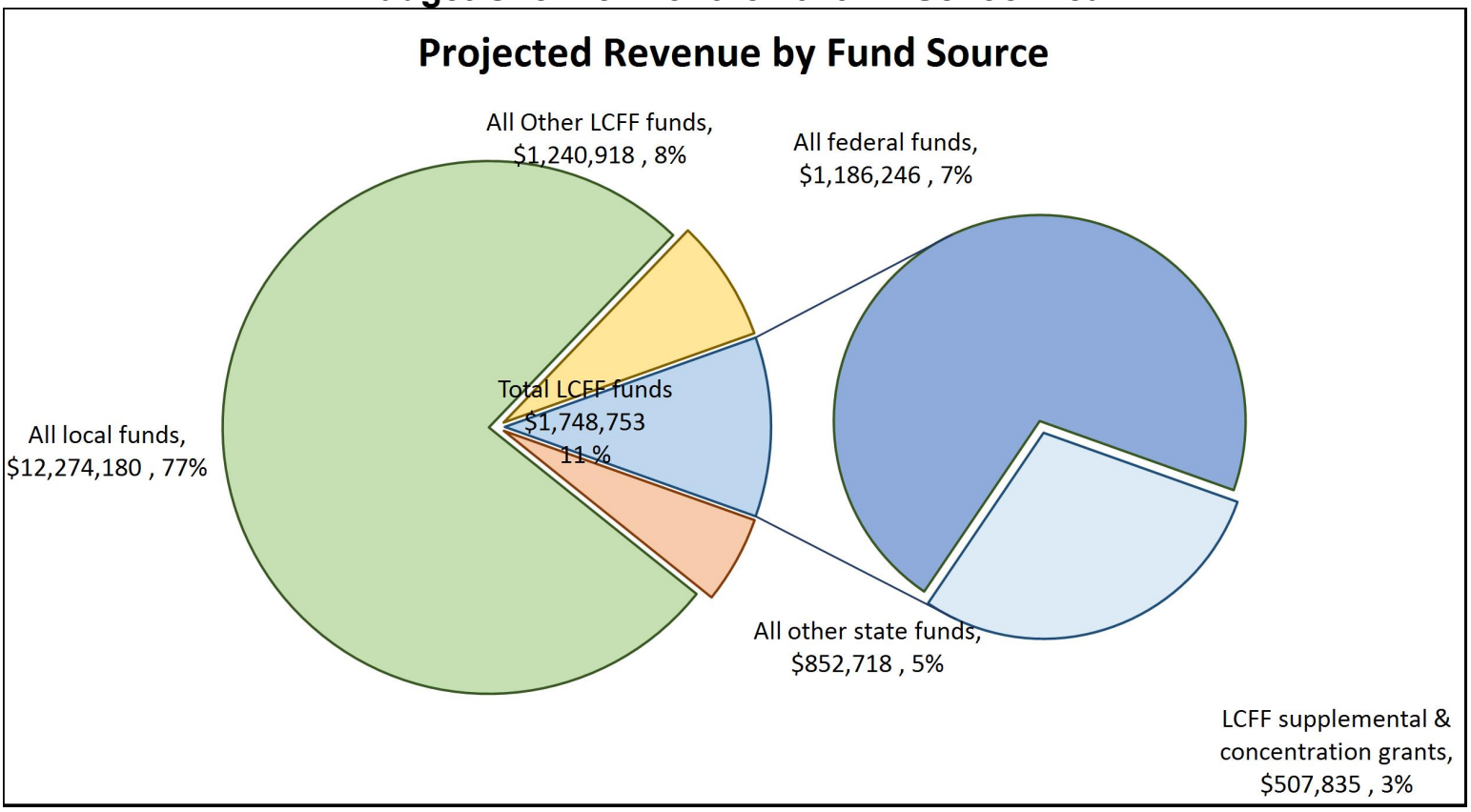
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oro Grande School District
CDS Code: 36 67827 0000000
School Year: 2026-27
LEA contact information:
Heather Vennes
Director of CTE
heather_vennes@orogrande.org
760-243-5884

