

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Oak Grove School District
CDS Code:	43 69625 0000000
LEA Contact Information:	Name: Amy L. Boles Position: Assistant Superintendent, Educational Services Email: Aboles@oakgrovesd.net Phone: (408) 227-8300
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount Whole Numbers
Total LCFF Funds	\$108,367,821
LCFF Supplemental & Concentration Grants	\$8,991,034
All Other State Funds	\$16,101,425
All Local Funds	\$7,371,054
All federal funds	\$4,657,915
Total Projected Revenue	\$136,498,215

Total Budgeted Expenditures for the 2024-25 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$153,295,176
Total Budgeted Expenditures in the LCAP	\$125,425,958
Total Budgeted Expenditures for High Needs Students in the LCAP	\$10,721,225
Expenditures not in the LCAP	\$27,869,218

Expenditures for High Needs Students in the 2023-24 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$9,233,841
Actual Expenditures for High Needs Students in LCAP	\$8,695,798

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$1,730,191
2023-24 Difference in Budgeted and Actual Expenditures	\$-538,043

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures that are not included in LCAP that contribute to schools' overall functions include: 1. Schools & Department allocations reserved for materials & supplies, services, equipment, leases & rentals

	<ul style="list-style-type: none"> 2. Sub Costs & additional time & contractual costs for certificated and classified employees 3. Support services including audit, legal, negotiations, insurance, testing, postage, etc. 4. Special Ed materials services outside of salaries and benefits 5. Early retirement and other general long-term obligations 6. STRS on Behalf Pension Contributions 7. Maintenance, Operations and Transportation related costs 7. Other categoricals, other restricted funds and site-specific funds such as Title I, and the similar.
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.</p>	<p>The material difference between actual and planned services to increase or improve services for high needs students represents the change in funding sources for temporary Reading Intervention Teachers in fiscal year 2023-24. Services for 2023-24 did not materially changed from the planned actions and services.</p>



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Grove School District

CDS Code: 43 69625 0000000

School Year: 2024-25

LEA contact information:

Amy L. Boles

Assistant Superintendent, Educational Services

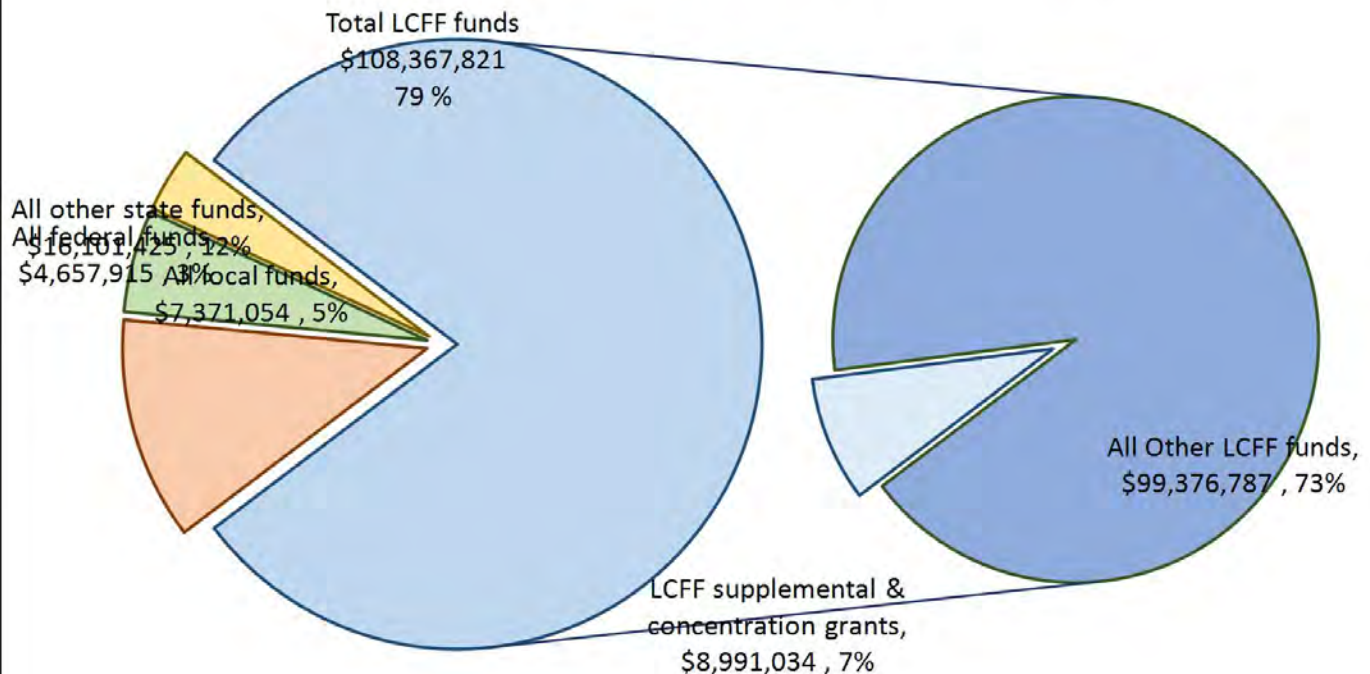
Aboles@oakgrovesd.net

(408) 227-8300

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

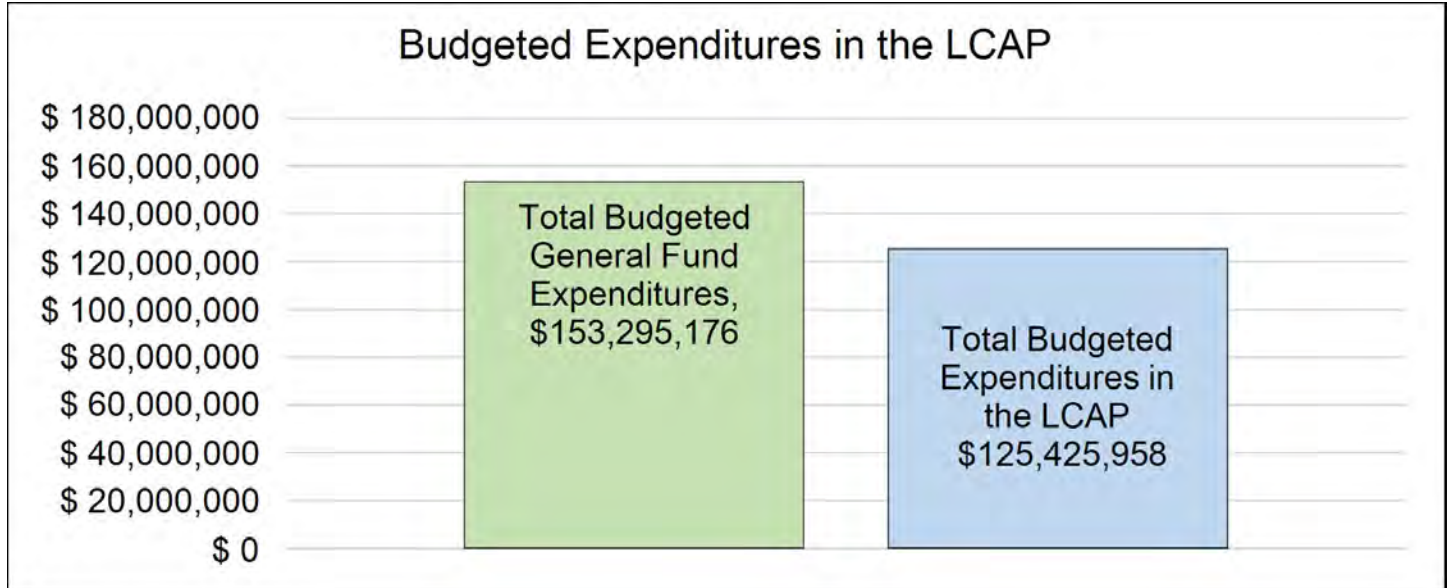


This chart shows the total general purpose revenue Oak Grove School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Grove School District is \$136,498,215, of which \$108,367,821 is Local Control Funding Formula (LCFF), \$16,101,425 is other state funds, \$7,371,054 is local funds, and \$4,657,915 is federal funds. Of the \$108,367,821 in LCFF Funds, \$8,991,034 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oak Grove School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Grove School District plans to spend \$153,295,176 for the 2024-25 school year. Of that amount, \$125,425,958 is tied to actions/services in the LCAP and \$27,869,218 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures that are not included in LCAP that contribute to schools' overall functions include:

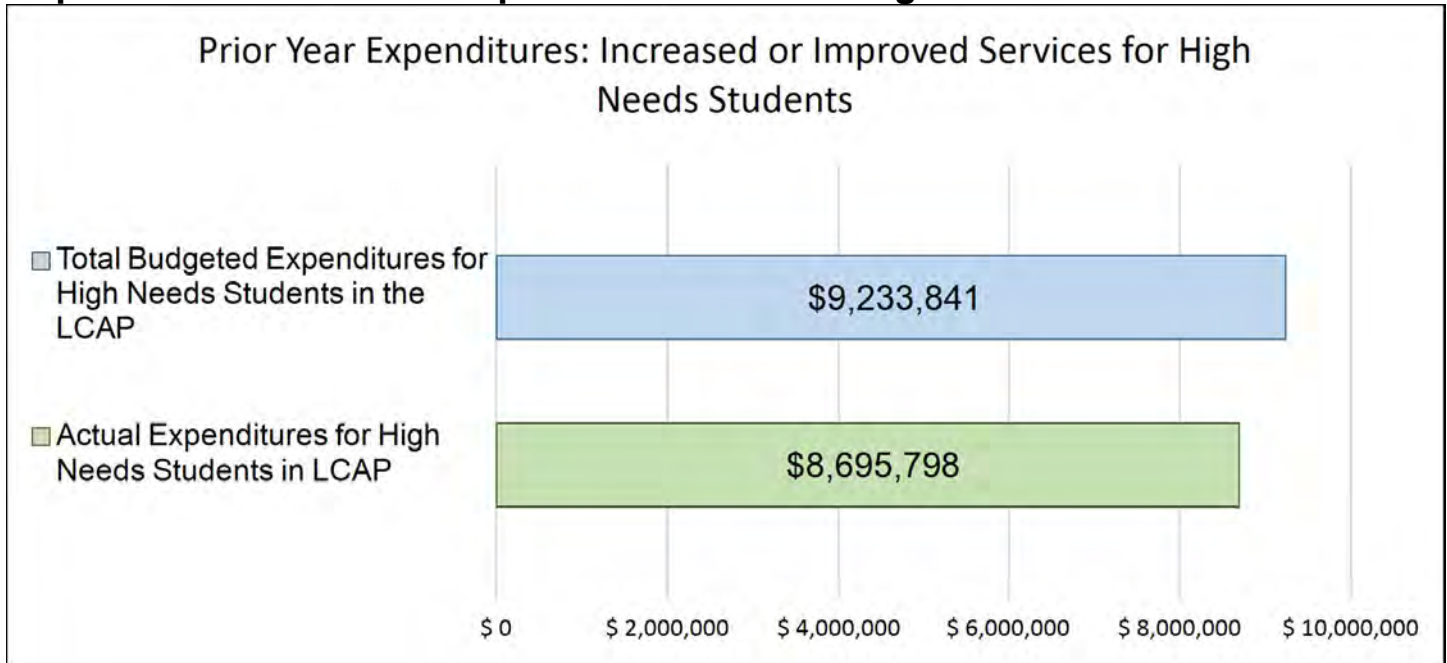
1. Schools & Department allocations reserved for materials & supplies, services, equipment, leases & rentals
2. Sub Costs & additional time & contractual costs for certificated and classified employees
3. Support services including audit, legal, negotiations, insurance, testing, postage, etc.
4. Special Ed materials services outside of salaries and benefits
5. Early retirement and other general long-term obligations
6. STRS on Behalf Pension Contributions
7. Maintenance, Operations and Transportation related costs
7. Other categoricals, other restricted funds and site-specific funds such as Title I, and the similar.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Oak Grove School District is projecting it will receive \$8,991,034 based on the enrollment of foster youth, English learner, and low-income students. Oak Grove School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Grove School District plans to spend \$10,721,225 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Oak Grove School District's LCAP budgeted \$9,233,841 for planned actions to increase or improve services for high needs students. Oak Grove School District actually spent \$8,695,798 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-538,043 had the following impact on Oak Grove School District's ability to increase or improve services for high needs students:

The material difference between actual and planned services to increase or improve services for high needs students represents the change in funding sources for temporary Reading Intervention Teachers in fiscal year 2023-24. Services for 2023-24 did not materially changed from the planned actions and services.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Grove School District	Amy L. Boles Assistant Superintendent, Educational Services	aboles@ogsd.net (408) 227-8300

Goals and Actions

Goal

Goal #	Description
1	All students will be proficient in meeting and/or exceeding all Common Core State Standards (State Priorities 1, 2 and 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA State Assessment	2019 Overall ELA results of students meeting or exceeding standards: 54%	Oak Grove did not administer SBAC ELA in 2021. We chose to administer our local assessment as the alternative.	2022 Overall ELA results of students meeting or exceeding standards 50%	2023 Overall ELA results of students meeting or exceeding standards 48%	Overall ELA results of students meeting or exceeding standards: 63%, based on annual growth of 3%
SBAC Math State Assessment	2019 Overall Math results of students meeting or exceeding standards: 48%	Oak Grove did not administer SBAC Math in 2021. We chose to administer our local assessment as the alternative.	2022 Overall Math results of students meeting or exceeding standards: 41%	2023 Overall Math results of students meeting or exceeding standards: 41%	Overall math results of students meeting or exceeding standards: 57%, based on annual growth of 3%
Local ELA Benchmark Assessment	2021 iReady Diagnostic 2 results of overall students at or above grade level: 54%	2022 i-Ready Reading Diagnostic 2 results for overall students at or above grade level: 47%	2023 i-Ready Reading Diagnostic 2 results for overall students at or above grade level: 47%	2024 i-Ready Reading Diagnostic 2 overall results for students at or above grade level: 44%	Overall reading mid-year results of students at or above grade level: 63%, based on annual growth of 3%
Local Math Benchmark Assessment	2021 iReady Diagnostic 2 results of overall students at or above grade level: 46%	2022 i-Ready Math Diagnostic 2 results for overall students at or above grade level: 38%	2023 i-Ready Math Diagnostic 2 results for overall students at or above grade level: 38%	2024 i-Ready Math Diagnostic 2 overall results for students at or above grade level: 36%	Overall math mid-year results of students at or above grade level: 55%, based on annual growth of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed Teachers	2019-20: 99% of teachers teaching with a full credential	2021-22: 98% of teachers teaching with a full credential	2022-23: 98% of teachers teaching with a full credential	2023-24: 98% of teachers teaching with a full credential	100% of teachers teaching with a full credential
Student Access to Instructional Materials	Fall 2020: 100% of sites visited successfully passed Williams Compliance reviews	Fall 2021: 100% of sites visited successfully passed Williams Compliance reviews	Fall 2022: 100% of sites visited successfully passed Williams Compliance reviews	Fall 2023: 100% of sites visited successfully passed Williams Compliance reviews	100% of sites visited successfully passing William's compliance reviews
Implementation of Academic Content Standards and Broad Course of Study	<p>2020-21 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, and history-social science and a 3 (or partially implemented) in the area of Next Generation Science Standards (NGSS)</p> <p>2020-21 MET Local Indicator Priority 7: Access to a Broad Course of Study</p>	<p>2021-22 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, and history-social science and a 3 (or partially implemented) in the area of Next Generation Science Standards (NGSS)</p> <p>2021-22 MET Local Indicator Priority 7: Access to a Broad Course of Study</p>	<p>2022-23 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, and history-social science and Next Generation Science Standards (NGSS)</p> <p>2022-23 MET Local Indicator Priority 7: Access to a Broad Course of Study</p>	<p>2023-24 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, and history-social science and Next Generation Science Standards (NGSS)</p> <p>2023-24 MET Local Indicator Priority 7: Access to a Broad Course of Study</p>	Implementation of Academic Content Standards--OGSD CA Dashboard Local Indicator Ratings at 5 (Full Implementation and Sustainability) in all areas for ELA, ELD, math and history-social science, and NGSS
Completion rate of Induction teachers	2020-21: 88% of teachers who started Induction in	2021-22: 92% of teachers who started Induction in	2022-23: 67% of teachers who started Induction in	2023-24: 86% of teachers who started Induction in	100% of teachers complete the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	September 2019 completed the program May 2021.	September 2020 completed the program May 2022.	September 2021 completed the program May 2023. The 33% of teachers who did not finish expected May 2023 is because they left the district after Year 1.	September 2022 are expected to complete the program May 2024. The 14% of teachers who did not finish expected May 2024 is because they left the district after Year 1.	Induction Program within 2 years
Summary of LCFF Priority 7: Access to a Broad Course of Study	2022-23 Infinite Campus data indicates that 100% of students, including socioeconomically disadvantaged students and foster youth, in TK-8 have access to core subjects including language arts, math, science, social studies and PE. English language development is provided to all English learners in OGSD. Students have access to core subjects and other services as determined by their IEP, including the resource specialist program (RSP) and			2023-24 Data indicates that 100% of students, including socioeconomically disadvantaged students and foster youth, in TK-8 have access to core subjects including language arts, math, science, social studies and PE. English language development is provided to all English learners in OGSD. Students have access to core subjects and other services as determined by their IEP, including the resource specialist program (RSP) and speech and language services.	Maintain 100% of TK-8 students have access to core subjects including language arts, math, science, social studies and PE.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	speech and language services.				

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

For three of the six Goal 1 actions, there were some differences between the action description and the actual implementation. Action 1 does not specify the training activities that teachers receive in the induction program, however, in 2023-2024 we added a component of instructional rounds. We provided three additional half-day release times for Induction teachers to observe veteran teachers, as well as three half-days for mentors to observe their Induction teachers. In action 2, we state our intention of providing early readers for Transitional Kindergarten students to access in our school libraries, which was our focus. While we provided early literacy supplemental materials, we did not purchase books that STEAM education at all grades. Additionally, as part of our training for new teachers in fifth and seventh grade on Comprehensive Sexual Health Education, we stated that we would purchase new binders, but we saved costs by printing the materials centrally in our printshop. Professional development for new teachers in all subjects and initiatives requires sub-release days. Feedback on the number of days new teachers are out of the classroom for professional development has led us to establish a two-year plan for training teachers. Due to this, we did not implement UDL training for new teachers and will plan to provide this training to any first or second year teachers in the 2024-2025 school year.

