed in 2023-2024, 1% increase from 2022-2023 to 2023-2024, 20% better than the state)
- Maintained high levels of the percent met or exceeded in 3rd grade for Math (63% met or exceed in 2023-2024, maintained 63% from 2022-2023 to 2023-2024, 17% better than the state)

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

There were no changes to planned goal or target outcomes.

The following changes were made in the actions:
- 2.2 Multi-tiered systems of support (MTSS): "Learning Recovery Emergency Block Grant (LREBG) Action" note was added to this action
- 2.4 Special Education Services: "differentiated assistance and ATSI" was deleted as we are not longer in DA or ATSI

-2.5 Universal TK: was moved to 1.1 Highly Qualified Staff

The following changes were made to the metrics:

- 2.2 RECLASSIFICATION RATE: Baseline data was adjusted to 2022-2023 and so Year 1 data became 2023-2024. This was done because 2024-2025 data from Dataquest was not available at time of updating.
- 2.3 Long Term English Learners: Data changed to "Fewer than 11 students - data not displayed for privacy"

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	Assessment/ Data Monitoring System/Differentiation	Our school identifies and prioritizes academic, behavioral and social-emotional instruction and support based on analysis of multiple sources of data. (SWIFT 3.3, 4.3) • Assessment System: Continue the use of an articulated district-wide assessment system to support the collection of student data to inform instruction (Educlimber, Aeries). • Progress Monitoring: Utilize STAR Reading and Lexia measures for assessing reading proficiency and STAR Math and ST Math for assessing math proficiency. • Adaptive Software: Provide adaptive software to help improve student understanding of material and provide differentiation. • Needs Assessment: The district uses a needs assessment, data, and educational partner input to inform priorities or professional learning. Our district formally and regularly (e.g. every six months) reports outcome and fidelity data to the school board. (2x per year) (SWIFT FIA)	$26,446.00	No
2.2	Multi-tiered systems of support (MTSS)	Equity-based Multi-Tiered System of Support provides a set of practices and processes schools can use to meet the academic, behavioral, social and emotional needs of all students (SWIFT definition). Equity for All • By utilizing our equity-based MTSS process all students will be supported academically, behaviorally, socially and emotionally.	$1,120,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Service Delivery: Our school embraces non-categorical service delivery to support diverse needs of students (SWIFT 5.2). MTSS Systems and Procedures: • Coordinated Services Team Meetings: Facilitate meetings to support the academic, social-emotional, behavioral, and basic needs of identified students through a tiered systems of support. • Implement and monitor MTSS Action Plan. Academic Support: Ensure schoolwide systems to promote academic success for all students and respond with additional support for students, when warranted. (SWIFT 3.1) • Learning Center: Ensure successful implementation of the Learning Center model that includes Academic Intervention Specialist at Oak Grove Elementary. • In-class support: Instructional Assistants assist students with improving academic outcomes and differentiation. • Intervention Programs: Prioritizing scheduling of academic interventions and differentiation supports within the school day. Provide additional intervention programs outside the school day as funds allow: before/after school tutorials; summer school, homework club; etc. (Expanded Learning Opportunity Program) Behavior Support: Ensure schoolwide systems to promote positive behavior and social emotional learning for all students. (SWIFT 4.1) • Alternative Discipline Techniques: Utilize restorative practices in an effort to decrease suspension rates and keep students in the school environment • PBIS: Oak Grove Way/Willowside Way (PBIS) is implemented school-wide at Oak Grove and Willowside Social-Emotional Support: • See action 3.2 Specialized Support • Foster Youth Support: Provide a supportive environment where foster youth feel valued and empowered to succeed academically. Support foster youth through the MTSS model by offering emotional support services, ensure continuity of education during placement changes, advocate for educational rights, collaborate		