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

Budget Overview for the 2026-27 School Year

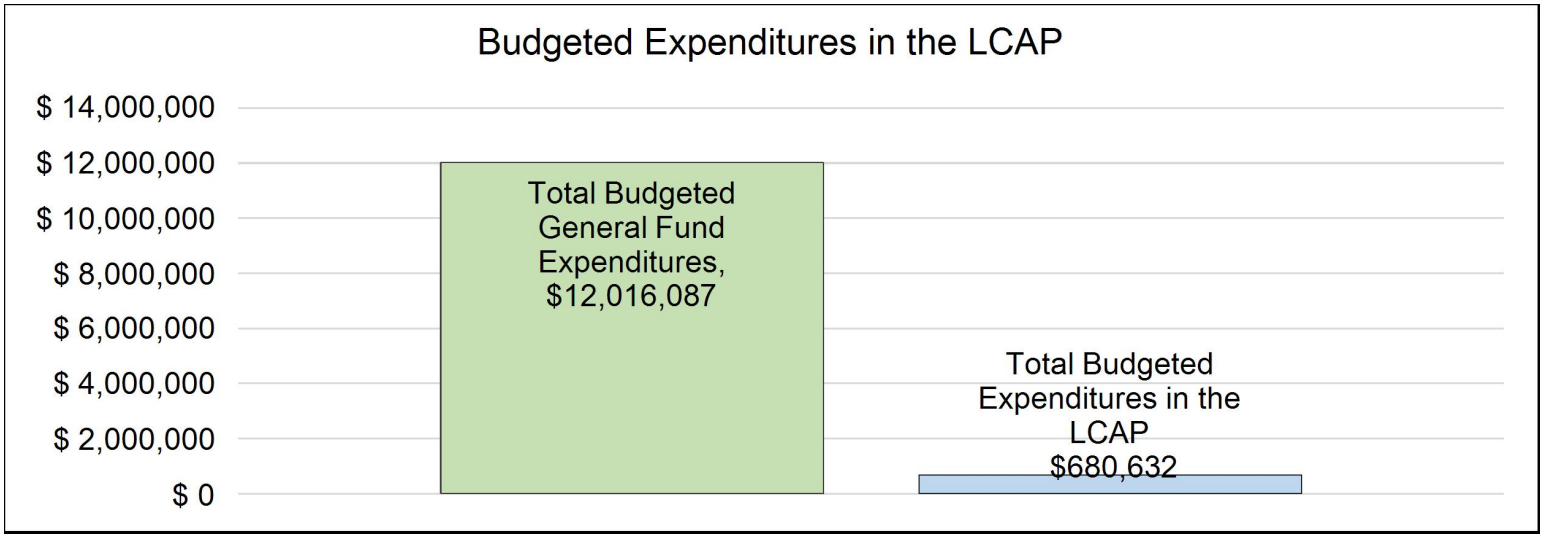


This chart shows the total general purpose revenue Oro Grande School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oro Grande School District is $16,061,897, of which $1,748,753 is Local Control Funding Formula (LCFF), $852,718 is other state funds, $12,274,180 is local funds, and $1,186,246 is federal funds. Of the $1,748,753 in LCFF Funds, $507,835 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oro Grande School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oro Grande School District plans to spend $12,016,087 for the 2026-27 school year. Of that amount, $680,632 is tied to actions/services in the LCAP and $11,335,455 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