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

Material Differences for Goal 1 Include:
1.1: A decrease in salaries and benefits as a result of less positions to align with actual enrollment vs. projected as well as positions being contracted out due to the inability to hire.
1.2: An increase in expenditures due to the purchase of additional Intervention Materials and software (Frogstreet and CPM)
1.3: Additional expenditures were needed for professional development around EHECATL Wind Philosophy and Pyramid training to support intervention and data analysis.
1.4: Additional expenditures increased due to the actual staffing hired at a higher rate of pay.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Induction teacher and mentor feedback was very favorable; the opportunity for new teachers to observe veteran teachers and for mentors to observe new teachers was instrumental in elevating instructional practices.

Goal 1 focuses on overall student proficiency in common core state standards. Student academic performance data indicate maintenance or progress towards this goal. Mid-year local assessments indicate 44% of K-8 students at or above grade level in Reading, a 2% decrease from the previous year, and 36% at or above grade level in math, a 1% decrease from the previous year. These data points are consistent with the change in SBAC data from 2022 to 2023, where we maintained 41% of 3rd-8th grade students at or above standard in math and a 2% decline in students at or above standard in ELA, from 50% to 48%.

We have increased efforts in providing Tier 1 common, standards-aligned curriculum and instruction district-wide with multiple opportunities for training and professional development. New OGSD Transitional Kindergarten teachers were provided training in the CA Teaching Pyramid through the Inclusion Collaborative at the Santa Clara County Office of Education. They also received 1 coaching support session each to focus on the learning environment, routines, and relationships in the classroom. All new K-2 teachers received training on Language Arts curriculum and Guided Reading and 3rd-6th grade teachers received guided reading training as well. New teachers in K-5 received training on Social Studies curriculum. New teachers in the Dual language programs received training on the Spanish Language Arts Curriculum. The 32 teachers who participated in our math adoption pilot received release days for training on each of the curriculum pilots, as well as three after school mini-training for each pilot. Additionally, we provide optional training for all teachers on a variety of topics, including core curriculum and tier 1 practices. In total, 21 unique PD sessions were offered through OGSD University and 70 teachers registered for 1 or more sessions.

This year, we were able to purchase 1150 books for 18 OGSD school libraries, valued at \$24,000 to represent our diverse community, including age appropriate books for our TK students.

In addition to these academic based resources, we were able to provide additional Visual and Performing Arts enrichment for students in 5 of our Title 1-funded schools - Christopher, Stipe, Hayes, Edenvale and Anderson. This action is principally directed towards our English learners, Foster Youth and socioeconomically disadvantaged students because research shows that there is theoretical and psychological support for the inclusion of music and art in the teaching of English. English Learners acquire vocabulary and grammar, improve spelling, enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening through music. Educators confirm that the pleasure derived from music boosts the learning of language.

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

As we reflect on the effectiveness of our actions in Goal 1, there will be some changes to the actions. One big shift will be including technology focused actions. Because we will be decreasing the number of goals from 6 to 5, the technology actions that support all students in mastery of common core state standards and 21st century skills will be included in Goal 1. Namely, student devices, classroom technology, software and EdTech coaches will be provided under Goal 1. Our new teachers will continue to be provided professional development on district curriculum and programs, however, because of the number of days it takes the teachers out of the classroom, we will provide comprehensive training for new teachers over the course of two years. With the passing of Prop 28 and the funding available to increase Visual and Performing Arts programs, all schools will benefit from this increase - not just Title 1-funded schools, as was previously the case. The support for English Learners and Socioeconomically Disadvantaged students through arts and music will be provided through district VAPA programming, rather than contracting with outside organizations. This will allow the opportunity for VAPA teachers to participate in professional development on strategies that support impacted student groups within the VAPA classroom environment.

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.

Goals and Actions

Goal

Goal #	Description
2	We will employ equitable practices to accelerate the academic and language achievement for traditionally underserved student groups, specifically English learners, socioeconomically disadvantaged students, foster youth, homeless youth and students of color. (Priorities 2 and 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Access to CA Standards Including ELD Standards	2020-21 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) for ELD	2021-22 Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) for ELD	2022-2023: Implementation of Academic Content Standards - OGSD CA Local Indicator Ratings: 4 (or full implementation) for ELD	2023-2024: Implementation of Academic Content Standards - OGSD CA Local Indicator Ratings: 4 (or full implementation) for ELD	Implementation of Academic Content Standards--OGSD CA Dashboard Local Indicator Ratings at 5 (Full Implementation and Sustainability) in ELD
English Learner Progress	2019: 45%, Level Medium on CA Dashboard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard 24.5% of English learners Scored at Level 4, Well Developed, on the Summative ELPAC (English Language	2021-22: 53.9%, Level Medium on CA Dashboard	2022-2023: 51.1 %, Level Orange (low) on CA Dashboard English Learner Progress Indicator	Level High or 55% to less than 65% of English learners making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Proficiency Assessments for CA).			
English Learner Reclassification Rate	2020-21: 4% of ELs Reclassified	2021-22: 9% of ELs Reclassified by January 2022	2022-23 11% of ELs Reclassified by January of 2023	2023-24 7% of ELs Reclassified by January of 2024	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	Fall 2021: 37% of ELs identified as LTELs (6+ Years as EL)	February 2022: 29% of ELs identified as LTELs (6+ Years as EL)	February 2023: 30% of ELs identified as LTELs (6+ Years as EL)	February 2024: 12% of ELs identified as LTELs (6+ Years as EL)	20% or less of English learners identified as Long Term English Learners
CA Dashboard for ELA	<p>2019 Student Groups in Orange:</p> <p>English learners (22 points below standard)</p> <p>Socioeconomically disadvantaged students (33.6 points below standard)</p> <p>African American/Black students (37.8 points below standard)</p> <p>Latino students (31.9 points below standard)</p>	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard	<p>2022 Student Groups in Low:</p> <p>English Learners (49 points below standard)</p> <p>Socioeconomically Disadvantaged (59.4 points below standard)</p> <p>African American/Black students 54 points below standard)</p> <p>Latino students (46.4 points below standard)</p>	<p>2023 Student Groups in Orange (low):</p> <p>English Learners (58.6 points below standard)</p> <p>Socioeconomically Disadvantaged (47.2 points below standard)</p> <p>African American/Black students (62.3 points below standard)</p> <p>Latino students (52.4 points below standard)</p>	No student groups in orange or red on the CA Dashboard for ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander students (33 points below standard)		<p>Pacific Islander students (24.8 points below standard)</p> <p>2022 Student Groups in Very Low:</p> <p>Homeless Experiencing Homelessness (101.8 points below standard)</p> <p>Students with Disabilities (115.6 points below standard)</p>	<p>Pacific Islander students (31.1 points below standard)</p> <p>Students with Disabilities (117 points below standard)</p> <p>2023 Student Groups in Red (Very Low):</p> <p>Homeless Experiencing Homelessness (105.3 points below standard)</p>	
CA Dashboard for Math	<p>2019 Student Groups in Orange:</p> <p>English learners (34.6 points below standard)</p> <p>Socioeconomically disadvantaged students (51.2 points below standard)</p> <p>African American/Black</p>	Updated Dashboard data not available. Students did not take the CAASPP in 2021.	<p>2022 Student Groups in Low:</p> <p>English Learners (63.9 points below standard)</p> <p>Socioeconomically Disadvantaged (82 points below standard)</p> <p>African American/Black</p>	<p>2023 Student Groups in Orange (Low):</p> <p>English Learners (64.8 points below standard)</p> <p>Socioeconomically Disadvantaged (65.3 points below standard)</p> <p>African American/Black</p>	No student groups in orange or red on the CA Dashboard for math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students (59.7 points below standard)</p> <p>Latino students (54.1 points below standard)</p> <p>Pacific Islander students (49.1 points below standard)</p> <p>Students Experiencing Homelessness (103.4 points below standard)</p> <p>Students with Disabilities (108.6 points below standard)</p>		<p>Students (95 points below standard)</p> <p>Latino students (75.2 points below standard)</p> <p>Pacific Islander students (46.5 points below standard)</p> <p>2022 Student Groups in Very Low:</p> <p>Students Experiencing Homelessness (149.7 points below standard)</p> <p>Students with Disabilities (133 points below standard)</p>	<p>Students (92.1 points below standard)</p> <p>Latino students (72.8 points below standard)</p> <p>Pacific Islander students (77.5 points below standard)</p> <p>Students Experiencing Homelessness (132.7 points below standard)</p> <p>Students with Disabilities (127.9 points below standard)</p>	
Local ELA Benchmark Assessment	<p>2020-21 iReady Mid-Year Reading Diagnostic Assessment:</p> <p>**36% of Latino students scored at or above grade level</p> <p>**39% of Black students scored at or above grade level</p>	<p>2021-22 iReady Mid-Year Reading Diagnostic Assessment:</p> <p>**29% of Latino students scored at or above grade level</p> <p>**38% of Black students scored at or above grade level</p>	<p>2022-23 iReady Mid-Year Reading Diagnostic Assessment:</p> <p>**30% of Latino students scored at or above grade level</p> <p>**42% of Black students scored at or above grade level</p>	<p>2023-2024 iReady Mid-Year Reading Diagnostic Assessment:</p> <p>**29% of Latino students scored at or above grade level</p>	<p>iReady Mid-Year Reading Diagnostic Assessment indicate:</p> <p>**51% of Latino students scoring at or above grade level, based on 5% growth annually</p> <p>**54% of Black students scoring at or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	**24% of English learners scored at or above grade level	**20% of English learners scored at or above grade level	**13% of English learners scored at or above grade level	**42% of Black students scored at or above grade level **12% of English learners scored at or above grade level	above grade level, based on 5% growth annually **39% of English learners scoring at or above grade level, based on 5% growth annually
Local Math Benchmark Assessment	2021 iReady Mid-Year Math Diagnostic Assessment **29% of Latino students scored at or above grade level **28% of Black students scored at or above grade level **23% of English learners scored at or above grade level	2021-22 iReady Mid-Year Math Diagnostic Assessment **19% of Latino students scored at or above grade level **24% of Black students scored at or above grade level **18% of English learners scored at or above grade level	2022-23 iReady Mid-Year Math Diagnostic Assessment **20% of Latino students scored at or above grade level **28% of Black students scored at or above grade level **11% of English learners scored at or above grade level	2023-24 iReady Mid-Year Math Diagnostic Assessment: **21% of Latino students scored at or above grade level **24% of Black students scored at or above grade level **11% of English learners scored at or above grade level	iReady Mid-Year Math Diagnostic Assessment indicate: **44% of Latino students scoring at or above grade level, based on 5% growth annually **43% of Black students scoring at or above grade level, based on 5% growth annually **38% of English learners scoring at or above grade level, based on 5% growth annually

Goal Analysis

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

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

While there were no substantive differences for several of the actions in Goal 2, five of the actions did see differences from what was planned. For Action 1, rather than providing Strategy Support Sessions in grades 4-6, teachers participated in Unit Development Days. At these grade levels, the thematic units were still being developed. In grades TK - 3, where the units are already complete, teachers were supported by their site coaches in implementing the strategies.

For action 2, all Afterschool program staff members participated in Project Cornerstone's "Introduction to Developmental Assets" to learn how to discipline while maintaining a caring relationship, prevent negative behavior by promoting intentional, positive, and respectful behaviors, and maintain a strength based approach.

For actions 6 and 7, there were additional offerings to ELOP due to additional funding sources. Our district has braided and blended ESSER III and Expanded Learning Opportunities Program funding to extend the summer program offerings to operate a 9.0 hour day with a variety of academic and enrichment activities. Our district has leveraged ELOP funding to expand the afterschool program offerings to serve an additional 331 students this school year and plan to offer 800 slots for Summer 2024. We provided scholarships for Before and After School Enrichment to accommodate the varied and unique needs of children, youth, and families experiencing homelessness.

Finally, for Action 8, instead of offering Extra Duty and Extra Pay for LGBTQ+ training, all Intermediate teachers received this training as part of the February Professional Development Day.

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

Material Differences for Goal 2 Include:

- 2.1 Additional materials were needed for Academic Language Development through SEAL Model, which resulted in more expenditures for grades 4-6.
- 2.5 An additional partnership agreement was added to provide additional professional development with Partners In Innovation.
- 2.6 Services for this action remain unchanged; the District changed funding sources for Reading Intervention Teachers.
- 2.7 The District expanded afterschool programs using ELOP funds across the district, not included in budget adoption, resulting in an increase in expenditures.
- 2.8 Additional professional development and materials were added to support Diverse and Inclusive initiatives.
- 2.9 Job duties were redesignated and funding in salaries changed accordingly based on submitted time certification reports. As such, and increase in budget was needed to correspond to duties of Ed Services positions.
- 2.11 Increased in expenditures represents additional supplemental reading program materials to support English Learners.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 was focused on supporting improved outcomes for traditionally underserved student groups, specifically English Learners, Socioeconomically Disadvantaged students, Foster Youth, students experiencing homelessness and students of color. Analysis of performance data, input from educational partners and focused cycles of data inquiry point toward an ongoing need for actions and resources to make continuous improvements for unduplicated students.

For students who identify as African American male, local academic assessment data shows a 9% growth from last year's diagnostic one at or above grade level in Reading and maintenance of students on the mid-year diagnostic at or above grade level. For Latina females, we see 1% growth of students at or above grade level from last year's diagnostic one at or above grade level in Reading. Additionally, 84 Oak Grove students of African ancestry were recognized at the annual Santa Clara County Alliance of Black Educators for their academic achievements in the 2023–24 school year.

Students who enrolled in the summer Elevate Math program in 2023 increased their summer math assessment scores by 13%. Students who enrolled in Computer Science also increased by 12% on the pre and post assessment.

Training and professional development focused on supporting students who are traditionally underperforming academically continues to be a priority in supporting data for goal 2. Two of the three district-wide professional development days were site specific, focusing on the timely needs of the school's staff, in accordance with their instructional focus and SPSA goals, with a focus on Unduplicated Pupils. For both of these PD days, over 90% of staff reported that they felt prepared to implement what they learned. Participants noted valuing time to learn and plan and there was an overall positive response to site specific professional development. One professional development day provided training to teachers on trauma-informed practices.

We continue to show leadership in the area of serving multilingual learners. ELTPs have collaborated with principals on content and delivery of learning topics such as mathematical language routines, math frameworks and ELD support, and Tier 1 and Tier 2 supports. As a result our teaching staff was equipped to better differentiate and provide unique supports for Unduplicated Pupils. Two hours of professional development, delivered by ELTPs, was designed to support newcomers was provided at all elementary sites. We've hosted classroom walkthroughs for key state policy makers, district leadership and 5-10 districts in CA who bring teams of educators to learn from the implementation of SEAL in Oak Grove. 80% of ELs at Level 1 and in their first year of enrollment in a US school received services by ELD teachers or IAs. Fifty teachers across the district received direct coaching from ELTPs. Growth on i-Ready vocabulary domains of all ELs went up from 4% at or above grade level in the beginning of the year to 10% at or above grade level. We've reclassified 7% of multilingual learners districtwide to fluent English proficient. Reclassified multilingual learners are the highest percent of students at or above standard on the 2023 SBAC assessment in ELA and second highest in math.

Students of African Ancestry participated in the B.L.A.C.K. Program at our three intermediate schools. Student engagement and retention of the program remained high, and at the end-of-the-year community event, parents and families of the program shared testimony on how much they valued this affinity group and safe space for their children. We began training with our second cohort of teachers in Ethnic Studies foundational training, which included all of the social studies teachers at the comprehensive intermediate school sites. The Ethnic Studies cohort 1 group also completed their course curriculum for the Intro to Ethnic Studies elective offered at the three middle schools.

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

Because we will be decreasing the number of goals from 6 to 5, the technology actions that specifically support unduplicated pupil populations will be included in Goal 2. We will add the action from Goal 4 in our previous LCAP that supports equitable access to technology. The EdTech coaches will still support technology access for our Foster Youth and Homeless Families including home deliveries, direct communication, as well as immediate replacement of Chromebooks or headphones to better meet the needs of these specific students. They will also engage in professional development to understand the rapidly developing technology landscape and how to provide equitable access to technology.

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.

Goals and Actions

Goal

Goal #	Description
3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development. (Priority 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CA Dashboard Indicator for Students with Disabilities	2019: Orange--16% met or exceeded standards	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard	2021-2022: Very Low-20% met or exceeded standards	2022-2023:Orange-14% met or exceeded standards	ELA CA Dashboard Indicator or Yellow or Higher. 31% of students with disabilities meeting or exceeding standards, based on 5% growth annually
Math CA Dashboard Indicator for Students with Disabilities	2019: Orange--14% met or exceeded standards	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard	2021-2022: Very Low-13% met or exceeded standards	2022-2023: Orange-16% met or exceeded standards	Math CA Dashboard Indicator or Yellow or Higher. 29% of students with disabilities meeting or exceeding standards, based on 5% growth annually
Local ELA Benchmark Data for Students with Disabilities	2021 Mid-Year iReady Reading Diagnostic: 25% of Students with Disabilities Performed at or above grade level	2022 Mid-Year iReady Diagnostic: 20% of Students with Disabilities Performed at or above grade level	2023:Mid-Year iReady Reading Diagnostic: 21% of Students with Disabilities Performed at or above grade level. (872 students took assessment)	2024: Mid-Year iReady Reading Diagnostic: 8% of Students with Disabilities Performed at or above grade level. (852 students took assessment)	Mid-Year iReady Reading Diagnostic: 40% of Students with Disabilities Performing at or above grade level, based on 5% growth annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Math Benchmark Data for Students with Disabilities	2021 Mid-Year iReady Math Diagnostic: 22% of Students with Disabilities Performed at or above grade level	2022 Mid-Year iReady Diagnostic: 17% of Students with Disabilities Performed at or above grade level	2023 Mid-Year iReady Math Diagnostic: 19% of Students with Disabilities Performed at or above grade level. (880 students took assessment)	2024: Mid-Year iReady Math Diagnostic: 6% of Students with Disabilities Performed at or above grade level. (819 students took assessment)	2021 Mid-Year iReady Math Diagnostic: 37% of Students with Disabilities Performing at or above grade level, based on 5% growth annually
Inclusion Data of Students with Disabilities in SDC Classes	33% of sites met the target of students in separate classrooms mainstreamed in general education settings at least 40% or more of their day.	33% of sites met the target of students in separate classrooms mainstreamed in general education settings at least 40% or more of their day.	31.6% of sites met the target of students in separate classrooms mainstreamed in general education settings at least 40% or more of their day.	2023-2024: 30% of sites met the target of students in separate classrooms mainstreamed in general education settings at least 40% or more of their day.	48% of sites will meet the target of students in separate classrooms mainstreamed in general education settings at least 40% or more of their day. Based on 5% growth annually.
Inclusion Data of Students with Disabilities	58% of sites met the target of students with disabilities in general education settings for at least 80% of their day.	45% of sites met the target of students with disabilities in general education settings for at least 80% of their day	52.1% of sites met the target of students with disabilities in general education settings for at least 80% of their day.	2023-2024: 50% of sites met the target of students with disabilities in general education settings for at least 80% of their day.	73% of sites will meet the target of students with disabilities in general education settings for at least 80% of their day.