Action #	Title	Description	Total Funds	Contributing
		with child welfare agencies, and provide training for educators as needed. • English Learners (see Action 2.3) **LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**		
2.3	English Learner Support	• MTSS: Provide services and additional support for identified EL students in efforts to increase academic proficiency of students requiring support, percentage of students who advance at least one level annually, and those who are reclassified as Reclassified Fluent English Proficient (RFEP). • Translation: Provide necessary translation support to facilitate family engagement in the schools. • Language Acquisition Program of the district is Structured English Immersion (SEI). Through this program we provide Integrated English Language Development and Designated English Language Development. • Professional learning: Details related to professional learning, including support for English Learners is listed in action 1.2. • Long Term English Learner (LTEL) support: Provide additional language acquisition support to Long Term English Learners (LTELs) through MTSS (action 2.2)	$48,833.00	Yes
2.4	Special Education Services	All students in our school, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support. (SWIFT 6.1) • Least Restrictive Environment: Provide special education services and Resource Specialist to students with disabilities in the least restrictive environment. • Progress Monitoring: Ensure progress monitoring and case management for identified 504 and special education students	$2,362,246.00	No

Action #	Title	Description	Total Funds	Contributing
		• Improve ELA, Math and Chronic Absenteeism: Develop, refine and evaluate systems of improving achievement in ELA and Math and decreasing chronic absenteeism		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Culture, Climate and Community Engagement In collaboration with our community, develop a challenging, safe, and caring learning environment that supports positive physical and mental health, celebrates diversity, inclusion, and promotes effective communication, and access to quality facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a positive school culture that is welcoming, safe, well maintained. The actions and metrics grouped together demonstrate all the components necessary for developing a positive, safe school culture and climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	FACILITIES (Local Indicator- FIT Report) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 0	2024-2025 OGE: 3 WMS: 2 Total: 5		0	Increased by 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	FACILITIES (Local Indicator-FIT Report) % schools meet the overall "good" or "exemplary" rating on FIT Report.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
3.3	FAMILY INPUT (Youth Truth) (Efforts to seek parent input in decision making) # parents/guardians respondents	2023-2024 OGE: 108 (30%) WMS: 107 (29%)	2024-2025 OGE: 114 (28%) WMS: 86 (22%)		100+ (33%+)	OGE: Increased by 6 (Decreased 2%) WMS: Decreased by 21 (Decreased by 7%)
3.4	FAMILY ENGAGEMENT (Local Indicator-CA Dashboard) See local Indicator report for detailed version.	2023 "Standard Met"	2024 "Standard Met"		"Standard Met" on CA Dashboard	Maintained "Standard Met"