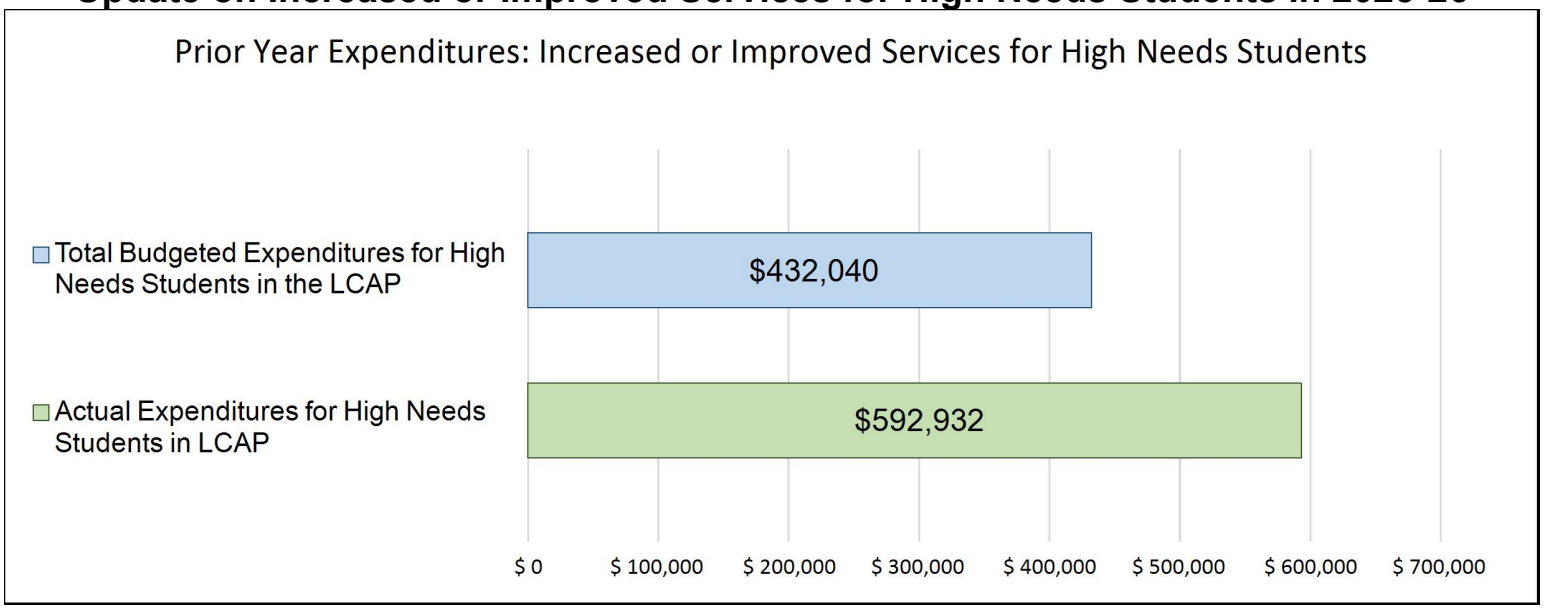
The LCAP does not include Certificated and Classified Salaries and Benefits, including the cost of Health and Welfare; Books and Supplies; Utilities, vehicle operational costs, operational platforms, and capital outlay.

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

In 2026-27, Oro Grande School District is projecting it will receive $507,835 based on the enrollment of Foster Youth, English learner, and low-income students. Oro Grande School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oro Grande School District plans to spend $620,307 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Oro Grande School District's LCAP budgeted $432,040 for planned actions to increase or improve services for high needs students. Oro Grande School District actually spent $592,932 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oro Grande School District	Heather Vennes Director of CTE	heather_vennes@orogrande.org 760-243-5884

Plan Summary [2026-27]

General Information

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

Oro Grande Elementary School is a small, rural school located within the Oro Grande School District in San Bernardino County, California and is a single-school district. Serving students in transitional kindergarten through sixth grade, the school is part of a tight-knit community with deep-rooted ties to the Mojave Desert region. The population of Oro Grande is 924. The main industry in Oro Grande is a large cement factory located near the elementary school site. The majority of residents in this area travel to other parts of the High Desert for work. The community has faced economic and social challenges in recent years, including limited access to local resources and services, which has had an impact on student needs.

Oro Grande Elementary School has an enrollment of approximately 117 students and is one of the district's traditional brick-and-mortar schools, alongside charter programs also operated by the LEA. The school maintains small class sizes, allowing for more personalized instruction and a supportive learning environment. The student population consists of 93% of unduplicated students. The demographic breakdown of Oro Grande Elementary School includes homeless at 5%, Socioeconomically Disadvantaged at 93%, Students with Disabilities at 14%, African American at 0.85%, American Indian at 0%, Asian at 0.85%, Filipino at 0.85 %, Hispanic at 88.03%, two or more races at 2.56%, and White at 6.84 %. The English Learner population is 26.4% of students, and the English Learner group consists of a primary language of Spanish.

Oro Grande Elementary School serves a diverse population; there is a high percentage of Socioeconomically Disadvantaged students and English Learners, and a majority of students qualify for free or reduced lunch. Despite these challenges, the staff and leadership at Oro Grande Elementary School are committed to providing high-quality instruction, fostering student growth, and supporting the whole child

through well-rounded academic and social-emotional programs which aligns with the district's vision of "educating all students to be successful adults" as well as the district motto of "whatever it takes for student success."

In order to support a successful transition into kindergarten, Oro Grande Elementary School partners with local early childhood programs, provides transitional kindergarten and kindergarten readiness activities, and hosts family orientation events. These efforts ensure that young learners enter school feeling confident, supported, and excited about their educational journey.

To streamline efforts and promote coherence in planning, Oro Grande Elementary School uses the Local Control and Accountability Plan (LCAP) to meet the requirements of the School Plan for Student Achievement (SPSA), integrating goals, actions, and resource allocation into one unified plan. This alignment ensures that improvement efforts are strategic, data-informed, and focused on advancing student outcomes across the district.