Goal Analysis

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

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

Supplemental curriculum was purchased for various programs and grade levels. All teachers were trained in implementation of the curriculum purchased for their specific program. It was discovered many of these curriculums require extensive material development and supplies for

thorough implementation. It was a challenge to create all such materials for each of the students' levels. Feedback indicates some of the supplemental curriculum purchased lack certain components leading teachers to have to create their own plans resulting in lack of consistency and continuity through the grade levels.

We provided professional development across all disciplines to all special education staff, including instructional assistants. Training topics included Supplemental Curriculum implementation, IEP compliance, behavior management, TCI, special education law among others.

All special education positions were filled for the 22-23 school year. We had minimal virtual providers (only 3 SLPs) and added 1 virtual psychologist for IEP assessment support. We contracted a Registered Behavior Technicians and Board Certified Behavior Analysts to stabilize and support students who display high intensity challenging behaviors. We also increased 1 additional preschool class and added 1 additional SLP. Worked closely with lead from all disciplines to create pathways for mentorship and supervision.

Special Education TOSA was hired.

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

Material Differences for Goal 3 Include:

3.2 The increase in expenditures represents additional professional development during the summer, PD days, and Safety Care.

3.3 Salary for bilingual staff was reclassified to general fund resulted in as decreased in expenditures.

3.4. Increased in expenditures resulted from contracting out services due to the inability to hire staff. Additionally, COE tuition costs also increased related to services for students attending COE programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In 23-24 we have provided a total of 7 de-escalation training adopted from the Safety Care curriculum. A total of 83 staff were trained across both special education and general education. Some of the feedback from these trainings have been: "I like the information", "Very important! Yes, valuable!", "Loved the strategies", "Can we get this to the entire district?", "When can we go deeper? There's so much to learn!". By providing these trainings teachers are feeling more confident in their ability to support all students within their classroom.

The number of initial assessments completed by January 2024 was 129. In the 22-23 school there were a total of 300 initial assessments conducted for the entire school year. Our department goal for the 23-24 school year was no more than 285 initial assessments. Given that we are in the last few months of the school year, the team is confident we will be able to meet our department goal of 285.

In 23-24 we created a curriculum SIG to explore special education curriculum that could support students in varying levels and ages. The curriculum SIG recommendations for new curriculum for our extensive support needs program, who did have anything prior, as well as writing and math curricula for the mild to moderate support needs students. These new curriculums will be launched in 24-25 and staff will be trained accordingly.

Last year we have 4 out of 9 SDC sites meet their target for students with disabilities participating in their general education setting at least 40% of their school day. Similarly, this year, 4 of the 9 SDC sites have met this target. Data shows that given that some sites have more SDC programs on their campus, it is more challenging to meet the target vs sites that only have 1 SDC program at their site. It should be noted that the target is determined by CDE and changed between the 2 years. In 22-23 our target was 21.6% of the students with disabilities. In 23-24 the target increased to 15%.

When looking at students with disabilities who participate in their general education setting 80% or more of their school day (ie. RSP programs) we had 9 out of 18 schools meet their target last year. This year the number is the same; we have 9 out of 18 schools met their target. It should be noted that the target is determined by CDE and changed between the 2 years. In 22-23 our target was 52% of the students with disabilities. In 23-24 the target increased to 64%.

The department has offered 2 professional development days with sessions specifically geared towards special education topics. Teachers and department staff are therefore more effective in their practices and have a increased their ability to collaborate with one another. This has boosted the morale of the department giving many teachers hope and motivation to continue to strive for student success. Our third department specific professional development day will be on 3/29 and it will consists of session such as: incorporating AAC usage in the classroom, IEP compliance refresher, IEP facilitation role plays, group behavioral management techniques and shifting mindset to a more inclusive classroom. The feedback after each professional development day has been overwhelmingly positive. Staff have appreciated the special education targeted sessions as well as the time to learn and collaborate with their colleagues.

In the summer of 2024 we will be offering our second annual Summer Institute. It will be 3 days of learning on various special education topics. This year's Summer Institute will have a focus on inclusionary practices and inclusion mindset.

This year a team of principals and the special education council team attended the ACSA Every Child Counts Symposium as well as the Alternative Dispute Resolution (ADR) Annual conference. These professional growth opportunities provided to our principals have helped them better understand the intricacies and nuances of special education. It empowered our principals to be stronger advocates for the students with disabilities at their school sites.

The psychologist team, the SPED Council team as well as the leads attended the F3 Legal symposiums in the fall and spring. Attendance in the F3 Legal Symposium supports the teams staying up to date with the ever changing legal mandates in special education. It has aided in more confidence when completing and presenting an IEP as well as maintaining our legal cases at very low rates.

Currently we have a total of 9 bilingual support staff (3 psychs & 6 speech therapists). This large number of bilingual staff allows for our students to be assessed and served in their native language while they are still mastering the English language.

In the 23-24 school year, the district contracted 5 Registered Behavior Technicians (RBT) to support student behavioral challenges and allow students to remain within district programs. This year we brought 3 students back from Non-public placements to our district programs. The RBTs have been instrumental in supporting those successful transitions. Additionally, the RBTs provide behavior management and de-

escalation training to teachers, both general education and special education, as well as instructional assistants. These trainings have supported ensure students can receive their education within their home school as well as a stronger partnership with our general education colleagues.

We previously had over 20 contracted instructional assistants from Nonpublic Agency. This year we have been able to decrease that number to 10 contracted staff. By hiring internally, we have been able to ensure quality staff who are specifically trained and supported for the needs of our student.

Our speech team went from 3 virtual therapists in 22-23 school year to 1 virtual therapist in 23-24.

The department along with the lead staff for each discipline has developed lead role descriptions and responsibilities as a pathway to mentorship and growing our teams from within. This is a great opportunity for leads to gain and practice leadership skills.

The Special Education TOSA was hired in the 22-23 school year. Since then the special education teachers have received continued mentorship and guidance on IEP facilitation and implementation. With the support of our TOSA we have been able to meet IEP deadlines for 3 of our self contained programs. The special education TOSA has also supported our newer teachers with appropriate IEP goal development ensuring the goals are measurable and achievable. Additionally, the TOSA has effectively delivered 3 IEP compliance trainings across our department as well as 2 Basics to special education geared towards general education staff. All of these trainings, mentorship and support from our TOSA has yielded positive morale across our department, decreasing legal cases to zero rates as well as a stronger partnership with our general education partners.

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

Academic data, along with teacher survey data points to a need for improved high quality instructional materials for Special Education classrooms. Teachers advocated for a curriculum that promoted student engagement and provided structured literacy instruction based with strong foundational skills As a result, the ELA curriculum, Language!, will replace Read180 curriculum in our Resource classroom and will serve as a supplement to the core curriculum in Special Day Classrooms. Professional Development for the curriculum materials will also be offered in order to equip teachers with the tools to improve academic outcomes for their students.

While we will continue to offer behavior supports, the RBT professionals will no longer be used in classrooms. De-escalation training for general education teachers and training for special education staff on IEP compliance will be provided to improve inclusion and mainstreaming opportunities for students.

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.

Goals and Actions

Goal

Goal #	Description
4	Students will use technology to master the 21st century skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge and meet technology standards. (Priorities 4, 5 and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Teacher and Student (Grades 3-8) Technology Survey	<p>The annual Student Technology Survey Results:</p> <p>Students in grade 3-8 who use technology weekly at school 2019-20: 97.8%</p> <p>Students in grades 3-8 who use technology daily at school 2019-20: 76%</p> <p>Teachers who report students use technology on a daily basis 2019-20: 64.4%</p>	<p>The annual Student Technology Survey Results:</p> <p>Students in grade 3-8 who use technology weekly at school 2021-22: 98.7%</p> <p>Students in grades 3-8 who use technology daily at school 2021-22: 89.4%</p> <p>Teachers who report students use technology on a daily basis 2021-22: 73.6%</p>	<p>The annual Student Technology Survey Results:</p> <p>Students in grade 3-8 who use technology weekly at school 2022-23: 97.5%</p> <p>Students in grades 3-8 who use technology daily at school 2022-23: 88.5%</p> <p>Teachers who report students use technology on a daily basis 2022-23: 78.7%</p>	<p>The annual Student Technology Survey Results:</p> <p>Students in grade 3-8 who use technology weekly at school 2023-24: 98%</p> <p>Students in grades 3-8 who use technology daily at school 2023-24: 86.7%</p> <p>Teachers who report students use technology on a daily basis 2023-24: 79.8%</p>	<p>The annual Student Technology Survey Results:</p> <p>Students in grade 3-8 who use technology weekly at school 2023-24: 100%</p> <p>Students in grades 3-8 who use technology daily at school 2023-24: 90%</p> <p>Teachers who report students use technology on a daily basis 2023-24: 80%</p>
iReady and CAASPP Participation Rates	3-8th grade student participation in	3-8th grade student participation in	3-8th grade student participation in	3-8th grade student participation in	3-8th grade student participation in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CAASPP testing on Chromebooks or laptops: 2018-19: 98% in ELA, Math and Science</p> <p>K-8th grade student participation in iReady testing on Chromebooks or laptops: 2019-20: 90%</p>	<p>CAASPP testing on Chromebooks or laptops: N/A CAASPP Assessment has not been given since 2019.</p> <p>K-8th grade student participation in iReady mid-year testing on Chromebooks or laptops: 2021-22: 96% in Reading, 97% in Math.</p>	<p>CAASPP testing on Chromebooks or laptops: 2021-22: 96% in ELA, 97% in Math and Science</p> <p>K-8th grade student participation in iReady testing on Chromebooks or laptops: 2022-23: 95% in Reading, 96% in Math</p>	<p>CAASPP testing on Chromebooks or laptops: 2022-23: 97.11% in ELA, 97.99% in Math and 97.36% in Science</p> <p>K-8th grade student participation in iReady testing on Chromebooks or laptops: 2023-24: 89.3% in Reading, 90.1% in Math</p>	<p>CAASPP testing on Chromebooks or laptops: 2020-23: 98% in ELA, Math and Science</p> <p>K-8th grade student participation in iReady testing on Chromebooks or laptops: 2020-23: 100%</p>
Annual Parent Participation in LCAP Survey	<p>Parents responding to the 2021 LCAP Survey:</p> <p>86% English 11% Spanish 4% Vietnamese</p>	<p>Parents responding to the 2022 LCAP Survey:</p> <p>84% English 12% Spanish 4% Vietnamese</p>	<p>Parents responding to the 2023 LCAP Survey:</p> <p>95% English 5% Spanish <1% Vietnamese</p>	<p>Parents responding to the 2024 LCAP Survey:</p> <p>95% English 5% Spanish 0 Vietnamese</p>	<p>Parents responding to the 2024 LCAP Survey:</p> <p>90% English 30% Spanish 25% Vietnamese</p>
Student Access to Core Subject Areas Using 21st Century Skills	<p>In 2019-20: 81.6% of students report using technology to work or collaborate with others.</p> <p>47.7% of students report using</p>	<p>In 2021-22: 82.9% of students report using technology to work or collaborate with others.</p> <p>71.9% of students report using</p>	<p>In 2022-23: 81.7% of students report using technology to work or collaborate with others.</p> <p>65.7% of students report using</p>	<p>In 2023-24: 81.8% of students report using technology to work or collaborate with others.</p> <p>64.5% of students report using</p>	<p>In 2023-24: 90% of students report using technology to work or collaborate with others.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>technology to communicate with others.</p> <p>69.6% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>74.2% of students report using technology to be creative.</p>	<p>technology to communicate with others.</p> <p>77.4% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>76.1% of students report using technology to be creative.</p>	<p>technology to communicate with others.</p> <p>75.3% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>74.6% of students report using technology to be creative.</p>	<p>technology to communicate with others.</p> <p>76.4% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>71.5% of students report using technology to be creative.</p>	<p>60% of students report using technology to communicate with others.</p> <p>80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>80% of students report using technology to be creative.</p>

Goal Analysis

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

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

We continued to provide students with Chromebooks to ensure 1:1 deployment. We replaced 2,500 units (using bond funding) at the beginning of the year, and purchased an additional 325 mid-year to recover lost and damaged devices. With the passage of Measure P, we explored various options for classroom a/v and gathered input from educational partners. We are currently in the pilot phase. For Action 6, ESUHSD has not continued this project. As such, this action was discontinued for 23-24.

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

Material Differences for Goal 4 Include:

4.1. Increased in expenditures for additional chromebooks purchased.

4.5 The increased to expenditures represents reclassified in funding for professional development support to Educational Technology for professional development/training.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Providing student and teacher devices and educational technology tools has proven to be effective in having students access their learning through technology. On the student LCAP Technology survey, 86.7% of students in grades 3-8 reported that they use technology daily at school. 96.7% of students in grades 3-8 reported that they use technology 2-3 times per week.

Between July 1, 2023 to March 13, 2024, a total of 3,328 tickets were submitted. 2,661 tickets have been resolved/closed. Average response time has been 1.2 hours and average resolution time of 8.1 days. A majority of our tickets, 1,673 tickets, were associated with Student Chromebooks.

EdTech Specialists participated in the Back-to-School Resource Fair at Davis Intermediate School in August. 104 parents and students came to the booth to learn about technology in the classroom, accessing their child's google account, and chromebook information. Other information based on public need was addressed. In March, the team provided a Parent Information Night online to share information about the 3 year plan for AI in OGSD, CAASPP testing, and chromebook care. 41 parents attended and the video recording is available online for parents to view. On average, the EdTech Parent Information Nights get 200-250 views on YouTube.

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

The 2024-2025 LCAP will decrease the number of goals from 6 to 5. Based on input from Educational Partners in the 2024 LCAP Survey, there is interest to keep technology in the LCAP, but having a separate technology goal was not important for the majority. The technology actions will continue under separate goals, but we will discontinue this goal moving forward. One of the changes to technology that will be included is that we will continue to refresh/replace 25% of devices in the district annually. We are exploring ways to protect the devices and prevent loss due to damage, such as protective cases, additional insurance, and chromebook care campaigns.

Our survey to educational partners was only provided in English and Spanish this year as our Vietnamese speaking population has declined. Moving forward we will continue to offer this survey, as well as other communication in English and Spanish. Any communication embedded in Parent Square will continue to be translated in the reader's preferred language.

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.

Goals and Actions

Goal

Goal #	Description
5	Provide school and classroom environments that support learning, safety, engagement and healthy well-being. (Priorities 1, 5, 6, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	The Chronic Absenteeism rate for 2018-19 was 9.4%	The Chronic Absenteeism rate for 2021-22 is 29.6%	The Chronic Absenteeism rate for 2022-23 as of 05.15.2023 is 15%	The Chronic Absenteeism rate as of May 10, 2024 is 20.91%	The Chronic Absenteeism rate will be reduced to 5%.
CA Dashboard Chronic Absenteeism	2018-2019 CA Dashboard for Chronic Absenteeism: 15.5% Socioeconomically Disadvantaged Students 31.4% Students Experiencing Homelessness 16% Students With Disabilities 14.3% Latino Students 9.9% English Learners 8.5% African American Students	The CA Dashboard is not available for 2021-2022 due to COVID.	2021-22 CA Dashboard for Chronic Absenteeism: 45.6% Socioeconomically Disadvantaged Students 61.1% Students Experiencing Homelessness 41.4% Students With Disabilities 40.9% Latino Students 33.4% English Learners 33.5% African American Students	The 22-23 CA Dashboard for Chronic Absenteeism: 35.8% Socioeconomically Disadvantaged Students 58.1% Students Experiencing Homelessness 34.4% Students With Disabilities 35.4% Latino Students 30.7% English Learners 24.7% African American Students	2023-2024 CA Dashboard for Chronic Absenteeism: 9% Socioeconomically Disadvantaged Students 25% Students Experiencing Homelessness 10% Students With Disabilities 8% Latino Students 4% English Learners 4% African American Students 1% Students of Two or More Races

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5.8% Students of Two or More Races		18.4% Students of Two or More Races	16.2% Students of Two or More Races	
Attendance Factor	The Attendance factor for: 2019-2020 96.02%	The Attendance factor for: 2021-2022 91.4%	The Attendance factor for 22-23 as of 05.15.23: 92.7%	The Attendance factor for 23-24 as of Month 8: 93.84%	The Attendance Factor will be increased to 98%
Pupil Suspension Rate	2019-20 0.8% All suspensions 2020-21 0% Students suspended two or more times	2021-2022 3% All suspensions 2021-2022 1% students suspended two or more times	2022-23 as of 05.15.23 4.2% All suspensions 2022-23 as of 05.15.23 1% students suspended two or more times	As of 5.15.24 Suspension rate for all students: 2.33% As of 5.15.24 2.29% students suspended two or more times	2023-24 1% Suspension rate for all students
CA Dashboard Suspension Rate	2018-2019 CA Dashboard Suspension Rate: 11.3% Foster Youth 7.0% Students with Disabilities 5.1% African American Students 4.2% Socioeconomically	The CA Dashboard is not available for the 2021-2022 due to COVID.	2021-22 CA Dashboard Suspension Rate: 6.3% Foster Youth 4.5% Students With Disabilities 5.1% African American Students 3.3% Socioeconomically	22-23 CA Dashboard Suspension Rate: 11.1% Foster Youth 4.8% Students With Disabilities 7.8% African American Students 3.9% Socioeconomically Disadvantaged Students	2024 Suspension Rates for Student Groups: 6% Foster Youth 2% Students With Disabilities 1% African American Students 1% Socioeconomically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged Students 3.9% Latino Students 3.2% English Learners		Disadvantaged Students 2.7% Latino Students 1.8% English Learners	3.9% Latino Students 2.6% English Learners	1% Latino Students 1% English Learners
Pupil Expulsion Rate	2019-20 0%	2021-22 0%	2022-23 0%	2023-24: 0%	We will continue to have a 0% expulsion rate in all our schools.
Safety Survey	2020-21 California Healthy Kids Survey Response: 5th Grade, 81% feel safe at school 7th Grade, 56% feel safe or very safe at school Parents, 52% feel school is a safe place for their child	2021-22 SCB Survey Response: 5th graders: 83% feel safe at school 7th graders: 84% feel safe at school The CA Healthy Kids Survey was administered in early May, and we have not received results for the survey at this time. We are utilizing the local assessment (Student Safety, Connectedness and Belonging Survey)	2022-23 SCB Survey Response as of April 2023: 5th graders: 88% feel safe at school 7th graders: 83% feel safe at school California Healthy Kids Survey: (CHKS) 5th graders: 83% feel safe at school 7th graders: 60% feel safe at school Many of our parents did not take the CHKS survey. We had 485 respondents. Of the parents who took the CHKS survey,	23-24 SCB Survey Response Safety question as of April 2024: 5th graders: 89% feel safe at school 7th graders: 88% feel safe at school California Health Kids Survey: (CHKS) 5th graders: 78% feel safe at school 7th graders: 50% feel safe at school Parents: 93% feel school is a safe place for their child	2023-24 Student Response: 5th Grade, 90% feel safe at school 7th Grade, 75% feel safe or very safe at school Parents, 70% feel school is a safe place for their child