3.5	FAMILY SURVEY Sense of School Connectedness, Parents/Families (Youth Truth-% who agree or strongly agree with the statement) "My school creates a friendly environment"	2023-2024 OGE: 88% WMS: 66%	2024-2025 OGE: 88% WMS: 63%		OGE: 90%+ WMS: 70%+	OGE: Maintained 88% WMS: Decreased by 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Youth Truth) % who feel engaged with their students' school Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability	2023-2024 Engagement OGE: 76% WMS: 38% 2023 CA Dashboard Local Indicator Rating: Full Implementation	2024-2025 Engagement OGE: 68% WMS: 46% 2024 CA Dashboard Local Indicator Rating: Initial Implementation		Survey: 2% increase each year Rating: Full and Sustainable	Engagement OGE: Decreased by 8% WMS: Increased by 8% Decreased to "Initial Implementation"
3.7	SUSPENSION RATE (CA Dashboard)	2023 Status: 4.8% Change: decreased 0.1% Color: Orange	2024 Status: 5.1% Change: Increased 0.3% Color: Orange		Less than 3%	Increased by 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	EXPULSION RATE (Dataquest)	2022-2023 0%	2023-2024 0%		Less than 1%	Maintained less than 1%
3.9	SAFE AT SCHOOL (Youth Truth) Students: ”Do you feel safe during school” or “I feel safe during school” Family: “My child's learning environment is safe” Staff: “I feel safe from harm while at my school.”	2023-2024 OGE Students: 61% Family: 87% Staff: 92% WMS Students: 53% Family: 50% Staff: 63%	2024-2025 OGE Students: 65% Family: 79% Staff: 84% WMS Students: 55% Family: 69% Staff: 63%		OGE Students: 67%+ Family: 90%+ Staff: 90%+ WMS Students: 60%+ Family: 55%+ Staff: 70%	OGE Students: Increased 4% Family: Decreased 8 % Staff: Decreased 8% WMS Students: Increased 2% Family: Increased 19% Staff: Maintained
3.10	SCHOOL CONNECTEDNESS (Youth Truth) Students "I enjoy school most of the time" or “Do you like going to school" and Overall Youth Truth Category of -Relationships -Belonging Staff -Relationships	2023-2024 OGE Students Enjoy: 35% Relationships: 71% Belonging: 32% Staff Relationships: 94% WMS Students Enjoy: 29% Relationships: 37% Belonging: 41% Staff Relationships: 60%	2024-2025 OGE Students Enjoy: 48% Relationships: 82% Belonging: 44% Staff Relationships: 86% WMS Students Enjoy: 33% Relationships: 37% Belonging: 41%		OGE Enjoy: 40% Relationships: 75% Belonging: 38% Staff Relationships: 90%+ WMS Enjoy: 35% Relationships: 45% Belonging: 47% Staff	OGE Enjoy: Increased 13% Relationships: Increased 11% Belonging: Increased 12% Staff Relationships: Decreased 8% WMS Enjoy: Increased 4% Relationships: Maintained 37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Staff Relationships: 83%		Relationships: 65%	Belonging: Maintained 41% Staff Relationships: Increased 23%
3.11	LOCAL CLIMATE SURVEY (Local Indicator-CA Dashboard) CA Dashboard Rating See local Indicator for detailed version. https://www.caschooldashboard.org/reports/49708390000000/2023/conditions-and-climate#local-indicators	2023 CA Dashboard Rating of "Standard Met"	2024 CA Dashboard Rating of "Standard Met"		"Standard Met" on CA Dashboard	Maintained "Standard Met"
3.12	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2023 Charter Status: 16% Change: Declined 1% Color: Yellow District Status: 35% Change: Increased 17% Color: Red	2024 Charter Status: 12% Change: Declined 4% Color: Yellow District Status: 21% Change: Declined 13% Color: Orange		Less than 10%	Charter Decreased by 4% District Decreased by 13%
3.13	ATTENDANCE RATE (Local Data-Aeries) August-March	2023-2024 OGE (TK/K): 95% OGE: 94% WMS: 95%	2024-2025 OGE (TK/K): 95% OGE: 95% WMS: 95%		Greater than 95%	OGE (TK/K): Maintained OGE: Increased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						WMS: Maintained