Reflections: Annual Performance

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

Oro Grande Elementary School continues to focus on improving student outcomes by focusing on explicit, core instruction and providing targeted interventions. This year shows continued progress with the English Language Learner population, who decreased the distance from standard 10.0 points in ELA and 4.8 points in Math.

Pupil Achievement
2025 California School Dashboard data reveals that Oro Grande Elementary School remains in the lowest performance in the area of mathematics.

Math (Academic) 2025
All Students: -126.5 DFS (increased -15.6 from 2024)
English Learners: -106.8 DFS (decreased 4.8 from 2024)
Hispanic: -139.6 DFS (increased -26.4 from 2024)
Socioeconomically Disadvantaged: -130.1 DFS (increased -16.2 from 2024)

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

Goal 1 will continue to emphasize progress monitoring for all English Learners in order to support continued growth for this student subgroup. Professional development based on the EL standards, the California EL Roadmap, and asset based instruction will continue into the next school year. There will also be a focus on English Language Development with increased professional development in the area of language functions and using new ELPAC interim assessments to guide instruction.

School Climate

Chronic Absenteeism
2025 California School Dashboard data reveals that while Oro Grande Elementary School was in the lowest performance bands in the area of Chronic Absenteeism in both 2023 and 2024, gains have been made across all student subgroups.

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

In 2025, Chronic Absenteeism rates have decreased and moved Oro Grande Elementary School out of the red and into the orange on the Dashboard.

Chronic Absenteeism Rates (2025)
All Students: 22.7% (decrease of 1.3% from 2024)
English Learners: 27.6% (increase of 3.4% from 2024)
Hispanic: 23.7% (increase of 1.3% from 2024)
Socioeconomically Disadvantaged: 21.9% (decrease of 1.3% from 2024)

Goal 2 continues to provide resources for physical and mental health to support sustained progress in this area. Ensuring good attendance is vital to academic progress and Oro Grande Elementary School will continue to provide social emotional support, physical health resources, and free reliable transportation to limit barriers for all students.

Suspension Rates
Oro Grande Elementary School showed a slight increase in suspension rates for all student subgroups during the 2025-2026 school year.

Suspension Rates (2025)
All Students: 8.6% (increase of 6.8% from 2024)
English Learners: 3.4% (increase of 0.8% from 2024)
Hispanic: 7.1% (increase of 4.9% from 2024)
Socioeconomically Disadvantaged: 7.8% (increase of 5.9% from 2024)

Goal 2 provides resources for physical health resources and mental health support. During the 2024-2025 school year, the school increased training with staff on restorative practices, brain research, and worked to produce additional support for students. 2024-2025 also saw the addition of a new social worker to provide resources such as restorative circles and peer conflict resolution. While these practices showed a decrease of suspensions during the 2024-2025 school year, a renewed focus will support increased access to behavioral supports.

Goal 3 provides opportunities for parents, families and the community to work together for the shared commitment to providing an exceptional educational experience for all students. 2025-2026 local survey data reported substantial growth regarding parent participation in decision making. The 2025-2026 school year showed another increase in this area, with 92.6% of respondents stating that they feel part of the decision-making process, which is an increase from 85.2% in 2024-2025. This continues to demonstrate a strong positive shift in family involvement.

Two subgroups, English Learner parents and Students with Disabilities parents, had lower response rates; however, 100% of parents in these subgroups reported that they feel part of the decision-making process. There was insufficient data for Students with Disabilities parents during the 2024-2025 school year due to low response rates, which shows that focused efforts to better engage this group in future initiatives showed limited success. Additional focus on parent engagement will continue to support this subgroup.

The school district implemented initiatives such as family literacy nights, Latino Family Literacy programs, STEM, and fine arts events to boost student engagement and parent involvement on the school site. A dedicated site assistant principal led efforts to expand family literacy, social supports, and academic interventions. The school site and district also offered multiple opportunities for parent participation, including individualized meetings like parent conferences, IEPs, 504s, and attendance interventions. These strategies collectively strengthen family-school partnerships and improve academic and behavioral outcomes for students.

Learning Recovery Emergency Block Grant (LREBG) Funds:
Oro Grande has $27,513 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be used to support Goal 1, Action 1.1: Literacy and ELA Proficiency during the 2026–27 school year.