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Parents: 92% feel school is a safe place for their child		
School Connectedness	<p>2020-21 CHKS Survey Response:</p> <p>5th Grade, 72% feel connected at school 7th Grade, 51% feel connected at school</p>	<p>2021-22 SCB Survey Response:</p> <p>5th graders: 61% feel connected at school 7th graders: 53% feel connected at school</p> <p>The CA Healthy Kids Survey was administered in early May, and we have not received results for the survey at this time. We are utilizing the local assessment (Student Safety, Connectedness and Belonging Survey)</p>	<p>2022-23 SCB Survey Response as of April 2023:</p> <p>5th graders: 69% feel connected at school 7th graders: 68% feel connected at school</p> <p>California Healthy Kids Survey: (CHKS) 5th graders: 76% feel connected at school 7th graders: 60% feel connected at school</p>	<p>23-24 SCB Survey Response Connectedness question as of April 2024:</p> <p>5th graders: 69% feel connected at school 7th graders: 66% feel connected at school</p> <p>California Health Kids Survey: (CHKS) 5th graders: 72% feel connected at school 7th graders: 55% feel connected at school</p>	<p>2023-24 Survey Response:</p> <p>5th Grade, 80% feel safe at school</p> <p>7th Grade, 70% feel safe or very safe at school</p>
Middle School Dropout Rate	The middle school drop out rate is 0%.	The middle school drop out rate is 0%.	The middle school drop out rate is 0%.	The middle school drop out rate is 0%.	We will continue to have a 0% drop out rate in the middle schools.
Fencing off school sites	14 of our 17 sites are currently fenced off	2021-2022 15 of our 17 sites are currently fenced off	2022-2023 15 of our 17 sites are currently fenced off	15 of 17 of the District's school sites are enclosed with fencing and designated points of	100% of our school sites fenced off.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				entry. The District is currently in construction progress at the 16 sites with fencing in progress. The 17th site is in the design phase as we prepare to go to bid.	
Facilities in Good Repair	2020-21 696 fire/life/safety related work orders	2021-22 393 fire/life/safety related work orders	2022-23 106 fire/life/safety related work orders	Based on the FIT reports, on average, the District school facilities are in good repair. As of 3/7/24, 104 fire/life/safety related work orders.	Minimize safety related work orders by 10% or reduce to 626 fire/life/safety work orders

Goal Analysis

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

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

While the planned actions in Goal 5 were implemented, there were details within some of the actions that shifted for various reasons. In Action 1, we anticipated that we would be able to train ten cohorts in Restorative Practices, but realistically we were only able to train five cohorts in the 2023-2024 school year. Due to a transition in the Student Services team, PBIS mentors were not sent to the yearly PBIS conference. We were able to add 3 optional Saturdays for de-escalation training for any staff. For Action 3, mental health clinicians did not provide parent training this year. The need for mental health support for students saw an increase. For Action 4, we were able to retain more interns than we anticipated with more experience, which resulted in higher stipend costs.

For Action 5, we were not able to hire a 3rd district nurse, so we contracted with Ro Health for a district nurse until mid-April. We continue to pay high costs in contract nursing agencies to support the diabetic students and other medically fragile students in our district. Depending on the students' lunch schedules, sometimes we need one 4-hour LVN to support one diabetic student. Costs for replacement wheelchairs for

11 sites, sharps containers, and some health office costs were not initially included in the budget. We also did not spend \$30,000 for Hearing Conservation. We were able to work with Healthier Kids Foundation who provided dental, hearing, and vision screenings at no cost to our students in grades K, 2, 5 and 8.

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

Material Differences for Goal 5 Include:

5.1 Not all services budgeted for Restorative Practices materialized; budget reduced accordingly.

5.3 Expenditures related to School Facilities and Bus Safety increased as a result of operational needs, more bus services and facilities maintenance are needed compared to the adopted budget.

5.4 Additional Mental Health Services were needed to address the needs of students.

5.5 Additional Nursing/LVN services were needed, using more ESSER Funds.

5.6 District was unable to fill the positions for nurses and LVN's; budgets for salaries for these positions were reduced.

5.8 Job duties were redesignated and funding in salaries changed accordingly. As such, an increase in budget was needed to correspond to duties for this position.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Restorative Practices implementation is now underway. More teachers are requesting the training, so we plan to include more cohorts on a systemic roll out over the next few years. As of April 2024, a total of 82 teachers and 10 administrators have been trained since August 2023. The feedback has been very positive, with requests to train our noon duties, IAs, and other teachers. According to feedback "This was the best training I have ever been to, and I've been in the district a long time!"... "Super-engaging!"... "Really well done! Hearing Oscar and Shannon's stories are helpful!"... "Awesome presentation, knowledge, and understanding. I love your passion for RP!"

Approximately 350 students received counseling services by our mental health interns. This support helps students feel safe at school. We have received positive feedback due to the increase in mental health intern hours, but requests that additional mental health supports are still needed.

We continue to partner with agencies for nursing support, as our student needs exceed our staffing numbers. This support enables us to ensure the safety of all students. The District Nurse that we hired through a contract agency contributed greatly to the health team.

The data from the Student Safety, Connectedness, and Belonging Survey was the focus again this year. Principals utilized this data with their staff to continue to build positive relationships with their students. Approximately 70% of our students in grades 3-8 feel connected to an adult on campus.

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

Goal 5 continues to be a priority for our educational partners. In addition to accountability measures such as attendance and suspension rate, we are including metrics on the next LCAP to measure how safe and connected students feel at school as well as percentage of students who have 2 or more documented behavior incidents. There are some changes to actions that we plan on implementing such as, we were able to hire a mental health clinician who, in several years, will eventually be able to supervise mental health interns which can double our current services, in time. We were also able to capture feedback that Restorative Practices should be offered for classified staff, so we are looking at how we can include them in a roll-out plan.

As a result of our Compliance and Improvement Monitoring Process Action Plan, developed for correction and prevention of significant disproportionality in special education, we will convene a committee of principals, district office administrators, and other staff to draft a culturally responsive and equitable behavior matrix with consultation and collaboration. We will then present the draft to educational partners, gather feedback. Once published, we will provide training and communication to implement the matrix district wide. Another action from the plan is to hire Licenced Clinical Social Workers that will work with small groups of students with the highest need on intensive behavior support.

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.

Goals and Actions

Goal

Goal #	Description
6	We will actively engage families and community members in supporting the implementation of CCSS instruction and providing input to program decisions. (Priorities 3 and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input to Decision Making	2020-2021: 80% of parents responded they had the opportunity to provide input prior to important decisions	2021-22: 51% of parents responded they had the opportunity to provide input prior to important decisions	2022-23: 35% of parents responded they had the opportunity to provide input prior to importance decisions	2023-24 61.2% of parents responded they had opportunities to provide input prior to important decision.	Overall results of parents saying they had the opportunity to give input 86%, based on annual growth of 2%
Access to Interpretation/Translation Services	2020-21: 461 combined interpreter and translation requests fulfilled--not including regular parent and teacher conference requests	21-22: Interpreters, not including conferences: IEPs: 280 SSTs: 8 Assessments: 141 Parent Meetings: 57 Live Phone interpretation w/ Communicaid: 17 # Written Translations: IEPs: 35 SSTs: 5 SEAL: 39 District Communication: 55	22-23 Interpreters, not including conferences, as of April 30, 2023 IEPs: 252 SSTs: 11 Assessments: 159 Parent Meetings: 98 Live Phone interpretation w/ Communicaid: 1532 minutes # Written Translations: IEPs: 220 SSTs: 47 SEAL: 10 District Communication: 83	23-24 Interpreters, not including conferences, as of April 24, 2024 IEPs: 284 SSTs: 20 Assessments: 203 Parent Meetings: 76 Live Phone interpretation w/ Communicaid: 4401 minutes # Written Translations: IEPs: 124 SSTs: 26 SEAL: 0 District Communication: 56	Maintain high responsive rate of interpreter and translation requests

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Languages we have provided written interpretation for this year throughout our district: 20	Languages we have provided written interpretation for this year throughout our district: 20	Languages we have provided written interpretation for this year throughout our district: 22	
Attendance at District Parent Meetings	2020-2021 District Parent Meetings: DAC 19 members / 6 meetings Koffee Klatch - 14 members / 4 meetings DELAC - 20 members/ 6 meetings HABLA - 13 members / 1 meeting HSC - 18 members, 1 meeting	2021-2022 District Parent Meetings: DAC 18 members / 8 meetings Koffee Klatch - 15 members / 4 meetings DELAC - 14 members/ 6 meetings HABLA - 16 members / 3 meeting HSC - 16 members, 3 meetings	2022-2023 District Parent Meetings: DAC- 19 members / 8 meetings Koffee Klatch -12 members / 4 meetings DELAC - 17 members/ 6 meetings HABLA - 20 members / 4 meeting HSC- 18 members/ 4 meetings	2023-2024 District Parent Meetings DAC- 35 members / 7 meetings Koffee Klatch - 10 members / 4 meetings DELAC - 8 members / 6 meetings HABLA - 16 members / 4 meetings HSC merged with DAC this year	All district parent committees will have at minimum 80% school site representation for each meeting
Parent Engagement Events	2020-2021 Parent Engagement Events: 20 events at Title One Funded Schools	Angst Parent Engagement Event for all Junior High Parents, Parent Nights from EdTech Team, TK Parent Information Night	Angst Film Night (9.20) Breathe California (10.3 and 2.7) Stanford Blood Drive (12.10 and 4.7) Sock Drive Jan/Feb Upstanders (3.13) Internet Safety (4.26) Cinco de Mayo (5.5) Digital Citizenship (2.8)	Back to School Resource Fair (8.11) Under the Influence Vaping Presentation (9.13) Socktober Kick-off (10.9) LGBTQ Parent Night (10.17) Social Media: Digital Safety (11.7)	Expand district parent engagement events to include at least one a month.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Supporting children to prepare for CAASPP testing (3.22) TK Parent Info Night (1.31) VLA Parent Info Night (2.28, 3.29)	Project Cornerstone: Virtual Stress Management (11.28) Prevention and Education (1.17) Comprehensive Sexual Health Education (2.26 and 2.29) Celebration of Biliteracy (4.16) Cinco de Mayo (5.3) TK Parent Info Night (3.23) VLA Parent Info Night (3.4)	

Goal Analysis

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

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

As our community needs continue to grow and evolve, Oak Grove School District has been able to respond and support through our planned actions and making adjustments during the school year, where appropriate. One area that we adjusted our action is that we were able to secure 11 social worker interns this year, compared to the 8 social worker interns we had last year. This year, we were also able to offer Customer Service Training for all school secretaries and district office admin through K-12 Insight. We added in-person bilingual registration support at four of our Title 1 schools to support our families with online registration for new families. In order to train we invited our entire Community Liaison team to attend CASCWA to sharpen skills and for team building. Three of our CLs attended. This year, we had our first-ever Back to School Resource Fair which got rave reviews. We gave away backpacks to students and ran out within the first hour. We also had donated clothes from the Clothes Closet that were given out as well. Additionally, to meet the needs of multilingual families, we utilized significantly more translation and interpretation services than we had originally planned last year, so we set aside more funds this year and we had a need for additional languages for both meetings and translations of documents, such as IEPs.

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

Material Differences for Goal 6 Include:

- 6.1 Additional expenditures represents additional social work intern support.
- 6.2 New Communications services were added subsequent to budget adoption, resulting in an increase expenditures.
- 6.3 Decreased in expenditures represents a reclass of funding from Goal 6 to Goal 5.
- 6.6 The increased in services represent the additional babysitting services needed to support parent and information outreach.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

OGSD continued to utilize ParentSquare as a communication tool with our parents and families. The contactable rate for the district is 99.4%. Parents, families and staff continue to utilize and depend on ParentSquare for communication. Overall feedback has been very high in LCAP feedback about continuing with ParentSquare. OGSD completed 6 marketing videos for Baldwin, Bernal, Frost, Hayes, Ledesma and Parkview. This now completes videos for all schools and programs in OGSD. All videos can be found on our OGSD Youtube page. District PIO attended the California School PR Association conference and brought back additional ideas to support communication and community and family engagement.

With the addition of a full time Public Information Officer (PIO), OGSD has been able to increase the communication and support at school sites (specifically with crisis communication and in-person community support). This year, we were also able to increase the number of in-person community sessions including Café con José and LCAP feedback sessions at Christopher, Anderson, Edenvale, Stipe and the old Academy building. Through the in-person LCAP events, we were able to speak with parents and community members in-person, both in English and Spanish. The PIO also publishes a monthly progress report highlighting all of the statistics from social media to parent engagement on ParentSquare.

Many Family engagement opportunities were held throughout the year. We held the Back to School Resource Fair at Davis on 8.11.23, Under the Influence Vaping Presentation online on 9.13.23, Supporting LGBTQ+ Students on 10.17.23 in the Board Room, Digital Safety on 11.7 in the Board Room, Project Cornerstone Stress Management on 11.28 virtually, Drug Prevention and Education on 1.17 at Davis, Comprehensive Sexual Health Education on 2.26 and 2.29 virtually, Fentanyl and Naloxone Presentation on 4.10 in the Board Room, Cinco de Mayo on May 3 at Bernal Intermediate. Parents have requested fun and free family activities and they enjoy seasonal community events. Parents have been requesting more community events at their school sites rather than at the district level. Some parents also want to learn English and basic computer skills. Offering this at their school sites makes this accessible for the parents and guardians.

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

Based on feedback, we have decided to move forward with 5 goals for the next LCAP, versus the current 6 goals. Because of this, we will move this current goal to goal 4 and no longer have a sixth goal. Community relations will continue to be part of this goal and we will build in opportunities for customer service, committing to welcoming and affirming school and district communities. We will support families with online registration by providing in-person bilingual support staff to assist.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Grove School District	Amy L. Boles Assistant Superintendent, Educational Services	aboles@ogsd.net (408) 227-8300

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

Oak Grove School District is comprised of 15 elementary schools and 3 intermediate schools. With a total enrollment of 8,734 students spanning from TK to 8th grade as of the CBEDS collection day on October 4, 2023, our schools host a wide range of sizes, populations, and an assortment of district program options. These include the constructivist-learning based Indigo K-8 grade program, the AdVenture 5-8 STEM program, the Christopher Grade 7/8 STEM program, the Two-Way Spanish Bilingual Program tailored for TK-8, and the TK-8 Oak Grove Virtual Learning Academy, providing an alternative instructional setting for families seeking flexibility. To serve students with special needs we offer Special Day Class options, an Autism specific program, Therapeutic program, and preschool services on 10 of our campuses. The largest enrollment is Herman Intermediate school, which houses the AdVenture Stem program and has a total of 715 students. The lowest enrollment is our Indigo Program, accommodating 272 students.

In Oak Grove we celebrate our rich diversity, with our 2023-2024 student population reflecting a mosaic of cultural and linguistic backgrounds. Among our students, 24% are English Learners, representing over 50 languages. Additionally, 41.73% qualify for free and reduced-price school lunch, while 13% receive special education services. Notably, 51% of our student body are deemed "unduplicated pupils," encompassing English Learners, Socioeconomically Disadvantaged (identified by free and reduced meal eligibility), and/or Foster Youth or Homeless Youth status. Currently, we support 24 Foster Youth district-wide and 308 students who qualify as homeless under

McKinney Vento criteria. Our student body further embodies diversity, with 51% identifying as Latino, 26% as Asian, 3% as Black or African American, and 13% as White. Each day our 392 certificated classroom teachers carry out Oak Grove School District's mission, to ensure every child's potential is achieved.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

With a focus on supporting our student populations that have the highest need, and addressing our lowest Dashboard levels, we will continue to monitor progress and assess LCAP actions for effectiveness.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Christopher Elementary School

Support for Identified Schools

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

2023 CA Dashboard shows that Christopher Elementary School was at the overall Red level for English Language Arts, English Learner Progress Indicator and Suspension Rate. This, along with the consideration of student groups at the Red levels have led to enacting a plan for Comprehensive Support and Improvement (CSI). Christopher Elementary school's educational partners and leaders have collaborated on the development of the improvement plan to increase student achievement and provide support for students with these identified needs. As a district, we are committed to supporting Christopher Elementary School's CSI plan implementation. First and foremost central support and advising has been provided to develop the plan as part of the school's Single Plan for Student Achievement (SPSA).

To implement Christopher's CSI plan, district support will be provided in the way of hiring staff for reading intervention and continuing to provide support staff on campus, such as English Learner Teacher Partner and Social Work intern. We will provide resources and training to address the academic and social emotional needs of students, including, but not limited to: Leveled Literacy Intervention material and training for the Literacy Intervention Specialist and other teaching staff to use for in-class intervention, training on English Language Development (ELD) across the content areas, including math and science and understanding the language supports outlined in math frameworks and new math curriculum, Leader in Me curriculum and coaching for developing personal and academic habits, student goal setting and accountability and celebrating success, and PBIS and Restorative practices trainings for staff.

District level administrators and coaches will also provide support on campus through school leader thought partnership, classroom walkthroughs and feedback, and attendance at school Instructional Leadership Team meetings.

Monitoring and Evaluating Effectiveness

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

Christopher School's academic, assessment, behavior, and attendance data will be monitored quarterly and strategies will be evaluated for effectiveness. District level support will be provided for data analysis and working through site-based cycles of inquiry to make data-driven decisions.