Goal Analysis [2024-25]

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

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

All actions were implemented as described for the 2024-2025 school year and there were no substantive differences in planned actions and actual implementation of these actions.

- 3.1 Social-emotional Wellness: Ongoing Implementation. We provided counseling support and education to all students through in-class presentations and intervention services. Teachers used Toolbox (Oak Grove) and Character Strong (Willowside) at each site as described in the MTSS Action Plan
- 3.2 School Safety: Ongoing Implementation. We provided before/after school and recess supervision to ensure a safe playground and school environment, provided training for IA's and staff, MTSS behavior support.
- 3.3 Physical Environment:Ongoing Implementation. We provided and maintained clean and safe school facilities that support student engagement and positive school culture.
- 3.4 Parent/Community/School Partnership and Events: Ongoing Implementation. We facilitated parent education events to communicate topics of interest to families, provided necessary supports (i.e. translation, child-care) to support and encourage participation from all families, and held school/community events that showcase and celebrate student learning (exhibitions, showcases, performances, etc.). In addition, we provided communication and connected with community partners.

Challenges: The following metrics (listed above) did not improve, which demonstrates potential challenges towards meeting the goal:

- 3.1 Facilities (# of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)
- 3.3 Family Input (# parent/guardian respondents) WMS
- 3.5 Family Survey Data ("My school creates a friendly environment.") (OGE maintained 88%, WMS decreased 3%)
- 3.6 Parent Participation Data ("I feel engaged with my school.") (OGE decreased by 8%)
- 3.6 Parent Participation Data rating of the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.) (Decreased from Full in 2022-2023 to Initial in 2023-2024)
- 3.7 Suspension Rate (increased slightly)
- 3.9 Safe at School Data (OGE: family and staff data decreased)
- 3.10 School Connectedness Data (OGE: Staff relationships decreased)

Success: The following metrics (listed above) improved or maintained the same high level, which demonstrates success towards progress of meeting the goal:

- 3.2 Facilities (% schools meet the overall "good" or "exemplary" rating on FIT Report.
- 3.3 Family Input (# parent/guardian respondents) OGE
- 3.4 Family Engagement Data (Local Indicator Report)
- 3.6 Parent Participation Data ("I feel engaged with my school.") (WMS Increased by 8%)
- 3.8 Expulsion Rate
- 3.9 Safe at School Data (OGE: student data increased, WMS: students and family data increased, staff maintained)
- 3.10 School Connectedness Data (OGE: Students: Relationships and Belonging increased; WMS: Students: Relationships and Belonging maintained; Staff: Relationships Increased). Increase on the question "I enjoy school most of the time" or "Do you like going to school"
- 3.11 Local Climate Survey (Local Indicator)
- 3.12 Chronic Absenteeism Rate
- 3.13 Attendance Rate (greater than 95%)

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.

The following were material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 3.1 Social/Emotional Wellness: There was an increase in expenditures for this action due to additional contracted counseling services in addition to the district's 2.0 FTE counselors.
- 3.2 School Safety: No material differences
- 3.3 Physical Environment: No material differences
- 3.4 Parent/Community/School Partnerships and Events: No material differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

3.1 Social/Emotional Wellness
Effectiveness of Actions: Effective
Metric: Youth Truth Data, Chronic Absenteeism Data, Attendance Rate
Counseling is essential for supporting students' emotional well-being, fostering resilience, and promoting academic success. It provides a safe space for students to express their feelings, navigate challenges, and develop coping strategies. Through counseling, students can address personal, social, and academic concerns, ultimately leading to improved mental health outcomes and overall student achievement. Data to demonstrate effectiveness includes:

- 15% better than the county and 13% increase compared to 2024 at OGE of students who answered positively to "Do you like going to school?" (Youth Truth Student Survey)
- 4% increase compared to 2024 at WMS of students who answered positively to "I enjoy school most of the time." (Youth Truth Student Survey)
- Overall Youth Truth Student Survey results for "Relationship" category improved for OGE by 11%, WMS maintained same level.
- Overall Youth Truth Student Survey results for "Belonging" category improved for OGE by 12%, WMS maintained same level.
- 14% decrease in Chronic Absenteeism for TK/K and 4% decrease in grades 1-8.
- School Climate Local Indicator at "Standard Met" level
- Attendance rate is 95% or above for both OGE and WMS
- 5% increase compared to 2024 at WMS of students who answered positively to "I really feel like a part of my school's community." (Youth Truth Student Survey)
- 7% better than the county and 16% increase compared to 2024 at OGE of students who answered positively to "Do you feel like an important part of your school?" (Youth Truth Student Survey)

3.2 School Safety
Effectiveness of Actions: Effective, however, an area of focus due to increase in suspension rate and red performance level student groups for suspension rate.
Metric: Suspension Rate, Expulsion Rate, Youth Truth data
Supervision and alternative discipline methods foster a positive school climate and intend to address high suspension rates. By providing proactive supervision and implementing alternative disciplinary approaches schools can promote positive behavior, reduce disruptions, and address underlying issues contributing to suspension rates. This approach prioritizes student well-being, fosters a supportive learning environment, and helps students learn from their mistakes, ultimately leading to improved outcomes for all. Data to support effectiveness:

- Decrease in suspension rate for TK/K. At the green performance level on CA Dashboard.
- 0% expulsion rate
- 4% better than the county and 4% increase compared to 2024 at OGE of students who answered positively to "Do you feel safe at school?"(Youth Truth Student Survey)
- 2% increase compared to 2024 at WMS of students who answered positively to "I feel safe during school."(Youth Truth Student Survey)

Data demonstrating continued need and areas of extra attention include:

- Increase of 0.3% in suspension rate and at the "Orange" performance level.
- Suspension Rate "Red" performance levels for English Learners and Students with Disabilities.

3.3 Physical Environment
Effectiveness of Actions: Effective, however a few areas of improvement
Metric: FIT Report
Facilities create a conducive learning environment. Well-maintained, safe, and modern facilities not only enhance student engagement but also support effective teaching practices. They provide the necessary infrastructure for delivering quality education, promoting student well-being, and fostering a positive school culture. Investing in facilities ensures that students have access to resources and spaces conducive to learning, ultimately contributing to their academic success and overall school experience. Data to demonstrate effectiveness of this action includes:

- 100% schools meet the overall "good" or "exemplary" rating.

Data demonstrating continued need and areas of extra attention include:

- 5 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies). Each of these areas are being addressed.

3.4 Parent/Community/School Partnerships and Events
Effectiveness of Actions: Effective
Metric: Youth Truth Data
Parent/school partnerships and community events are essential for fostering a collaborative and supportive learning environment. By actively involving parents in their child's education and engaging the community in school events, schools can strengthen relationships, build trust, and promote a shared commitment to student success. These partnerships enhance communication, encourage parental involvement, and create a sense of belonging for all educational partners ultimately leading to improved academic outcomes and a thriving school community.
Data to demonstrate effectiveness in this area includes:

- 2% increase compared to 2024 at OGE of families who answered positively to "I feel empowered to play a meaningful role in decision-making at my school." (Youth Truth Family Survey)
- 3% better than the county at OGE of families who answered positively to "My child is getting a high quality education at this school." (Youth Truth Family Survey)
- 2% better than the county at OGE of families who answered positively to "Families and teachers care about each other." (Youth Truth Family Survey)
- 1% better than the county at OGE of families who answered positively to "My school creates a friendly environment." (Youth Truth Family Survey)
- 8% increase compared to 2024 at WMS of families who answered positively to "I feel engaged with my school." (Youth Truth Family Survey)
- 8% increase compared to 2024 at WMS of families who answered positively to "I feel empowered to play a meaningful role in decision-making at my school." (Youth Truth Family Survey)
- 13% increase compared to 2024 at WMS of families who answered positively to "I am proud of my school." (Youth Truth Family Survey)
- 6% increase compared to 2024 at WMS of families who answered positively to "I feel represented by parent/family groups (i.e. Parent-Teacher Association) at my school." (Youth Truth Family Survey)

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

There were no changes to planned goal, metrics, or target outcomes.

The following changes were made in the actions:

- 3.2 School Safety: included a general statement of training provided with examples afterwards, instead of listing CPI Training.
- 3.4 Parent/Community/ School Partnerships and Events: provided additional examples for “Parent Education”