The district conducted a comprehensive needs assessment using 2025 California School Dashboard data for English Language Arts, Mathematics, and Chronic Absenteeism, local assessment data, and educational partner input. This review identified literacy and ELA achievement as a continued area of need, particularly for students performing below grade level and for student groups needing additional academic support. Based on this analysis, the district prioritized LREBG funding for Action 1.1 because the action directly supports accelerated academic recovery in literacy through targeted intervention, progress monitoring, and access to supplemental instructional materials.

Action 1.1 aligns with EC Section 32526(c)(2) and the LREBG allowable use of Accelerating Learning Progress. The action is designed to accelerate student learning by providing targeted literacy intervention through a Reading Intervention Specialist and the use of evidence-based instructional resources, including iReady and SIPPS. Research-based literacy intervention is most effective when students receive explicit, systematic instruction in foundational reading skills, regular progress monitoring, and differentiated support based on assessment results. The iReady program supports diagnostic assessment and individualized learning pathways, while SIPPS provides structured instruction in phonological awareness, phonics, and sight word development. Together, these resources support the district’s effort to close literacy gaps and improve reading comprehension, fluency, and overall ELA achievement.

LREBG funds will support Action 1.1 by funding instructional materials and personnel costs connected to implementation of the literacy intervention program. Staff will provide direct student support, monitor student progress, adjust instruction based on assessment data, and participate in professional learning and program oversight to ensure the intervention is implemented effectively.

LCAP Federal Addendum:
The LCAP Federal Addendum is aligned directly with the LCAP and is updated annually, or as needed, to show how federal funds support academic needs.

Reflections: Technical Assistance

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

Oro Grande Elementary School became eligible for Technical Assistance as of November 13, 2025. This determination was based on the following areas:

Student Group- Hispanic
State Priority and Indicators- Achievement: ELA/Math; Climate: Suspension; Engagement: Chronic Absenteeism

Student Group- Socioeconomically Disadvantaged
State Priority and Indicators- Achievement: ELA/Math; Climate: Suspension

Oro Grande Elementary School selected a District Improvement Team (DIT) which includes district leadership, site leadership, the Reading Intervention teacher and 3 teachers from a variety of grade levels. The DIT met on January 27th, 2026 to review CAASPP data and create PDSA cycles. The DIT selected the socioeconomically disadvantaged student group and the state priority and indicator of ELA/Math achievement as the primary focus area and set the first goal of identifying consistent, high-quality tier 1 instruction in math. The DIT will meet monthly to review the Plan-Do-Study-Act (PDSA) cycle, look at relevant data, and identify focus areas and next steps.

Work currently underway to support ELA/Math achievement (Actions 1.1, 1.2, and 1.6) includes developing and refining a shared definition of high-quality Tier 1 math instruction aligned to the California Mathematics Framework, including clear expectations for instructional strategies, student discourse, and use of formative assessment, conducting classroom walkthroughs and instructional learning rounds to calibrate expectations and identify strengths and areas for growth in math instruction, implementing targeted Professional Development focused on math pedagogy, intervention strategies, and effective use of newly adopted instructional materials, strengthening intervention systems by aligning Tier 1 instruction with Tier 2 supports to ensure students receive timely and targeted assistance, and increasing student engagement strategies in mathematics, including structured academic talk, problem-solving routines, and real-world application tasks. This will be measured by Metrics 1.1, 1.2, 1.3, and 1.4.

Work currently underway to address suspensions (Actions 1.4, 1.6, and 2.2) includes reviewing and refining site-wide behavior expectations and discipline practices to ensure alignment with restorative and trauma-informed approaches, analyzing suspension data disaggregated by student group to identify patterns and root causes, providing professional development for staff on classroom management, de-escalation strategies, and increasing proactive communication and collaboration with families to address student behavioral needs before escalation. This will be measured by Metric 2.4.

Work currently underway to address chronic absenteeism (Actions 3.1, 3.2, 2.1, 2.2 and 1.7) includes strengthening attendance monitoring systems through regular data review and early identification of at-risk students, implementing proactive outreach strategies such as parent communication, attendance contracts, and individualized support plans, increasing student engagement through positive school climate

initiatives and recognition programs, collaborating with families and community resources to remove barriers to consistent attendance such as transportation barriers, and establishing clear expectations and consistent follow-up procedures to support improved attendance outcomes. This will be measured by Metrics 1.11, 2.3 and 2.6.