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
District Advisory Committee - 3/7/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation. Partners in School Innovation supported this facilitation.
Koffee Klatch (African American Parent Group) - 3/12/2024 & 4/23/2024	Written communication was sent to participants during the educational partner feedback survey window. During the in-person meeting in April, participants were given a slide presentation to review LCAP goals, actions, and metrics, and input was gathered through facilitated conversation.
HABLA - 2/29/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation.
Home and School Club Presidents - 3/7/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation.
DELAC - 4/10/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Leadership Team - 3/20/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated listening circles.
Induction Teachers - 4/11/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated

	conversation and opportunity to complete the educational partners feedback survey.
English Learner Teacher Partners - March 18, 2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Student Advisory Council - 3/14/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Attendance Clerks - 3/21/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Survey & A Slice - 3/27/2024	All OGSD families were invited to Davis Intermediate for pizza and provided kiosks to complete the educational partner survey.
District Safety Committee - 3/25/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Nurses & Health Clerks - 3/27/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Intermediate School Counselors 3/25/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
School Secretaries - 3/12/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
Special Education Certificated Staff - 3/13/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.

Community Advisory Committee (for parents of Students with Disabilities) - 3/19/2024	Participants were given a slide presentation to review LCAP goals, actions, and metrics. Input was gathered through facilitated conversation and opportunity to complete the educational partners feedback survey.
DO Staff - 3/26/2024	Staff was served ice cream and chromebooks were provided to fill out the educational partner survey.
LCAP & Ice Cream (Christopher) - 3/15/2024	Ed Services staff provided ice cream to students while parents engaged in 1:1 conversations to answer key survey questions. Bilingual staff were there to engage with Spanish speaking families. Parents and families were invited to complete the educational partners feedback survey.
LCAP & Ice Cream (Edenvale) - 3/22/2024	Ed Services staff provided ice cream to students while parents engaged in 1:1 conversations to answer key survey questions. Bilingual staff were there to engage with Spanish speaking families. Parents and families were invited to complete the educational partners feedback survey.
LCAP & Ice Cream (Stipe) - 3/28/2024	Ed Services staff provided ice cream to students while parents engaged in 1:1 conversations to answer key survey questions. Bilingual staff were there to engage with Spanish speaking families. Parents and families were invited to complete the educational partners feedback survey.
LCAP & Ice Cream (Anderson) - 4/11/2024	Ed Services staff provided ice cream to students while parents engaged in 1:1 conversations to answer key survey questions. Bilingual staff were there to engage with Spanish speaking families. Parents and families were invited to complete the educational partners feedback survey.
SELPA Consultation - 4/15/2024	SELPA Director/team provided resources on April 15, 2024 related to Students with Disabilities, compliance monitoring, and high leverage practices aligned to specific targeted areas.

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

Analysis of the trends and patterns in the educational partner feedback surveys, conversations, meetings, and other input opportunities has informed the LCAP in the following ways:

Educational Partners shared the value of having music, art, recess and sports programs for students on campus. Due to the passing of Prop 28 funds, OGSD will expand the Visual and Performing Arts Program across Oak Grove and will be hiring 4 or 5 additional VAPA teachers. Teachers will enact a comprehensive arts education program beginning in Fall 2024 at ALL schools.

We will continue the itinerant PE teacher to support Davis, Christopher and Indigo 7-8th graders and continue sports at our Intermediate sites.

In conjunction with the CA Universal Meals Program, OGSD will continue to provide breakfast and lunch free of charge in 2024-2025, regardless of free or reduced-price eligibility.

There is a wide and ongoing need for mental health services for our students, staff and community. We'll continue expanded counseling services, mental health partnerships, intensive support for our therapeutic programs and continued access to CARE Solace.

A focus on culturally relevant curriculum and resources to teach with a diverse, equitable, and inclusive lens will continue to be a priority.

We will expand our district implementation plan for Ethnic Studies and build on SEAL units focused on these tenants.

Support for extended day, extended year intervention opportunities is a need as students display learning gaps arising from this school year.

Restorative Justice training will continue district-wide with an additional cohort of teachers being trained during the 2024-2025 school year. We will include De-escalation Training opportunities for teachers in 2024-25 to support behavior intervention.

All TK - 6th grade and 7th and 8th grade math classes will have new mathematics curriculum to support implementation of the Common Core Math Standards.

We will implement furniture pilots and construction design plans to utilize bond dollars from Measure P.

We will continue to provide intervention funding at all school sites. Sites will have opportunities to plan extended learning interventions and learning hubs for all students at their site who show a need. Foundational skills supplemental curriculum in TK-6th grade classrooms will continue to be provided to support early literacy.

OGSD will continue to communicate with staff, parents/guardians and families through ParentSquare and expand ongoing communication with the support of a full time Public Information Officer.

Research shows that students who participate in high-quality expanded learning opportunities are more likely to improve academic performance, important life skills, and engagement in school. After School Programming will serve approximately to 2700 students district-wide.

Safety camera installation on campus has been completed at most school sites and should be completed for implementation before Fall 2024.

We'll have a continued commitment to providing 1:1 student technology devices.

--

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

		Hispanic/Latino: 23%			Overall: 50% English Learners: 23% Students with Disabilities: 25% Socioeconomically Disadvantaged: 36% Hispanic/Latino: 32%	
1.2	SBAC ELA State Assessment	2022-2023 students met or exceeded standard: Overall: 48% English Learners: 12% Students with Disabilities: 14% Socioeconomically Disadvantaged: 33% Hispanic/Latino: 30%			2025-2026: Increase students who met or exceeded standard in ELA by an average of 3% each year. Year 3 target outcome: Overall: 57% English Learners: 21% Students with Disabilities: 23% Socioeconomically Disadvantaged: 42% Hispanic/Latino: 39%	
1.3	California Science Test (CAST)	2023-2024: 36% Met or Exceeded Standard			2026-2027: Increase students who met or exceeded standard in science by an average of 3% each year. Year 3 target outcome is 45%	

1.4	Local ELA Benchmark Assessment	2023-2024 i-Ready Reading Mid-Year Assessment students at or above standard: Overall: 44% English Learners: 16% Students With Disabilities: 15% Hispanic/Latino: 30%			2026-2027: Increase students at or above standard in Reading by an average of 3% each year. Year 3 target outcome: Overall: 53% English Learners: 25% Students With Disabilities: 24% Hispanic/Latino: 39%	
1.5	Local Math Benchmark Assessment	2023-2024 i-Ready Math Mid-Year Assessment students at or above standard: Overall: 36% English Learners: 14% Students With Disabilities: 13% Hispanic/Latino: 21%			2026-2027: Increase students at or above standard in math by an average of 3% each year. Year 3 target outcome: Overall: 45% English Learners: 23% Students With Disabilities: 22% Hispanic/Latino: 30%	
1.6	Student Access to Instructional Materials	Fall 2023: 100% of sites visited successfully passed Williams Compliance reviews			Fall 2026: 100% of sites visited successfully passing William's compliance reviews	

1.7	Implementation of Academic Content Standards	2023-2024: Implementation of Academic Content Standards-- OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) in all areas for ELA, ELD, math, and history-social science and Next Generation Science Standards (NGSS)			2026-2027: Implementation of Academic Content Standards--OGSD CA Dashboard Local Indicator Ratings at 5 (Full Implementation and Sustainability) in all areas for ELA, ELD, math and history-social science, and NGSS	
1.8	Summary of LCFF Priority 7: Access to a Broad Course of Study	2023-2024: 100% of students TK-8 have access to core subjects including language arts, math, science, social studies and PE 100% of English Learners are provided ELD 44% of students in elementary school receive district provided VAPA classes 88.4% of Unduplicated Students (English Learners, Socioeconomically Disadvantaged, Foster and Homeless Youth) in middle school are enrolled in electives in the areas of VAPA, STEM, AVID or Ethnic Studies 97.95% of English Learners in middle			2026-2027: Maintain 100% of TK-8 students have access to core subjects including language arts, math, science, social studies and PE 100% of English Learners are provided ELD 100% of students in elementary school receive district provided VAPA classes 95% of Unduplicated Students (English Learners, Socioeconomically Disadvantaged, Foster and Homeless Youth)	

		school are enrolled in an elective			in middle school are enrolled in electives in the areas of VAPA, STEM, AVID or Ethnic Studies 100% of English Learners in middle school are enrolled in an elective	
1.9	Properly Credentialed Teachers	2023-2024: 98% of teachers have required credentials			2026-2027: 100% of teachers will have required credentials	
1.10	Completion Rate of Induction Teachers	2023-24: 86% of teachers who started Induction in September 2022 are expected to complete the program May 2024. The 14% of teachers who did not finish expected May 2024 is because they left the district after Year 1			2026-2027: 100% of teachers complete the Induction Program within 2 years	
1.11	Annual Student Technology Survey (grades 3-8)	2023-2024: Students in grade 3-8 who use technology to engage in 21st century skills weekly at school: 98% Students in grades 3-8 who use technology to engage in 21st century skills daily at school: 86.7%			2026-2027: Students in grade 3-8 who use technology to engage in 21st century skills weekly at school: 100% Students in grades 3-8 who use technology to engage in 21st	

					century skills daily at school: 90%	
--	--	--	--	--	-------------------------------------	--

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit, hire and retain highly qualified and diverse staff	We will recruit, hire and retain highly qualified and diverse staff to mirror our student community by actively reaching out to communities and engaging with partners with a focus on diversity and will use competitive recruitment strategies. Our new teachers will participate in the New Teacher Induction program and we will provide ongoing training and professional development for all teachers.	\$76,666,508.00	No

1.2	Core and Supplemental Curriculum, Assessment and Data	<p>We will provide core and supplemental curriculum to teachers and students district-wide in the content areas of: English language arts, math, history-social science, science, comprehensive sexual health education (grades 5 and 7), and Spanish language arts for dual language classrooms. This will ensure equity of access and educational opportunity for all students at all school sites and district programs.</p> <p>We will provide common, academic benchmark assessments, to all students district-wide in order to provide feedback and data on student progress and learning. The assessments will be available in Spanish for our dual language classrooms. We will use a district-wide, comprehensive data management system to store, visualize, and share data. This will support data driven instructional practices and pedagogy so that students with additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement.</p> <p>We will continue to enhance current school libraries to increase selection of engaging STEAM and non-fiction informational books to support History Social Studies and NGSS units of study. In addition, we will continue our focus of purchasing inclusive books that represent our diverse communities and affirm students' sense of belonging.</p>	\$3,352,504.00	No
1.3	Core Curriculum Professional Development	<p>We will ensure professional development is provided over the course of a 2-year cycle to all TK-8th grade teachers who are new to the district in the areas of Language Arts, History Social Science, Science and Math. This training also includes Dual Immersion core curriculum. This will ensure teacher preparation to implement our Tier 1 Core Curriculum and pedagogical practices.</p> <p>All new teachers in the district will receive professional development in Universal Design for Learning within their first 2 years in the district. This training supports teachers in providing a variety of ways for students to access and engage with materials and demonstrate their learning.</p> <p>Teachers new to fifth and seventh grades will receive training in updated Comprehensive Sexual Health Education (CSHE) materials as required by the California Healthy Youth Act. This training ensures that students receive instruction and information that is inclusive and prepares them for a safe and healthy lifestyle.</p>	\$168,283.00	No

1.4	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	We will provide visual and performing arts enrichment for students in grades TK-6, and after school sports in intermediate schools for students throughout the district. This will help our students gain exposure to a well-rounded school experience, and engagement in the 21st century skills of collaboration, communication, critical thinking and creativity. These activities will support our students from a whole child perspective in meeting academic, behavioral, social-emotional learning and physical wellness.	\$1,663,834.00	No
1.5	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	We will provide additional support in our Educational Services Division focused on English Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students.	\$249,398.00	Yes
1.6	Technology Hardware	We will maintain and provide replacement Chromebook devices so all of our students continue to have access to the curriculum and other technology-based teaching tools. With the passage of Measure P, the upgrade of AV systems and classroom technology will be included in the Bond facilities update through the length of the bond project.	\$1,850,000.00	No
1.7	Technology Software and Programs	We will invest in the various technology software programs and applications to support and enhance staff and student productivity and ability to perform teaching and learning tasks. Adobe Creative Cloud provides staff with the ability to manipulate Adobe Acrobat documents. Google Workspace for Education Plus allows staff to use the enhanced features and applications within Google Workspace Suite. IncidentIQ Asset Management application allows the IT department and school sites to manage student Chromebook inventory and ensure a 1:1 device ratio.	\$553,295.00	No

1.8	Informational Technology Staff, Online Safety and Site Technology Support	<p>The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge and meet technology standards.</p> <p>We will provide three EdTech coaches to support students and staff in the use of technology in the classroom. Coaching will include modeling instructional strategies and use of online tools, and providing resources for students, teachers, and parents. The EdTech team will also ensure the tools used to support student learning are well-implemented and users follow legal guidelines around student privacy and safety.</p> <p>We will provide trained site Tech Mentor positions to support technology problem solving and professional development for school staff. Tech mentors provide informed and expedient resolutions to any concerns or issues. Tech Mentors will also work closely with the EdTech team as new pilots, features and services are available and implemented at their respective sites and provide feedback as needed.</p> <p>The Informational Technology Department will ensure all IT Help Desk tickets are completed within 30 days that the ticket was created. Help Desk tickets are addressed based on priority. High-priority items are resolved within 24 hours. Medium priority items, the bulk of the requests, are resolved within 5 business days.</p> <p>Crosswalk to Educator Effectiveness: Our Educational Technology coaches will attend a yearly conference in order to be kept up to date with the most recent information around educational technology and any legal guidelines required to better support student learning. Keeping current on the ever-changing landscape of technology will ensure that our Educational Technology coaches have relevant information to help understand how to best provide equitable accessibility and information for families of our English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students on how to access online support resources for their children.</p>	\$1,849,858.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Access to CA Standards Including ELD Standards	2022-2023: Implementation of Academic Content Standards: OGSD CA Dashboard Local Indicators Ratings: 4 (or full implementation) for ELD			2025-2026: Achieve Level 5 on Local Indicator Rating	

2.2	CA Dashboard English Learner Progress Indicator (ELPI)	2022-2023: 51% of English Learners made progress on the Dashboard ELPI			2025-2026: Achieve 60% or higher of English Learners making progress on the CA Dashboard ELPI	
2.3	English Learner Reclassification Rate	2023-2024: 6.89% of English Learners reclassified. English Learners with Disabilities: 9.64% Hispanic/Latino English Learners: 4.59%			2026-2027 15% or higher annual reclassification rate. English Learners with Disabilities: 15% Hispanic/Latino English Learners: 15%	
2.4	Long Term English Learner (LTEL) Rate	Fall 2023: 30% of English Learners are identified as LTELs (6+ years as EL) English Learners with Disabilities: 28.43% Hispanic/Latino English Learners: 81.61%			Fall 2026: Reduce LTEL identification to 15% or less English Learners with Disabilities: 13.43% Hispanic/Latino English Learners: 66%	
2.5	CA Dashboard for ELA	2022-2023: Overall: -10.4 Homeless Youth: -105.3 Foster Youth: no data Socioeconomically Disadvantaged: -47.2 English Learners: -58.6 Students with Disabilities: -117 Hispanic/Latino: -52			2025-2026: Overall: +1 or higher Homeless Youth: -75 or higher Foster Youth: -25 or higher Socioeconomically Disadvantaged: -17 or higher	

					English Learners: - 28 or higher Students with Disabilities: -87 or higher Hispanic/Latino: - 22	
2.6	CA Dashboard for Math	2022-2023: Overall: - 24.3 Homeless Youth: -132.7 Foster Youth: no data Socioeconomically Disadvantaged: -65.3 English Learners: -64.8 Students with Disabilities: -127.9 Hispanic/Latino: -72.8			2025-2026: Overall: -14 or higher Homeless Youth: - 102 or higher Foster Youth: -35 or higher Socioeconomically Disadvantaged: - 35 or higher English Learners: - 34 or higher Students with Disabilities: -97 or higher Hispanic/Latino: - 42 or higher	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Language Development through the SEAL Model	<p>We will continue to train new teachers and teachers new to the Sobrato Early Academic Language (SEAL) Model. This includes teachers in TK - 3rd grade at sites in implementation and in grades 4-6 at five sites as well as Dual Language Teachers at these grade levels. Two additional sites begin implementation training in 2024-2025. Teachers will attend two years of training and Strategy Support Sessions. Teachers participating in this training are well prepared to enact the CA ELA/ELD Framework as well as the English Learner Roadmap to ensure English Language Learners receive instruction that is based on research-based best practices and in an environment that is affirming and asset-based. The SEAL Model is implemented in Spanish at our three Dual Language elementary school sites.</p> <p>All sites will be provided with funds necessary to implement the SEAL Model such as read aloud books, chapter books, print shop costs and realia. These materials are selected to ensure students see themselves reflected throughout the Thematic Units of instruction. Realia makes the Science and Social Studies Standards come to life as students become Scientists and Social Scientists/Anthropologists, studying content through integrated, thematic units.</p> <p>Del Roble Elementary School and Edenvale Elementary School will receive additional funding to provide materials and resources to support them as SEAL demonstration sites in our district. Each year we welcome teachers, administrators, school board members and researchers into the classrooms at Del Roble and Edenvale. It is our privilege to be able to influence the opportunities for a robust model of instruction that teaches language development and content in tandem; designed for English</p>	\$319,291.00	Yes

		Learners and all students beyond our district through our demonstration sites.		
2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Teachers participate in three district-wide professional development days with a focus on English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless Youth. Needs of these student groups are considered first in planning, based on data and feedback regarding their principle needs. Planning will be done in consultation with district mental health providers, site administrators, English Learner Teacher Partners and educational services administrators, who work primarily with the needs of these identified students. Teachers and coaches are encouraged to lead professional development on these days as we have many outstanding practitioners. Additionally, consultants and trainers are also leveraged to bring the latest research based information and strategies to our teachers. These professional development days ensure that our teachers are receiving training and support to best meet the needs of our highest needs students.	\$1,213,778.00	Yes
2.3	English Learner Support Staff	Our district English Learner Teacher Partners will provide focused English Language Development (ELD) professional development to support implementation of integrated and designated ELD, the integration of NGSS and history/social science standards with engaging and inclusive academic language strategies. We will have ELD Instructional Assistants supporting site programs, focused on tier 2 and tier 3 instructional programs to principally support the vocabulary, academic language and cultural transition of English Learners (ELs) new to US schools. ELD Instructional Assistants will also provide small group intervention to students who have been designated as English Learners for four or more years. We will provide ELD teachers at intermediate schools to support English Learner students and the integration of best practices for English Learners into content areas. This support at the intermediate school levels provides direct strategies for addressing the needs of our middle school newcomers and our long-term English Learners who have not reclassified in 6+ years since identification as an EL. The English Learner Teacher Partners, Instructional Assistants and ELD teachers support the academic and	\$3,019,702.00	Yes