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	Social-Emotional Wellness	Our school provides multi-tiered instruction and support based on functions of behavior and social-emotional learning with fidelity (SWIFT 4.2) • Trauma Informed: Utilize a trauma informed approach to help address the social and emotional needs of students and provide school-wide social-emotional curriculum to students with opportunities to learn life skills and develop socially appropriate behaviors. • SEL Curriculum: Toolbox (Oak Grove) and Character Strong (Willowside) are implemented with fidelity at each site as described in the MTSS Action Plan • Counseling: Provide counseling support and education to all students through in-class presentations and intervention services to identify students in need of social-emotional support through individual and small group programs (School based counselors, Keystone or other contracted services).	$284,460.00	No
3.2	School Safety	• Supervision: Provide before/after school and recess supervision to ensure a safe playground and school environment. • Training: Provide training for all IA's and Office staff (such as, Crisis Prevention Institute (CPI), welcoming schools, restorative practice, translation/IEP support for EL). • MTSS Behavior Supports: Implement behavior components of MTSS (see Action 2.2) REQUIRED Action to support Differentiated Assistance (Suspension).	$0.00	No
3.3	Physical Environment	- Facilities: Provide and maintain clean and safe school facilities that support student engagement and positive school culture.	$1,031,356.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Parent/ Community/ School Partnerships and Events	All personnel in our school understand the importance of building positive partnerships with their students and students' families. (SWIFT 7.2) • Parent Education: Facilitate parent education events/meetings to communicate topics of interest as well support access to school (such as, Parent Institute, training at Back to School Night, and ongoing appointments as needed). • Events: Hold school/community events that showcase and celebrate student learning (exhibitions, showcases, performances, etc.). • Parental Participation: Our school provides families and students with opportunities and resources to participate in school. (SWIFT 7.1). Provide necessary support (i.e. translation) to support and encourage participation from all families. • Communication: Utilize a variety of methods to enhance and support communication to and from families (Parent Square, School Website, Email, Phone Calls) • Partners: Our school collaborates with Oak Grove Education Partners, SCOE, West County Consortium, Keystone, etc to match resources and services in the community with identified school needs. (SWIFT 7.3)	$34,133.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$479,167	$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
5.630%	0.000%	$0.00	5.630%

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
2.2	**Action:** Multi-tiered systems of support (MTSS) **Need:** According to CDE, "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional	This action addresses the need by ensuring effective implementation and management of the MTSS process in order to support students in need, especially low-income students, English Learners, and Foster Youth. A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it a research-based approach that provides a comprehensive framework for identifying and addressing diverse needs through	We will monitor the following data: -CA Dashboard- Distance away from standard met for ELA and Math for low-income students -English Learner Progress Indicator -# of LEA/school indicators at the red level

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
	learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Our socioeconomically disadvantaged (SED) students are scoring lower than "all students" for the district in 2023 and declined from 2022 to 2023 in ELA and Math. On the 2023 CA Dashboard 4 of the 4 indicators did not improve for low-income students. The English Learner Progress Indicator (ELPI) declined 13% (although 65% is much higher than the state rate of 49%) **Scope:** LEA-wide	tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the MTSS Framework is specifically designed to address these student groups' identified needs.	-areas improved on CA Dashboard

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
2.3	**Action:** English Learner Support **Need:**	This action addresses the need by providing the support necessary for improving outcomes for English Learners (MTSS, Translation, Language Acquisition Program, and Professional Learning).	• English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	According to CDE, “California's mission for English Learners is "California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California." The English Learner Progress indicator decreased 13% from 2022, however, the overall performance is at the "high" status level (and is significantly higher than the state rate of 49%). Although this percentage is much higher than the state, it is important to continue the work we are doing. **Scope:** Limited to Unduplicated Student Group(s)	Individualized and group intervention support is the most effective use of funds to meet the needs of English Learners because it allows for tailored instruction based on students' unique language proficiency levels and learning needs. By providing targeted support, students can receive the specialized assistance necessary to accelerate their language acquisition, academic progress, and overall success.	• # of LTELs • % of Ever-ELs considered RFEP

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.

N/A

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.