The DIT will continue to meet monthly to review progress on PDSA cycles, analyze multiple data sources, and refine action steps. This ongoing cycle of inquiry will allow the team to expand state priority indicators under pupil achievement, climate, and engagement over time, while ensuring that improvement efforts remain data-driven and responsive to student needs.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Principal and Assistant Principals	Principals met two times a month from August 2025 to May 2026 to review 2025 California School Dashboard, local data and budget expenditures. During these meetings district support teams advise and share ideas regarding progress on district LCAP and SPSA goals and the alignment of goals and actions.
District Administration	The district administration staff meets monthly, the week before the board meetings (July 2025-May 2026). During these meetings, all staff presents data and shares concerns and positive outcomes that relate to LCAP data. These meetings provide opportunities for staff to discuss budget needs and ensure budgets are aligning to LCAP and SPSA goals. In January and February of 2026, district administration looked at data, budgets and reviewed progress of goals for the school year.
Classified and other school personnel	Classified staff meets monthly with the Superintendent (August 2025-May 2026). During the May meeting, the superintendent focused the meeting on the state of the district. This meeting included a review of the district LCAP by goal and action with a report on all relevant metrics for the district as well as a review of the California School Dashboard. The group provided feedback after looking at the California School Dashboard and local data.
Local bargaining Unit (Oro Grande Certificated Bargaining Unit) and Oro Grande teachers (all 4 teachers participated)	Oro Grande District Administration met with the Oro Grande Teacher Association on April 6, 2026. This meeting included time to discuss the three LCAP goals. A survey was conducted to get feedback from all teachers regarding programs that are aligned to the LCAP goals.

Educational Partner(s)	Process for Engagement
Parents/Community	Parents and the community were invited to participate in LCAP and SPSA development meetings through social media, Parent Square, and callers initiated from the site administrators. LCAP and SPSA development began with a presentation of data at the Parent Advisory Committee meetings on November 5, 2025 and again on March 12, 2026. These meetings included a review of the district LCAP and SPSA by goal and action with a report on all relevant metrics for the district as well as a review of the California School Dashboard. The group provided feedback about the proposed goal structure to align the actions with board goals.
SELPA	The Desert Mountain SELPA administrator (also known as the California Association of Health Education Linked Professionals CAHELP) works closely with Oro Grande School District. A meeting was held with the SELPA administrator on November 6, 2025. A draft of the LCAP was presented to the SELPA administrator on April 10, 2026.
District English Language Advisory Committee (DELAC)	The DELAC information process includes the entire scope of the LCAP plan cycle including data analysis, plan review, priorities, and plan approval. During the February meeting, the DELAC gave feedback on curriculum, instructional programs and social emotional needs that affect English Language Learners. The DELAC meetings began in September 2025 and ran through May 2026. In the April meeting, the DELAC was presented with the updated LCAP for the 2026-2027 school year. No additional comments or questions were submitted from the DELAC and there was no written response from the superintendent.
District Parent Advisory Committee (PAC)	Engagement with the Parent Advisory Committee (PAC) began in September 2025 with an initial meeting to review the LCAP, SPSA, and instructional programs. To ensure continuous collaboration, monthly PAC meetings were held throughout the school year, providing opportunities for members, including parents, teachers, staff, and students, to review data, discuss progress, and provide feedback on proposed actions and budgetary decisions. In February 2026, a mid-year review was conducted, allowing the PAC to analyze student achievement trends, assess the effectiveness of implemented strategies, and recommend necessary adjustments to the SPSA and LCAP.

Educational Partner(s)	Process for Engagement
	The PAC plays a key role in reviewing intervention programs, professional development initiatives, and school climate efforts. On April 23, 2026, the PAC received a draft of the 2026-27 LCAP and SPSA for final consultation, ensuring alignment with instructional best practices and equity-focused goals before submission for approval. Through this structured consultation process, the PAC actively contributed to refining the school's strategic planning efforts, reinforcing a collaborative, data-driven approach to continuous improvement. No additional comments or questions were submitted from the PAC and there was no written response from the superintendent.
Governing Board Community Members	The midyear LCAP was presented to the Oro Grande Governing Board on February 18, 2026.
Governing Board Community Members	The 2026-2027 LCAP draft was presented for public hearing at a regularly scheduled Board of Education meeting on June 10, 2026. The LCAP was posted 72 hours in advance and a hard copy of the LCAP was available upon request at the board meeting.
Governing Board Community Members	The 2026-2027 LCAP was adopted at a regularly scheduled Board of Education meeting on June 17, 2026.

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

The Goals and Actions in the LCAP were highly influenced by feedback from our educational partners. All educational partners agreed that no changes should be made to the current Goals and Actions. After looking at areas such as math and English Language Learner proficiency, it was determined that additional resources and attention will be needed to address these challenges. Suggestions provided by our educational partners include additional parent training for math and ELA standards, monthly or quarterly newsletters with information on current standards and concepts being covered in ELA and math, and additional opportunities for students to practice these concepts at home with handouts, videos and flashcards.