		English language proficiency achievement of English Learners in addition to supporting the professional development of teachers in the needs of our district ELs.		
2.4	Initial and Summative Language Testing for English Language Learners	We will administer the Initial English Language Proficiency Assessment for California (ELPAC) to all students entering our district for the first time and who speak a language other than English, based on the Home Language Survey. This assessment is given in the first thirty days of a student's attendance. The Initial Assessment is given throughout the year as students arrive at our schools. The test is administered by our English Learner Teacher Partners, ELD Instructional Assistants, and other contracted test examiners. All test examiners are trained yearly. It is crucial to have trained personnel dedicated to deliver this testing and to support students during the administration of all four domains. Consistency amongst test examiners provides familiarity for our English Learners and supports their performance and overall results in the demonstration of their English language proficiency. We will also administer the Summative ELPAC to all English Learners in our district during the summative testing window, February 1 through May 31.	\$82,583.00	No
2.5	Assessment, Data and Progress Monitoring	Accessible data systems will be used to view, store and warehouse cumulative student data and progress monitoring for requirements of federal programs. This will support data driven instructional practices and pedagogy so that students with additional needs are identified for intervention, progress monitoring and evaluated for growth and advancement. In a multi-year contract with ELLevation, ending 7/31/25, resulting in no expenditures in 2024-25.	\$0.00	Yes
2.6	Intervention Systems and Programs to Support Extended	We will provide intervention programs principally directed to support English Learners and their language development in smaller, tier 2 and tier 3 groups for instruction. Reading and foundational skills needs of English	\$280,172.00	Yes

	Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Learners will also be supported through programs designed to give students instruction at their level with frequent opportunities for progress monitoring. Middle school English Learner newcomers will receive supplemental materials to engage them with foundational vocabulary and opportunities to develop their oral, reading, writing and speaking skills. We will regularly update and provide teachers a toolkit of resources and best practices for welcoming newcomers, and understanding their unique needs to provide equitable support.		
2.7	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	<p>Research shows that students who participate in high-quality extended learning opportunities tend to improve their academic performance, develop important life skills, and become more involved in school. Through the ASES Grant, we will maintain after-school programs at 6 funded sites: Stipe, Davis, Hayes, Christopher, Edenvale, and Del Roble. This program will work together with the Expanded Learning Opportunities Program to provide academic support, physical activities, and enrichment opportunities like field trips to all qualifying students in our district, particularly those from Socioeconomically Disadvantaged backgrounds. By combining ASES, ELOP, and LCFF Supplemental funding to run a comprehensive program, we have expanded our after-school offerings from serving around 950 students district-wide to an additional 350 students for the 2023-2024 school year. ELOP must include all eligible Transitional Kindergarten and Kindergarten students at all schools, and we are committed to ensuring the quality and appropriateness of our ELOP program for our youngest learners. Furthermore, we aim to offer 800 slots for qualified students to participate in a 9.0-hour program during Summer 2024.</p> <p>We will continue to give priority to Homeless and Foster Youth for both before and after school programs, and we will remove barriers to access by providing transportation services, which may include leveraging partnerships to offer district busing, VTA passes, HopSkip, or mileage reimbursement at the district's discretion, to ensure equal access to expand learning.</p> <p>OGSD will offer a range of summer programs that extend beyond the regular school year to help students with their academic, behavioral, and</p>	\$4,159,166.00	Yes

		<p>social needs. These extended-year summer programs will primarily aim to meet the needs of students who belong to unduplicated groups, with priority given to Homeless and Foster Youth. The programs will concentrate on specific areas of student learning such as math, STEAM, language, reading, social skills, and physical wellness. ELOP funds will be used to support a 9.0 hour program, and all participating students will have access to meal services.</p>		
2.8	Diverse and Inclusive Programs and Books	<p>We will provide a Diversity framework For Black Students in OGSD through the BLACK (Building Leaders & Activists with Collective Knowledge) Program with Mr. Tyson Amir. The BLACK Program will provide an opportunity for Black students in Oak Grove School District to develop deeper connections with their culture and history through a culturally relevant/culturally commending framework that is common core and content standard aligned. Young Black Scholars Club is an after school program designed for students with African Ancestry in grades K-2. Students will meet monthly via virtual sessions with in-person family engagement events. Each meeting will have a student-centered approach where each child feels valued, elevated and heard. Through a culturally relevant lens, students will feel connected to African American accomplishments, figures, and moments in history and their community. Through the use of guest presenters, books, projects, and STEAM activities students will see themselves in each lesson and see limitless possibilities. In addition to this valuable space where students will be heard and seen, they might be inspired to become a teacher.</p> <p>We will provide intermediate school sites with access to relevant social studies supplemental curriculum resources that focus on Ethnic Studies. These materials will be used in the Introduction to Ethnic Studies elective course as well as available to all History Social Science classrooms.</p> <p>Crosswalk to Educator Effectiveness Plan: We will continue to train TK-8th grade teachers in Ethnic Studies.</p>	\$190,715.00	Yes

2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	We will provide additional support in our Educational Services Division focused on English Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students.	\$542,641.00	Yes
-----	--	---	--------------	-----

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our district is dedicated to holding ourselves collectively accountable to assure that each and every student has an equitable opportunity to develop and demonstrate academic achievement, including our students with disabilities.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA CA Dashboard Indicator for Students with Disabilities	2022-2023: -117			2025-2026: -87 or higher	

3.2	Math CA Dashboard Indicator for Students with Disabilities	2022-2023: -127.9			2025-2026: -97 or higher	
3.3	Local ELA Benchmark Data for Students with Disabilities	2023-2024: i-Ready Reading Midyear: 15% students with disabilities at or above standard			2026-2027: Increase students with disabilities at or above standard in Reading by an average of 3% each year. Year 3 target outcome is 24%	
3.4	Local Math Benchmark Data for Students with Disabilities	2023-2024 i-Ready Math Midyear: 13% students with disabilities at or above standard			2026-2027: Increase students at or above standard in Reading by an average of 3% each year. Year 3 target outcome is 22%	
3.5	Inclusion Data of Students with Disabilities in SDC Classes	2023-2024: 4 out of 9 schools with SDC programs have met the state target percentage of 21.6% (target percentage changes each year)			2026-2027: 7 out of 9 schools with SDC programs meet the state target percentage	
3.6	Inclusion Data of Students with Disabilities in RSP (will spend at least 80% of their school day in their general education classrooms)	2023-2024: 9 out of 18 schools have met the state target percentage of 52% (target percentage changes each year)			2026-2027: 12 out of 18 schools meet the state target percentage	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Special Education Supplemental Curriculum and Training	<p>During the 23-24 school year, the department developed a special interest group of various special education teachers to explore appropriate supplemental curriculum for our students with disabilities. This team of teachers selected the general education math curriculum, enVision Math, and will further enhance it with its intervention kits for our students with disabilities. Teachers across the district will be trained on the new math curriculum.</p> <p>Additionally, our curriculum special interest group identified a new ELA curriculum: Language! to support our students with mild to moderate support needs. This new supplemental ELA curriculum will further support our current phonics and reading intervention curriculum, Sonday. It also has a writing and composition component to it, which we previously did not have available to our students with disabilities.</p>	\$152,965.00	No

		Our students with extensive support needs will continue to utilize TEACHH supplemental materials. Additionally, this group of students with disabilities will be given access to the Unique curriculum; especially designed to support their extensive learning differences.		
3.2	Special Education Professional Development	<p>Department members will be given the opportunity to innovate their teaching practices by attending discipline-specific local professional conferences. The psychologist team as well as the SPED Council team will be attending the F3 Legal symposiums in the fall and spring as a means of staying up to date with the ever changing legal mandates in special education. Speech pathologists as well as our adapted physical education teachers will be attending workshops and conferences sponsored by their governing organizations, respectively.</p> <p>Our special education programs were at capacity very early in the year forcing us to open new programs and/or displace students to overflow schools. For the upcoming year, our focus through the Compliance and Improvement Monitoring (CIM) process, we will take a deep dive into district MTSS structures and special education eligibility criteria to develop a plan to reduce significant disproportionality of Latino students with Specific Learning Disability (SLD) in addition to reducing our 14% identification rate to the goal of 10%. In efforts to meet these goals, we will provide resources and professional development of staff to examine current practices and opportunities to strengthen our systems of support. We'll continue revision of the special education department handbook. This handbook was rolled out; however, due to special education law frequently being updated, we should ensure that it is updated yearly so that staff is aware of most current compliance guidelines. We will study and explore preschool program offerings to support a higher number of students within their Least Restrictive Environment (LRE). Collaboratively, we will find ways to calibrate eligibility criteria and services offered.</p> <p>Given the high turnover in special education across the nation, we are expected to have approximately 19 new special education teachers. These teachers will require training in our IEP management system (SEIS), district adopted curriculum, and special education supplemental curriculum. Additionally, special education teachers will be offered training on inclusive practices and mindsets by the Inclusion Collaborative during</p>	\$139,613.00	No

		<p>the district professional learning days as well as during the Summer Institute.</p> <p>The department will explore and study possible exit criteria rubric for team members to follow when determining if a student may no longer need special education services.</p> <p>Crosswalk to Educator Effectiveness Plan: Professional development and training to improve student inclusive practices (\$13,000)</p> <p>Continued partnership with the Inclusion Collaborative to train, teach and coach our teachers on creative ways to include our special education students in the general education classroom.</p> <p>We will continue to find opportunities for general education and special education teachers to collaborate with one another by grade level. Such collaboration is expected to increase our student's opportunity to be successful within their general education classroom.</p> <p>Our continued focus on professional development will afford our special education teachers to innovate their teaching practices to be more inclusive and mirror activities students may see within their general education classrooms. This will allow for our students to increase their percentage of time spent in their general education classrooms.</p>		
3.3	Special Education Bilingual Support Staff	<p>At our schools with a high concentration of English Learners, there is a need for bilingual support staff to serve students in their primary language to best meet the needs of our students and community. We have bilingual Spanish support staff who work at schools principally directed to support Socioeconomically Disadvantaged English Learners with disabilities. This equitable access to information gives parents of students with disabilities, who are also language learners, necessary tools and guidance on how to best support and advocate for their child's needs.</p> <p>We will continue to strive for bilingual support staff across our department, and more importantly, provide our team members (psychologists, speech and language pathologists, education specialists) specific training on distinguishing between a language and cultural difference versus a learning disability. The expectation is this will decrease the overqualification of Spanish-speaking students to require special education services.</p>	\$96,552.00	Yes

3.4	Special Education Support Staff	<p>Oak Grove's focus is to hire and retain quality special education staff. Special education administrators and staff will target the needs of students with disabilities with an intentional and purposeful approach to ensure equitable programs and services are principally directed to support them. The addition of district wide behavioral supports will continue to support student behavioral challenges and allow for those students to remain within their least restrictive environment. Continuing to have all support staff provide services and supports in person will also continue to support students remaining in a comprehensive campus.</p> <p>For the upcoming year the department will be acquiring special education teacher contracts as means of gaining stability, continuity and consistency for our students. Ensuring our teachers and special education support staff are district hired will offer a better and more invested understanding of our district's MTSS framework allowing for our students to participate in greater percentages in their general education classes.</p> <p>We will continue to revise and edit our Instructional Assistant Resource Guide which focuses on increasing student independence. Teaching to independence is a vital skill for our students with disabilities to acquire in order to be able to participate in learning alongside their neurotypical peers. We will also be re-evaluating our current Special Circumstance Instructional Assistance (SCIA) process to ensure we are appropriately reducing and/or removing this level of support from our students as they increase skills necessary for mainstreaming as well as decrease in their challenging or stigmatizing behaviors.</p> <p>Students learn best and have increased access to grade level curriculum when served in the general education classroom. We will study and explore our service delivery model to be more inclusive.</p> <p>We will continue to forge strong relationships with all department stakeholders and provide opportunities to collaborate via our Special Education Task Force as well as having leads for each discipline within our department (speech, psychologist, occupational therapy and Adaptive Physical Education). Department members will be involved in the decision making process. This approach is supportive to our students' needs in that it provides consistency as they progress through the grade levels.</p>	\$22,736,726.00	No

3.5	Special Education Behavioral Supports	<p>The Special Education department will provide Tier 2 behavioral supports for our students with high behavioral needs. This level of intensive support allows for our students to learn how to better manage their behaviors and therefore remain within their comprehensive campuses. The behavioral support will support our psychologist team with conducting Functional Behavior Assessments (FBAs) and creating Behavior Intervention Plans (BIPs) for our students within our special day class programs.</p> <p>Training will be provided to our general education teachers on how to support and create a classroom environment that is inclusive to our students who have behavioral challenges.</p> <p>The Special Education department will continue to offer mental health and behavioral supports to students within our therapeutic programs. These students have suffered significant traumas in their lives that tend to manifest themselves in behavioral challenges. The department will continue to partner with Effective School Solutions to provide the mental health and behavioral supports necessary for these students to remain within our district therapeutic programs and learn the necessary coping skills in order to have increased chances of mainstreaming with their general education peers.</p>	\$982,275.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

	on policies and programs	and groups on policies and programs			and groups on policies and programs	
4.2	Access to Interpretation/Translation Services	<p>2023-2024 Interpreters, not including conferences, as of April 24, 2024 IEPs: 284 SSTs: 20 Assessments: 203 Parent Meetings: 76 Live Phone interpretation w/ Communicaid: 4401 minutes</p> <p># Written Translations: IEPs: 124 SSTs: 26 SEAL: 0 District Communication: 56</p> <p>Languages we have provided written interpretation for this year throughout our district: 22</p>			2026-2027: Maintain amount of access to, and response to requests for interpretation/translation services	
4.3	Attendance at District Parent Meetings	<p>2023-2024 % of representation from all 18 schools at District Parent Meetings: DAC- 35 members - 194% Koffee Klatch - 10 members - 56% DELAC - 8 members - 44%</p>			2025-2026: All district parent committees will have at 100% school site representation at district parent meetings	

		HABLA - 16 members - 89%				
4.4	Question on LCAP Educational Partners Feedback Survey: OGSD creates welcoming environments for all families in the community	2023-2024: 77% of educational partners feel that OGSD creates welcoming environments for all families			2026-2027: 90% of educational partners feel that OGSD creates welcoming environments for all families	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Worker and Social Work Interns	School Social Worker interns and Pupil Personnel Services Credential interns will provide direct and indirect services in our district. School Social	\$689,981.00	Yes

		<p>Workers are key to providing and establishing a partnership between students, home, school staff and community. Services provided include socio-emotional, psychological and academic support for students and families and although all families benefit from their services, these supports are principally directed to our Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners--specifically those who are recent immigrants to the country, or whose families have experienced trauma in their immigration journey.</p> <p>School Social Workers Interns establish partnerships between school staff, community agencies, parents, and students by creating school based programs that support student and parent engagement and positive school climate where the school environment is welcoming, where students, staff and families feel connected, safe and supported.</p> <p>Crosswalk to CCEIS Plan: A Licenced Clinical Social Worker will provide small group, intensive behavior support to focal students of highest need at least 2 times each week at Edenvale and Christopher Elementary Schools. Support may include pull out and push in support in addition to providing resources to families. For the identified sites, CCEIS funding will provide an additional 0.5 FTE. This is in addition to current mental health counseling and social worker intern. This intervention model is provided to "Rising Stars" who meet specific criteria for behavior needs, in order to supplement the classroom teacher's behavior strategies and to accelerate the development of positive behavior skills.</p>		
4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	<p>Oak Grove desires to increase and enhance community awareness in order to retain and attract students and families to Oak Grove. Additionally, community awareness builds support for funding of our district goals and actions.</p> <p>We will provide personnel and programs to support communication efforts principally directed to reach our Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged students and their families. Communication efforts in the families' home languages will support all district families and the community at large, and ensure that equitable access to important decision making information--district choice</p>	\$583,501.00	Yes

		<p>options, student assessment reports, access to community events, etc.-- reach families who receive less information through traditional modes of communication. By providing timely information to our community, district staff, students and families will be informed and able to participate in both school and district community engagement events. We will provide this additional district support focused on English Learners, Socioeconomically Disadvantaged students and Foster Youth.</p> <p>Directors, Administrators and Support Staff will target the needs of these three student groups with an intentional and purposeful approach in the area of family engagement and communication. Our Public Information Officer will continue to support all communication efforts at the district level as well as support school sites with outreach to families. In order to stay up-to-date on current communication, marketing and outreach strategies, we will seek professional development opportunities through the annual CA School Public Relations Association (CALSPRA) Conference and membership.</p>		
4.3	Community Liaisons	<p>Community Liaison schedules will be designed to be representative of the school populations and needs. We will provide each school with a community liaison for support in bridging communication between families and schools, with a priority on English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. All Title I-funded schools will be provided additional time for coordinated parent engagement, parent meetings and workshops. By supporting our communities with the highest need, we will provide greater access to community programs and services, and families will be better informed about school-based services, leading to student success in schools.</p>	\$458,363.00	Yes
4.4	District Community Events and Parent Information Nights	<p>We will provide community activities at the schools (including, but not limited to: Back to School Nights, Open House, Parent/Teacher Conferences, SEAL Gallery Walks, Science Fairs, and Festivals) as well as district-wide events (including, but not limited to Back to School Resource Fair, Cinco de Mayo, Cultural Arts Expo, Celebration of Bilingualism, Dreamkeepers, Every Student Succeeding Awards, Hispanic</p>	\$10,000.00	No

		Student Recognition) to engage the community and build partnership opportunities between home and school to increase a sense of belonging. We will provide families information during parent information nights on topics relevant to families such as parenting, academic outcomes, technology, student success, and physical and mental health.		
4.5	Parent Access to Information and Decision Input Opportunities	We will continue to involve parents in district decision and input through a variety of district committees, such as District Advisory Committee [DAC], District English Learner Advisory Committee [DELAC], African American Parent Koffee Klatch, Hispanic Parents [HABLA], and Home and School Club / PTA President meetings. Parents will also be represented in the School Site Council [SSC] and Site English Learner Advisory Committees [SELAC] to support communication between families and the district. When possible, we will provide free babysitting services for district parent meetings so that all parents, regardless of access to child care, will be able to attend and participate and receive information. We will continue to support parent and family translation and communication requests to receive information in the language of preference for parents. We will provide English support to our parents who are seeking to build their English language proficiency.	\$201,842.00	Yes
4.6	School Linked Services	We will provide an additional community liaison who will coordinate our school linked mental health services, community based organization partnerships and community engagement workshops and events.	\$138,720.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard Chronic Absenteeism	2022-2023: Overall: 25.6% Pacific Islander: 37.7% English Learners: 30.7% Students with Disabilities: 34.4%			2025-2026: Overall: 14.25% or less Pacific Islander: 14.25% or less English Learners: 14.25% or less	