OGUSD does not receive a concentration grant or the concentration grant add-on so a response to this prompt is 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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$8,510,725	$479,167	5.630%	0.000%	5.630%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,253,878.00	$408,576.00	$561,111.00	$179,301.00	$11,402,866.00	$8,455,160.00	$2,947,706.00

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	Highly Qualified Staff	All	No			All Schools	ongoing	$5,497,638.00	$0.00	$5,497,638.00	$0.00	$0.00	$0.00	$5,497,638.00	
1	1.2	Professional Development/ Collaboration	All	No			All Schools	ongoing	$0.00	$26,397.00	$20,000.00	$0.00	$0.00	$6,397.00	$26,397.00	
1	1.3	Instructional Materials/ Technology	All	No			All Schools	ongoing	$120,858.00	$209,350.00	$183,672.00	$146,536.00	$0.00	$0.00	$330,208.00	
1	1.4	Enrichment Opportunities	All	No			All Schools	ongoing	$516,219.00	$124,024.00	$360,866.00	$161,977.00	$117,400.00	$0.00	$640,243.00	
2	2.1	Assessment/ Data Monitoring System/Differentiation	All	No			All Schools	ongoing	$0.00	$26,446.00	$0.00	$26,446.00	$0.00	$0.00	$26,446.00	
2	2.2	Multi-tiered systems of support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,048,820.00	$72,086.00	$995,340.00	$72,086.00	$0.00	$53,480.00	$1,120,906.00	
2	2.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$31,701.00	$17,132.00	$48,833.00	$0.00	$0.00	$0.00	$48,833.00	
2	2.4	Special Education Services	Students with Disabilities	No			All Schools	ongoing	$346,087.00	$2,016,159.00	$1,799,111.00	$0.00	$443,711.00	$119,424.00	$2,362,246.00	
3	3.1	Social-Emotional Wellness	All	No			All Schools	ongoing	$261,829.00	$22,631.00	$282,929.00	$1,531.00	$0.00	$0.00	$284,460.00	
3	3.2	School Safety	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
3	**3.3**	Physical Environment	All	No			All Schools	ongoing	$632,008.00	$399,348.00	$1,031,356.00	$0.00	$0.00	$0.00	$1,031,356.00	
3	**3.4**	Parent/ Community/ School Partnerships and Events	All	No			All Schools	ongoing	$0.00	$34,133.00	$34,133.00	$0.00	$0.00	$0.00	$34,133.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,510,725	$479,167	5.630%	0.000%	5.630%	$1,044,173.00	0.000%	12.269 %	**Total:**	$1,044,173.00
								LEA-wide Total:	$995,340.00
								Limited Total:	$48,833.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.2**	Multi-tiered systems of support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$995,340.00	
2	**2.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$48,833.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,112,485.00	$10,832,697.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Staff	No	$5,020,019.00	$5,465,496.00
1	**1.2**	Professional Development/ Collaboration	No	$40,544.00	$54,519.00
1	**1.3**	Instructional Materials/ Technology	No	$379,718.00	$357,024.00
1	**1.4**	Enrichment Opportunities	No	$525,236.00	$579,931.00
2	**2.1**	Assessment/ Data Monitoring System/Differentiation	No	$24,343.00	$23,543.00
2	**2.2**	Multi-tiered systems of support (MTSS)	Yes	$1,072,325.00	$1,103,525.00
2	**2.3**	English Learner Support	Yes	$20,183.00	$45,470.00
2	**2.4**	Special Education Services	No	$1,736,490.00	$1,853,876.00
2	**2.5**	Universal TK	No	$0.00	$0.00
3	**3.1**	Social-Emotional Wellness	No	$224,336.00	$312,195.00
3	**3.2**	School Safety	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Physical Environment	No	$1,031,443.00	$996,686.00
3	**3.4**	Parent/ Community/ School Partnerships and Events	No	$37,848.00	$40,432.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$464,029	$883,567.00	$1,098,987.00	($215,420.00)	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)
2	2.2	Multi-tiered systems of support (MTSS)	Yes	$863,384.00	$1,053,517.00		
2	2.3	English Learner Support	Yes	$20,183.00	$45,470.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$8,362,507	$464,029	0.00	5.549%	$1,098,987.00	0.000%	13.142%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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