Goal 1
Based on analysis of CAASPP data and local reading and mathematics assessments, educational partners continue to identify student remediation in English Language Arts (ELA) and math as a top priority. While this need remains consistent with the prior school year, the 2026–2027 plan reflects an increased emphasis on strengthening instructional practices.

Professional development will continue to focus on balanced literacy and the science of reading and writing (Goal 1, Action 1.1), with a more refined and targeted approach compared to the previous year. In addition, there is an expanded focus on mathematics, including the

adoption of new intervention materials and deeper implementation of the updated math framework (Goal 1, Action 1.2), representing a shift toward strengthening math instruction.

The district will maintain its cyclical professional development model introducing pedagogy, modeling lessons, and providing opportunities for observation while enhancing Professional Learning Communities (PLCs) to include more structured collaboration across grade levels. PLC opportunities will continue to be scheduled once the school year begins, with increased intentionality compared to the prior year. LCAP and Title II funds will continue to support these efforts.

Support for English Language Learners will remain a priority, with teachers continuing to implement language functions across content areas. Professional Development in English Learner instructional strategies (Goal 1, Action 1.9) will be sustained and further refined to better meet student needs.

The district will also continue its commitment to providing a broad course of study, including fine arts, STEAM, and technology, which remain priorities identified by families, students, and staff. Building on the 2025–2026 implementation, expanded Project Lead the Way coursework, such as programming, flight, and space modules, will be sustained and further developed in 2026–2027 (Goal 1, Actions 1.4 and 1.5).

Goal 2
The district has experienced continued improvement in chronic absenteeism rates compared to the prior school year. As a result, programs that promote regular attendance will be maintained and strengthened across all grade levels. Increasing parent awareness and access to resources that support consistent attendance remains a priority among educational partners.

Student feedback from connectedness and safety surveys indicates that programs such as leadership, counseling groups, and on-site social workers continue to positively impact students' sense of safety and belonging. These programs (Goal 2, Action 2.2) will be sustained, with ongoing efforts to expand their effectiveness based on student input.

In reviewing suspension and attendance data, educational partners have identified a continued need to strengthen school culture through positive behavioral supports. Compared to the prior year, there will be a more intentional focus on leveraging restricted funding to implement schoolwide recognition systems and reinforce high expectations. Additionally, the district will increase its focus on student physical well-being as a strategy to continue to support improved attendance (Goal 2, Action 2.1).

Educational partner feedback has indicated a broader need for mental health services for all students, especially Socioeconomically Disadvantaged students. The action to support mental health services (Goal 2, Action 2.3) has been updated to target socio-economically disadvantaged students in order to increase the scope of these services.

Goal 3
Maintaining strong partnerships with parents and the community continues to be a priority; however, the 2026–2027 plan places a greater emphasis on active family engagement in both feedback and decision-making processes.

In contrast to the prior year, there will be expanded opportunities for families to participate in academic and enrichment activities, including literacy and math events, fine arts programming, and targeted supports such as Latino Literacy events designed to better serve multilingual