		Socioeconomically Disadvantaged: 35.8% Asian: 10% Hispanic/Latino: 35.4 White: 17.8% Two or More Races: 16.2%			Students with Disabilities: 14.25% or less Socioeconomically Disadvantaged: 14.25% or less Asian: 4% or less Hispanic/Latino: 14.25% or less White: 7.8% or less Two or More Races: 6.2% or less	
5.2	CA Dashboard Suspension Rate	2022-2023: Overall: 2.9% Black/African American: 7.8% Foster Youth: 11.1% English Learners: 2.6% Students with Disabilities: 4.8% Socioeconomically Disadvantaged: 3.9%			2025-2026: Overall: 1.45% or less Black/African American: 1.45% or less Foster Youth: 1.45% or less English Learners: 1.2% or less Students with Disabilities: 1.8% or less Socioeconomically Disadvantaged: 1.45% or less	
5.3	Attendance Factor	2023-2024: Month 8 year to date: 93.84%			2026-2027: Month 8 year to date: 97% or higher attendance factor	
5.4	Pupil Expulsion Rate	2022-2023: 0%			0% Expulsion Rate	

5.5	Students with 2 or more documented behavior incidents	2022-2023: 11% of total students enrolled had 2 or more documented behavior incidents			2025-2026: 5% or less of students have 2 or more documented behavior incidents	
5.6	Middle School Dropout Rate	2022-2023: 0%			2025-2026: 0%	
5.7	Student Safety, Connectedness and Belonging Survey (SCB) - Safety Question (Spring)	2023-2024: 3rd - 8th grade students who feel safe at school, as of the April 2024 window: Overall: 89% English Learners: 89% Students with Disabilities: 91%			2026-2027: 3rd - 8th grade students who feel safe at school, as of the April 2027 window: Overall: 95% English Learners: 95% Students with Disabilities: 95%	
5.8	Student Safety, Connectedness and Belonging Survey (SCB) - Connectedness/Belonging Question (Spring)	2023-2024: 3rd - 8th grade students who feel connected at school, as of the April 2024 window: Overall: 83% English Learners: 72% Students with Disabilities: 78%			2026-2027: 3rd - 8th grade students who feel connected at school, as of the April 2027 window: Overall: 92% English Learners: 77% Students with Disabilities: 83%	
5.9	Student Safety, Connectedness and Belonging Survey (SCB)- Completion Rate (Spring)	2023-2024: April 2024 completion rate Overall: 87.7% English Learners: 68% Students with Disabilities: 69%			2026-2027: April 2027 completion rate Overall: 95% English Learners: 85% Students with Disabilities: 85%	

5.10	Facilities in Good Repair	2021-2022: 100% facilities are in good repair or better.			2026-2027: 100% of schools are in good repair or better.	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Positive Behavior Interventions and Supports	Tier 1 behavior supports will be improved at the schools sites through Restorative Practices for classroom teachers, which began in 2023-2024 and will continue with additional cohorts in 2024-2025, and will include classified staff groups as well. Sakamoto, Baldwin, Davis and Ledesma are participating in the SUMS grant which will enable us to provide individualized PBIS training for Sakamoto as well as MTSS training at the district level. We will convene a committee of principals, district office	\$141,211.00	No

		administrators, and other staff to draft the culturally responsive and equitable behavior matrix to provide clarity districtwide regarding practices at all three tiers of support.		
5.2	Mental Health and Socioemotional Counseling Services	<p>Mental health support providers will support individual and group therapy for students, families, and staff in the Oak Grove School District. They also provide Psychoeducation and parent and student workshops covering the most prevalent issues that our students and families deal with every day. Entry level Clinicians will see a minimum of 10-12 clients weekly.</p> <p>We will provide advanced level mental health support providers in the district. Advanced level Clinicians are registered with the Board of Behavioral Sciences and are on track for licensure. They are also required to have at least one full year of therapeutic experience. They can see tier three cases (students with high-level needs). Advanced clinicians will see at least 15-25 clients weekly.</p> <p>We will provide a second mental health clinician who, in future years, will qualify to supervise mental health interns, which can double our current services.</p> <p>We plan to begin researching and piloting district-wide socioemotional curriculum.</p> <p>Teachers will be provided access to Nearpod with the English Language Development (ELD) and Social Emotional Learning (SEL) add ons. Teachers will be able to use the over 15,000, pre-made, engaging lessons and activities that support all content areas, ELD and SEL. Additionally, teachers are able to create their own lessons using the platform's engaging digital resources for synchronous and asynchronous work.</p> <p>We will provide schools access to mental health services through County Behavioral Health and School Linked Services. We will be able to refer students and their families to counseling services to support their social emotional wellbeing.</p> <p>We will also provide mental health referrals through our partnership with Care Solace. Care Solace provides 24/7 mental health referrals for staff</p>	\$896,778.00	Yes

		<p>and community members. Having this additional option for care allows us to serve all district staff and students who may be in need.</p> <p>In addition to using a web filter or security audit software, and the CHKS, we will administer a district-created Safety, Connectedness, and Belonging Survey several times a year to our students in grades 3-8.</p> <p>These mental health and socioemotional counseling services benefit all students, however this action is principally directed to support the needs of our most vulnerable students based on data: Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Youth and English Learners--specifically those new to the country on refugee status or having experienced traumatic immigration circumstances. Needs of these student groups and families are considered first in planning services based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English Learner Teaching Partners and educational services managers who work primarily with the needs of these identified students.</p>		
5.3	Student Physical Health and Well-Being	<p>We will provide a district health team that consists of credentialed registered nurses and Licensed Vocational Nurses in order to support students and families with screening and health needs. Our students will be provided mandated screenings (vision/hearing). Our nurses support over 3,000 students with documented health conditions including Diabetic students and medically fragile students with 1:1 nurses/aides.</p> <p>We will provide professional development and pay for our nurses' memberships in CSNO.</p>	\$1,353,138.00	No
5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth,	We will provide an additional two hours of health clerk time at each elementary school in order to support families with student attendance and health concerns, principally directed towards our Unduplicated Pupils. We will provide additional training for new health clerks.	\$286,441.00	Yes

	Socioeconomically Disadvantaged Students, and English Learners			
5.5	Academic Counselors at Intermediate Schools	We will provide academic counselors at our middle schools focused on English Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Counselors will target the needs of these three student groups with a more intentional and purposeful approach to ensure their academic and social emotional well being via 1:1 and group counseling sessions to assure they remain academically eligible.	\$279,758.00	Yes
5.6	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	<p>We will provide additional support in our Educational Services Division, focused on English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and Foster Youth. Directors, Administrators, and Support Staff will target the needs of these student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students. Attendance analysis will be done regularly, specifically targeting these groups and schools with higher concentration of Unduplicated student groups to determine needs as well as communicate with school site principals. Direct contact will be made to provide support to our Homeless and Foster Youth families once their needs are determined. Students experiencing homelessness and Foster Youth students with high social emotional needs will be offered counseling services once identified.</p> <p>For our Socioeconomically Disadvantaged students and English Learner groups, we will hold quarterly meetings with principals and the community liaisons of the schools with higher percentages of these populations to review student attendance data and identify any health or related needs to provide support.</p>	\$109,866.00	Yes
5.7	Attendance Improvement and Monitoring	In order to improve attendance for all students, with a focus on Pacific Islander students, we will implement district and site wide strategies to incentivize, motivate, and acknowledge students. We will provide Super Saturday attendance recovery days at all sites. The district will support the	\$6,500.00	No

		<p>planning and implementation of site based attendance incentives and acknowledge schools that have increased attendance rates. Schools will use strategies to welcome and affirm students such as community building circles, or welcoming and affirming SEAL units, and support them when they return to school from an absence, including ensuring they have the materials they missed, a person connection and check in from an adult on campus. Additionally, attendance data will be monitored and strategies will be adjusted based on data.</p> <p>Crosswalk to Educator Effectiveness: Staff will attend the annual CASCWA conference to focus on safety and attendance.</p>		
--	--	--	--	--

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$8,991,034.00	\$

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
10.078%	0.080%	\$73,123.00	10.158%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	Action: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth Need: Administrators and support staff are needed to organize, manage, and ensure fidelity of	The Director and Coordinator of Curriculum, Instruction, and Assessment oversee and implement programs and services that provide equitable access to grade level content, instructional supports and UDL to ensure students who need more and differentiated support are served. Through regular review of data, weekly collaboration and discussion at department	1.1, 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>implementation for core and supplemental programs in differentiated and focused support for English Learners, Socioeconomically Disadvantaged, Foster Youth and Homeless Youth.</p> <p>Scope: LEA-wide</p>	<p>meetings and progress monitoring, the team ensures that students are achieving at grade level in common core state standards.</p>	
1.8	<p>Action: Informational Technology Staff, Online Safety and Site Technology Support</p> <p>Need: In order to meet the demands of 21st century teaching and learning, the management and support of technology infrastructure, hardware, software, and online licences, as well as instructional coaching and training are needed.</p> <p>Scope: LEA-wide</p>	<p>IT staff and EdTech specialists will provide principally directed supports for unduplicated student populations to ensure equitable access to educational technology tools and resources. The EdTech team will coach and train teachers at Title I funded schools and English Learner Teaching Partners to ensure that students have access and are engaged in 21st century learning activities and technologies.</p>	1.1, 1.2, 1.11
2.1	<p>Action: Academic Language Development through the SEAL Model</p> <p>Need: English Learners need daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that ensures access as well as appropriate designated ELD instruction. The Sobrato Early Academic Language (SEAL) EL model is</p>	<p>As a supplemental grant expenditure, our district adopted the SEAL model to systemically deliver grade level standards through robust, initial instructional strategies in language development in Transitional Kindergarten (TK) through 3rd, and through 6th grade at 5 of our elementary schools. SEAL promotes the development of biliteracy, affirming and supporting home language for English Learners and families, and developing high levels of proficiency in both the primary language and English. The SEAL model was designed drawing upon research on preventing the creation of Long Term English Learners and</p>	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>designed as an early prevention to language and literacy inequities and learning gaps.</p> <p>Scope: LEA-wide</p>	<p>enacts the research on effective English Learner high-yield pedagogical practices. These two bodies of research, together with an analysis of the challenges of implementing the new Common Core State Standards, establish the foundation for the SEAL model. SEAL is a rich, powerful language and literacy model developed to boost the academic vocabulary and cognitive conceptual understanding of English Learners. With this model, all ELs are instructed during general education classes with the goal of developing academically proficient and literate students. Furthermore, the SEAL instructional model is aligned to the ELA common core state standards in both English and Spanish, the ELD Standards, the ELA/ELD Framework, the Next Generation Science Standards (NGSS) and the new History/Social Science Framework.</p>	
2.2	<p>Action: Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students</p> <p>Need: Dedicated time is needed to learn and develop cohesive pedagogical practices and plan meaningful instruction focused primarily on English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Youth.</p> <p>Scope: LEA-wide</p>	<p>Teachers participate in three district-wide professional development days with a focus on English Language Learners, Foster Youth, Homeless Youth and Economically Disadvantaged Youth. Needs of these student groups are considered first in planning and will be planned based on data and feedback regarding their principal needs. Planning will be done in consultation with district mental health providers, site administrators, English Learner Teaching Partners and Educational Services Division managers, who work primarily with the needs of these identified students. Teachers and coaches are encouraged to lead professional development on these days as we have many outstanding practitioners. Additionally, consultants and trainers are also leveraged to bring the latest research-based information and strategies to our teachers. These professional development days ensure that</p>	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		our teachers are receiving training and support to best meet the needs of our highest needs students.	
2.3	<p>Action: English Learner Support Staff</p> <p>Need: Support is needed for English Learners, including newcomer students and Long Term English Learners in the acquisition of English language proficiency.</p> <p>Scope: LEA-wide</p>	<p>English Learner Teacher Partners will provide focused ELA/ELD professional development to support implementation of integrated and designated ELD, the integration of NGSS and history/social science standards with engaging and inclusive units focused on academic language.</p> <p>ELD Instructional Assistants will support site programs focused on tier 2 and tier 3 instructional programs to principally support the vocabulary, academic language and cultural transition of English learners new to US schools. ELD Instructional assistants will provide small group intervention to students scoring at ELPAC levels 1 and 2 to support access to grade level curriculum through integrated and designated English language development.</p> <p>ELD teachers at intermediate schools will support English learner students and the integration of best practices for English learners into content areas. This support at the intermediate school levels provides direct strategies for addressing the needs of our middle school newcomers and our long-term English learners who have not reclassified in 6+ years since identification as an EL.</p> <p>These English learner support staff coaches, instructional assistants and intervention teachers support the academic and language achievement of English learners in addition to supporting the professional development of teachers in the needs of our district ELs.</p>	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students</p> <p>Need: Unduplicated pupils need access to increased educational opportunity by way of extended learning and targeted intervention.</p> <p>Scope: LEA-wide</p>	<p>By providing intervention programs principally directed to support English learners and their language development in smaller, tier 2 and tier 3 groups for instruction, with frequent opportunities for progress monitoring, they will receive just-in-time support that is in response to or in preparation for their language learning needs. Middle school English learner newcomers will receive supplemental materials to engage them with foundational vocabulary and opportunities to develop their oral, reading, writing and speaking skills. A toolkit of resources and best practices for welcoming newcomers, and learning about their unique needs in order to provide equitable support, will give teachers and staff additional tools to meet the needs of newcomer students. OGSD will provide a variety of extended year summer programming to support students academic, behavioral and social needs during this transition period between formal school calendars. Summer programs will be principally directed to meet the needs of our unduplicated pupils, and will range to offer and address areas of learning that may include math, STEAM, language, reading, social skills, and physical wellness, as well as site identified needs of students to continue their progress during the summer. Meal service will be offered to students participating in programs for two hours or more daily.</p>	2.2, 2.3, 2.4, 2.5, 2.6
2.7	<p>Action: Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth</p>	<p>We will provide an after-school programs at sites across the district to provide activities and opportunities such as academic support and sports activities that may not be available to</p>	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Safe, local and affordable after school care is a critical need for working families.</p> <p>Scope: LEA-wide</p>	students of low socioeconomic status. After school enrichment and learning opportunities will include Transitional Kindergarten and Kindergarten at schools with the highest socioeconomic needs. By providing this, our youngest student at these sites will have access to a safe environment that will also provide support for academic and social emotional learning. These services are principally directed to our unduplicated pupils to give equitable access to safe environments that support learning support and healthy building of social skills	
2.8	<p>Action: Diverse and Inclusive Programs and Books</p> <p>Need: African American students are often underrepresented in the school communities and data points to a need for increased inclusivity. Additionally, all students of color and from marginalized backgrounds need to see themselves in the curriculum and school communities they attend.</p> <p>Scope: LEA-wide</p>	<p>We will provide a Diversity framework For Black Students in OGSD through the BLACK (Building Leaders & Activists with Collective Knowledge) Program with Mr. Tyson Amir. The BLACK Program will provide an opportunity for Black students who are identified as socioeconomically disadvantaged, language learners or experiencing unstable housing in Oak Grove School District to develop deeper connections with their culture and history through a culturally relevant/culturally commending framework that is common core and content standard aligned.</p> <p>Young Black Scholars Club is an after school program designed students with African Ancestry in grades K-3 who are identified as Socioeconomically Disadvantaged, English Learners or Homeless or Foster Youth. Students will have monthly educational enrichment sessions with in-person family engagement events. Each meeting will have a student-centered approach where each child feels valued, elevated and heard. Through a culturally relevant lens, students will feel connected to African American accomplishments, figures, and moments in history and their community. Through the use of guest</p>	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>presenters, books, projects, and STEAM activities students will see themselves in each lesson and see limitless possibilities. In addition to this valuable space where students will be heard and seen, they might be inspired to become a teacher. These opportunities, along with curricular materials that bring an Ethnic Studies lens to the core curriculum and opportunities for increased awareness for students and families on the FAIR act will support inclusive and welcoming environments for our Unduplicated student population.</p>	
2.9	<p>Action: Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth</p> <p>Need: Administrators and support staff are needed to organize, manage, and ensure fidelity of implementation for core and supplemental programs in differentiated and focused support for English Learners, Socioeconomically Disadvantaged, Foster Youth and Homeless Youth.</p> <p>Scope: LEA-wide</p>	<p>ESD staff and managers support, oversee and implement programs and services that provide equitable access to programs and services that support English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged Youth. Through regular review of data, weekly collaboration and discussion at department meetings and progress monitoring, the team ensures that students are achieving their fullest potential and have access to needed support.</p>	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
3.3	<p>Action: Special Education Bilingual Support Staff</p> <p>Need: At our Title I funded schools, there is a need for bilingual support staff to serve students in</p>	<p>Bilingual Spanish support staff work at schools with high Spanish speaking families to provide translations and/or interpreters and childcare whenever necessary to ensure accurate communication and participation of guardians/families. Bilingual Spanish support staff</p>	3.1, 3.2, 3.3, 3.4, reference 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>their primary language to best meet the needs of our students and community.</p> <p>Scope: LEA-wide</p>	work principally with Socioeconomically Disadvantaged Youth and English Learners with disabilities. This equitable access to information gives parents of students with disabilities, who are also language learners, necessary tools and guidance on how to best support and advocate for their child's needs.	
4.1	<p>Action: Social Worker and Social Work Interns</p> <p>Need: School Social Workers are needed to provide and establish a partnership between students, home, school staff and community.</p> <p>Scope: LEA-wide</p>	Social Worker services provided include social emotional, psychological and academic support for students and families. Although all families benefit from their services, these supports are principally directed to our Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English learners--specifically those who are recent immigrants to the county or whose families have experience trauma in their immigration journey.	4.1, 4.4 In addition or using metrics listed, we will conduct focus groups and empathy interviews with our unduplicated parent population to determine the needs of families and effectiveness of the actions and impact on the families.
4.2	<p>Action: Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students</p> <p>Need: Oak Grove desires to increase and enhance community awareness in order to retain and attract students and families to Oak Grove. Additionally, community awareness builds support for funding of our district goals and actions.</p> <p>Scope: LEA-wide</p>	We will provide personnel and programs to support communication efforts principally directed to reach our Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged students and their families. Communication efforts will support all district families and the community at large, however, communication to the families of these specific student groups will ensure that equitable access to important decision making information--district choice options, student assessment reports, access to community events, etc.--reach families who traditionally receive less information through traditional modes of communication. We will provide this additional district support focused on English Language Learners, Socioeconomically Disadvantaged and Foster Youth. Administrators and Support Staff will target the needs of these	4.1, 4.3, 4.4 In addition or using metrics listed, we will conduct focus groups and empathy interviews with our unduplicated parent population to determine the needs of families and effectiveness of the actions and impact on the families.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>families, and staff in the Oak Grove School District.</p> <p>Scope: LEA-wide</p>	<p>status or having experienced traumatic immigration circumstances. Needs of these student groups and families are considered first in planning services and planning will be done in consultation with district mental health providers, site administrators, English Learner Teaching Partners and Educational Services Division managers, who work primarily with the needs of unduplicated student populations.</p> <p>We will provide schools access to mental health services through County Behavioral Health and School Linked Services. We will be able to refer students and their families to counseling services to support their social emotional wellbeing. We will also provide mental health referrals through our partnership with Care Solace. Care Solace provides 24/7 mental health referrals for staff and community members. Having this additional option for care allows us to serve all district staff and students who may be in need. In addition to using a web filter or security audit software, and the CHKS, we will administer a district-created Safety, Connectedness, and Belonging Survey two times a year for our students in grades 3-8.</p> <p>Teachers will be provided access to Nearpod with the English Language Development (ELD) and Social Emotional Learning (SEL) add ons, where they will be able to use the over 15,000 pre-made, engaging lessons and activities that support all content areas, ELD and SEL. Additionally, teachers are able to create their own lessons using the platform's engaging digital resources.</p>	

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
5.4	<p>Action: Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners</p> <p>Need: Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month. Socioeconomically disadvantaged students are more likely to experience serious health problems. As a result, they are three times more likely to be chronically absent from school due to illness or injury. Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders.</p> <p>Scope: LEA-wide</p>	<p>We will provide an additional two hours of health clerk time at each elementary school in order to support families with student attendance and health concerns. These additional hours will be principally directed to support the varied health needs of our Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.</p>	<p>5.1</p>
5.5	<p>Action: Academic Counselors at Intermediate Schools</p> <p>Need: In order to experience academic success, equitable access to additional supports such as counselors are needed to provide guidance and mentorship to our unduplicated student populations.</p> <p>Scope: Schoolwide</p>	<p>We will provide academic counselors at our middle schools focused on English Language Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Counselors will target the needs of these three student groups with a more intentional and purposeful approach to ensure their academic and social emotional well being via 1:1 and group counseling.</p>	<p>5.4, 5.8</p>

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
5.6	<p>Action: Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health</p> <p>Need: Administrators and support staff are needed to organize, manage, and ensure fidelity of implementation for programs and services that principally support English Learners, Socioeconomically Disadvantaged, Foster Youth and Homeless Youth.</p> <p>Scope: LEA-wide</p>	We will provide additional support in our Educational Services Division focused on English Language Learners, Socioeconomically Disadvantaged students, Homeless Youth and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three student groups with a more intentional and purposeful approach to ensure equitable programs and services are principally directed to these students.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	<p>Action: Assessment, Data and Progress Monitoring</p> <p>Need: Equitable access to technology tools and knowledge about devices and online learning tools is needed for families that may not have these resources. Empowering families with</p>	We will provide central educational technology coaches and administrator personnel to support technology access for our foster youth and homeless families including home deliveries, direct communication to assure access, as well as immediate replacement of Chromebooks or headphones to better meet the need of these specific students. This ensures that these students and families receive equitable access to	2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>know-how to get information and support their children is essential in our partnership.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	technology monitoring that a further technology divide occurs for communities who traditionally do not have equitable access.	

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

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

2024-25 Total 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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$89,211,708.00	\$8,991,034.00	10.078%	0.080%	10.158%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$86,181,607.00	\$34,349,097.00	\$3,902,712.00	\$992,542.00	\$125,425,958.00	\$112,276,962.00	\$13,148,996.00

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
This table was automatically populated from this LCAP.																
1	1.1	Recruit, hire and retain highly qualified and diverse staff	All		No				Ongoing	\$76,648,198.00	\$18,310.00	\$71,106,694.00	\$3,408,929.00	\$1,451,672.00	\$699,213.00	\$76,666,508.00
1	1.2	Core and Supplemental Curriculum, Assessment and Data	All		No				Ongoing	\$8,375.00	\$3,344,129.00	\$2,748,342.00	\$572,471.00	\$5,691.00	\$26,000.00	\$3,352,504.00
1	1.3	Core Curriculum Professional Development	All		No				Ongoing	\$46,634.00	\$121,649.00	\$0.00	\$118,283.00	\$0.00	\$50,000.00	\$168,283.00
1	1.4	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	All		No				Ongoing	\$1,355,720.00	\$308,114.00	\$148,472.00	\$1,466,742.00	\$48,620.00	\$0.00	\$1,663,834.00
1	1.5	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$216,684.00	\$32,714.00	\$249,398.00	\$0.00	\$0.00	\$0.00	\$249,398.00
1	1.6	Technology Hardware	All		No				Ongoing	\$0.00	\$1,850,000.00	\$0.00	\$0.00	\$1,850,000.00	\$0.00	\$1,850,000.00
1	1.7	Technology Software and Programs	All		No				Ongoing	\$0.00	\$553,295.00	\$553,295.00	\$0.00	\$0.00	\$0.00	\$553,295.00
1	1.8	Informational Technology Staff, Online Safety and Site Technology Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,813,849.00	\$36,009.00	\$1,829,858.00	\$20,000.00	\$0.00	\$0.00	\$1,849,858.00
2	2.1	Academic Language Development through the SEAL Model	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$151,183.00	\$168,108.00	\$312,670.00	\$0.00	\$0.00	\$6,621.00	\$319,291.00

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
2	2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$933,707.00	\$280,071.00	\$1,213,778.00	\$0.00	\$0.00	\$0.00	\$1,213,778.00
2	2.3	English Learner Support Staff	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$2,866,045.00	\$153,657.00	\$2,999,702.00	\$0.00	\$0.00	\$20,000.00	\$3,019,702.00
2	2.4	Initial and Summative Language Testing for English Language Learners	English	Learners All	No				Ongoing	\$82,583.00	\$0.00	\$82,583.00	\$0.00	\$0.00	\$0.00	\$82,583.00
2	2.5	Assessment, Data and Progress Monitoring	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,737.00	\$179,435.00	\$215,972.00	\$26,000.00	\$0.00	\$38,200.00	\$280,172.00
2	2.7	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$4,159,166.00	\$31,980.00	\$4,087,186.00		\$40,000.00	\$4,159,166.00
2	2.8	Diverse and Inclusive Programs and Books	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$13,065.00	\$177,650.00	\$82,355.00	\$108,360.00	\$0.00	\$0.00	\$190,715.00
2	2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$536,501.00	\$6,140.00	\$542,641.00	\$0.00	\$0.00	\$0.00	\$542,641.00
3	3.1	Special Education Supplemental Curriculum and Training	Students Disabilities	with	No				Ongoing	\$0.00	\$152,965.00	\$0.00	\$152,965.00	\$0.00	\$0.00	\$152,965.00
3	3.2	Special Education Professional Development	Students Disabilities	with	No				Ongoing	\$77,513.00	\$62,100.00	\$0.00	\$110,113.00	\$0.00	\$29,500.00	\$139,613.00

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
3	3.3	Special Education Bilingual Support Staff	English Learners		Yes	LEA-wide	English Learners	All Schools	Ongoing	\$96,552.00	\$0.00	\$96,552.00	\$0.00	\$0.00	\$0.00	\$96,552.00
3	3.4	Special Education Support Staff	Students with Disabilities		No				Ongoing	\$22,726,346.00	\$10,380.00	\$0.00	\$22,736,726.00	\$0.00	\$0.00	\$22,736,726.00
3	3.5	Special Education Behavioral Supports	All		No				1 year	\$0.00	\$982,275.00	\$0.00	\$982,275.00	\$0.00	\$0.00	\$982,275.00
4	4.1	Social Worker and Social Work Interns	English Foster Low Income Learners Youth		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$618,471.00	\$71,510.00	\$412,778.00	\$277,203.00	\$0.00	\$0.00	\$689,981.00
4	4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	English Foster Low Income Learners Youth		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$423,182.00	\$160,319.00	\$583,501.00	\$0.00	\$0.00	\$0.00	\$583,501.00
4	4.3	Community Liaisons	English Foster Low Income Learners Youth		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$453,033.00	\$5,330.00	\$458,363.00	\$0.00	\$0.00	\$0.00	\$458,363.00
4	4.4	District Community Events and Parent Information Nights	All		No				Ongoing	\$2,132.00	\$7,868.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
4	4.5	Parent Access to Information and Decision Input Opportunities	English Foster Low Income Learners Youth		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$112,831.00	\$89,011.00	\$179,422.00	\$0.00	\$0.00	\$22,420.00	\$201,842.00
4	4.6	School Linked Services	All		No				Ongoing	\$138,720.00	\$0.00	\$32,220.00	\$0.00	\$106,500.00	\$0.00	\$138,720.00
5	5.1	Positive Behavior Interventions and Supports	All		No				Ongoing	\$110,611.00	\$30,600.00	\$0.00	\$141,211.00	\$0.00	\$0.00	\$141,211.00
5	5.2	Mental Health and Socioemotional Counseling Services	English Foster Low Income Learners Youth		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$722,878.00	\$173,900.00	\$836,190.00	\$0.00	\$0.00	\$60,588.00	\$896,778.00
5	5.3	Student Physical Health and Well-Being	All		No				Ongoing	\$1,347,138.00	\$6,000.00	\$778,776.00	\$134,133.00	\$440,229.00	\$0.00	\$1,353,138.00
5	5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners	English Foster Low Income Learners Youth		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$286,441.00	\$0.00	\$286,441.00	\$0.00	\$0.00	\$0.00	\$286,441.00

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
5	5.5	Academic Counselors at Intermediate Schools	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Intermediate Schools	Ongoing	\$279,758.00	\$0.00	\$279,758.00	\$0.00	\$0.00	\$0.00	\$279,758.00
5	5.6	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$108,075.00	\$1,791.00	\$109,866.00	\$0.00	\$0.00	\$0.00	\$109,866.00
5	5.7	Attendance Improvement and Monitoring	All		No				Ongoing	\$0.00	\$6,500.00	\$0.00	\$6,500.00	\$0.00	\$0.00	\$6,500.00

2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$89,211,708.00	\$8,991,034.00	10.078%	0.080%	10.158%	\$10,721,225.00	0.000%	12.018 %	Total:	\$10,721,225.00
								LEA-wide Total:	\$10,441,467.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$279,758.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.5	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,398.00	
1	1.8	Informational Technology Staff, Online Safety and Site Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,829,858.00	
2	2.1	Academic Language Development through the SEAL Model	Yes	LEA-wide	English Learners	All Schools	\$312,670.00	
2	2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,213,778.00	

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 (%)
		Socioeconomically Disadvantaged Students						
2	2.3	English Learner Support Staff	Yes	LEA-wide	English Learners	All Schools	\$2,999,702.00	
2	2.5	Assessment, Data and Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
2	2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,972.00	
2	2.7	Expanded Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,980.00	
2	2.8	Diverse and Inclusive Programs and Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,355.00	
2	2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$542,641.00	
3	3.3	Special Education Bilingual Support Staff	Yes	LEA-wide	English Learners	All Schools	\$96,552.00	
4	4.1	Social Worker and Social Work Interns	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$412,778.00	
4	4.2	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$583,501.00	

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 (%)
		Socioeconomically Disadvantaged Students						
4	4.3	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$458,363.00	
4	4.5	Parent Access to Information and Decision Input Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$179,422.00	
5	5.2	Mental Health and Socioemotional Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$836,190.00	
5	5.4	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, and English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$286,441.00	
5	5.5	Academic Counselors at Intermediate Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Intermediate Schools	\$279,758.00	
5	5.6	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,866.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$124,868,694.00	\$133,013,300.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Recruit, hire and retain highly qualified and diverse staff	No	\$60,070,756.00	\$59,364,145.00
1	1.2	Core and Supplemental Curriculum, Assessment and Data	No	\$986,423.00	\$1,085,605.00
1	1.3	Core Curriculum Professional Development	No	\$244,228.00	\$314,218.00
1	1.4	Visual and Performing Arts Districtwide and After School Sports at the Intermediate Schools	No	\$363,557.00	\$437,043.00
1	1.5	Additional Visual and Performing Arts Enrichment	Yes	\$96,678.00	\$96,678.00
1	1.6	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	\$141,148.00	\$153,756.00
2	2.1	Academic Language Development through the SEAL Model	Yes	\$349,807.00	\$545,552.00
2	2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	\$879,532.00	\$874,161.00

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)
2	2.3	English Learner Support Staff	Yes	\$2,616,482.00	\$2,699,130.00
2	2.4	Initial and Summative Language Testing for English Language Learners	No	\$65,579.00	\$70,537.00
2	2.5	Assessment, Data and Progress Monitoring	Yes	\$343,399.00	\$385,299.00
2	2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	\$1,321,453.00	\$1,757,362.00
2	2.7	Extended Day Enrichment, Learning Opportunities and Transportation Support for Homeless Youth and Foster Youth	No	\$1,037,065.00	\$4,020,240.00
2	2.8	Diverse and Inclusive Books and Programs	Yes	\$83,947.00	\$103,709.00
2	2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	\$500,797.00	\$633,575.00
2	2.10	AVID (Advancement Via Individual Determination)	Yes	\$23,095.00	\$23,095.00
2	2.11	Supplemental Reading Program to Support English Learners	Yes	\$1,074.00	\$3,384.00
3	3.1	Special Education Supplemental Curriculum and Training	No	\$149,637.00	\$151,811.00
3	3.2	Special Education Professional Development	No	\$5,000.00	\$132,932.00

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	Special Education Bilingual Support Staff	Yes	\$190,774.00	\$75,833.00
3	3.4	Special Education Support Staff	No	\$33,723,067.00	\$36,868,543.00
3	3.5	Special Education TOSA	No	\$176,282.00	\$179,240.00
4	4.1	Technology Hardware	No	\$175,000.00	\$268,000.00
4	4.2	Technology Software and Programs	No	\$646,924.00	\$675,184.00
4	4.3	Supporting Technology Access for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Yes	\$334,492.00	\$343,405.00
4	4.4	Informational Technology Staff, Online Safety and Site Technology Support	No	\$1,393,987.00	\$1,437,251.00
4	4.5	Technology Professional Development and Training	Yes	\$7,519.00	\$24,519.00
4	4.6	Student and Community Technology Access	No	\$0.00	\$0.00
5	5.1	Positive Behavior Interventions and Supports	No	\$177,175.00	\$52,824.00
5	5.2	Additional Campus Security for Most Socioeconomically Disadvantaged Schools	No	\$0.00	\$0.00
5	5.3	School, Facilities and Bus Safety	No	\$14,944,293.00	\$16,380,242.00
5	5.4	Mental Health and Socioemotional Counseling Services	Yes	\$563,430.00	\$749,491.00

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)
5	5.5	Student Physical Health and Well-Being	No	\$985,348.00	\$626,415.00
5	5.6	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners	Yes	\$279,889.00	\$280,438.00
5	5.7	Academic Counselors at Intermediate Schools	Yes	\$253,942.00	\$261,209.00
5	5.8	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged Students in Areas of Attendance, Safety and Physical Health	Yes	\$99,737.00	\$174,400.00
6	6.1	Social Worker and Social Work Interns	Yes	\$309,335.00	\$340,372.00
6	6.2	Communication, Information and Awareness	No	\$46,716.00	\$199,205.00
6	6.3	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Yes	\$368,170.00	\$313,326.00
6	6.4	Community Liaisons	Yes	\$538,222.00	\$488,870.00
6	6.5	District Community Events and Parent Information Nights	No	\$21,042.00	\$21,033.00
6	6.6	Parent Access to Information and Decision Input Opportunities	Yes	\$232,815.00	\$275,208.00
6	6.7	School Linked Services	No	\$120,878.00	\$126,060.00

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)

2023-24 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)
\$8,768,921	\$9,233,841.00	\$8,695,798.00	\$538,043.00	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	Additional Visual and Performing Arts Enrichment	Yes	\$96,678.00	\$96,678.00		
1	1.6	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	\$141,148.00	\$153,756.00		
2	2.1	Academic Language Development through the SEAL Model	Yes	\$343,179.00	\$538,935.00		
2	2.2	Professional Development Focused on Needs of English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged Students	Yes	\$879,532.00	\$874,161.00		
2	2.3	English Learner Support Staff	Yes	\$2,603,818.00	\$2,660,118.00		
2	2.5	Assessment, Data and Progress Monitoring	Yes	\$327,631.00	\$329,779.00		
2	2.6	Intervention Systems and Programs to Support Extended Learning for English Learners, Foster Youth, Homeless Youth	Yes	\$1,178,953.00	\$0.00		

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)
		and Socioeconomically Disadvantaged Students					
2	2.8	Diverse and Inclusive Books and Programs	Yes	\$66,896.00	\$72,246.00		
2	2.9	Centralized Administrative Support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth	Yes	\$500,797.00	\$633,575.00		
2	2.10	AVID (Advancement Via Individual Determination)	Yes	\$23,095.00	\$23,095.00		
2	2.11	Supplemental Reading Program to Support English Learners	Yes	\$1,074.00	\$3,384.00		
3	3.3	Special Education Bilingual Support Staff	Yes	\$190,774.00	\$75,833.00		
4	4.3	Supporting Technology Access for Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Yes	\$334,492.00	\$343,405.00		
4	4.5	Technology Professional Development and Training	Yes	\$7,519.00	\$7,519.00		
5	5.4	Mental Health and Socioemotional Counseling Services	Yes	\$525,930.00	\$749,491.00		
5	5.6	Additional Health Clerk Support of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students and English Learners	Yes	\$279,889.00	\$280,438.00		
5	5.7	Academic Counselors at Intermediate Schools	Yes	\$253,942.00	\$261,209.00		
5	5.8	Central Office Support for Foster Youth, Homeless Youth, English Learners, Socioeconomically	Yes	\$99,737.00	\$174,400.00		

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)
		Disadvantaged Students in Areas of Attendance, Safety and Physical Health					
6	6.1	Social Worker and Social Work Interns	Yes	\$309,335.00	\$340,372.00		
6	6.3	Communication and Outreach Directed Towards Families of Foster Youth, Homeless Youth, English Learners and Socioeconomically Disadvantaged Students	Yes	\$368,170.00	\$313,326.00		
6	6.4	Community Liaisons	Yes	\$484,821.00	\$488,870.00		
6	6.6	Parent Access to Information and Decision Input Opportunities	Yes	\$216,431.00	\$275,208.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$91,744,303	\$8,768,921	0%	9.558%	\$8,695,798.00	0.000%	9.478%	\$73,123.00	0.080%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of 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).

California Department of Education
November 2023