learners (Goal 3, Action 3.1). These efforts reflect a shift toward deeper, more inclusive family involvement in both student learning and district planning.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Distance from Standard - DFS) California School Dashboard	CA Dashboard 2023 All Students: -88.5 DFS English Learners: -77.3 DFS Socioeconomically Disadvantaged: -92.7 DFS Hispanic: -83.2 DFS Students with Disabilities: Not a	CA Dashboard 2024 All Students: -63.9 DFS English Learners: -74.7 DFS Socioeconomically Disadvantaged: -69.1 DFS	CA Dashboard 2025 All Students: -95.1 DFS English Learners: -64.7 DFS Socioeconomically Disadvantaged: -95.8 DFS	CA Dashboard 2026 All Students: -78.5 DFS English Learners: -78.5 DFS Socioeconomically Disadvantaged: -78.7 DFS	CA Dashboard All Students: -6.6 DFS English Learners: +12.6 DFS Socioeconomically Disadvantaged: -3.1 DFS Hispanic: -17.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		numerically significant subgroup	Hispanic: -70.6 DFS Students with Disabilities: Not a numerically significant subgroup	Hispanic: -101.1 DFS Students with Disabilities: -139.9 DFS (no performance color; student group under 30)	Hispanic: -73.2 DFS Students with Disabilities: Not a numerically significant subgroup	Students with Disabilities: Not a numerically significant subgroup
1.2	CAASPP Math (Distance from Standard - DFS) California School Dashboard	CA Dashboard 2023 All Students: -114.2 DFS English Learners: -111.2 DFS Socioeconomically Disadvantaged: -118.9 DFS Hispanic: -111.6 DFS Students with Disabilities: Not a numerically significant subgroup	CA Dashboard 2024 All Students: -110.9 DFS English Learners: -111.6 DFS Socioeconomically Disadvantaged: -113.2 DFS Hispanic: -113.6 DFS Students with Disabilities: Not a numerically significant subgroup	CA Dashboard 2025 All Students: -126.5 DFS English Learners: -106.8 DFS Socioeconomically Disadvantaged: -130.1 DFS Hispanic: -139.6 DFS Students with Disabilities: -163.7 DFS (no performance color; student group under 30)	CA Dashboard 2026 All Students: -104.2 DFS English Learners: -102.2 DFS Socioeconomically Disadvantaged: -104.9 DFS Hispanic: -101.6 DFS Students with Disabilities: Not a numerically significant subgroup	CA Dashboard All Students: -12.3 DFS English Learners: +4.4 DFS Socioeconomically Disadvantaged: -11.2 DFS Hispanic: -28 DFS Students with Disabilities: Not a numerically significant subgroup
1.3	iReady Scores Reading (% at or above grade level) Local Assessment	iReady Scores Reading 2024 All Students: 37% English Learners: 27% Socioeconomically Disadvantaged: 32.2%	iReady Scores Reading 2025 All Students: 29% English Learners: 12% Socioeconomically Disadvantaged: 29%	iReady Reading Scores 2026 All Students: 17% English Learners: 7% Socioeconomically Disadvantaged: 17%	iReady Scores Reading 2027 All Students: 42% English Learners: 42% Socioeconomically Disadvantaged: 46%	iReady Reading All Students: -20% English Learners: -20% Socioeconomically Disadvantaged: -15.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	iReady Scores Math (% at or above grade level) Local Assessment	iReady Scores Math 2024 (Local Data) All Students: 31% English Learners: 23% Socioeconomically Disadvantaged: 30% Students with Disabilities: Not a numerically significant subgroup	iReady Scores Math 2025 (Local Data) All Students: 16% English Learners: 12% Socioeconomically Disadvantaged: 16% Students with Disabilities: Not a numerically significant subgroup	iReady Scores Math 2026 All Students: 4% English Learners: 4% Socioeconomically Disadvantaged: 4% Students with Disabilities: 4%	iReady Scores Math 2027 All Students: 42% English Learners: 46% Socioeconomically Disadvantaged: 46%	iReady Math All Students: -27% English Learners: -19% Socioeconomically Disadvantaged: -26% Students with Disabilities: No comparative data available
1.5	English Learner Progress (% making progress) California School Dashboard	CA Dashboard 2023 English Learners: 37.9%	CA Dashboard 2024 English Learners: 33.3%	CA Dashboard 2025 English Learners: 20.7%	CA Dashboard 2026 English Learners: 42%	CA Dashboard English Learners: -17.2%
1.6	Implementation of State Standards (% of teachers trained in State Standards) Local Data	2023-2024 100% Implementation of State Standards	2024-2025 100% Implementation of State Standards	2025-2026 100% Implementation of State Standards	2026-2027 100% Implementation of State Standards	Maintained 100% implementation of State Standards
1.7	Properly Credentialed Teachers (% of teachers fully credentialed) CALSASS	CALSAAS 2023 100% teachers fully credentialed	CALSAAS 2024 100% teachers fully credentialed	CALSASS 2025 91% of teachers fully credentialed	CALSAAS 2026 100% teachers fully credentialed	Decreased by 9%
1.8	English Learner Authorization	CALSAAS 2023 100% ELD certification	CALSAAS 2024 100% ELD certification	CALSAAS 2025 100% ELD certification	CALSAAS 2026 100% ELD certification	Maintained 100% ELD certification

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(% of teachers authorized to teach English Learners) CALSAAS					
1.9	Technology Access (% of students with access) Local Data	2023-2024 100% of students have access to technology	2024-2025 100% of students have access to technology	2025-2026 100% of students have access to technology	2026-2027 100% of students have access to technology	Maintained 100% of students have access to technology
1.10	Master Schedule: Fine Arts, Well-Rounded (% of students with courses) Local Data	2023-2024 100% of students have courses in master schedule	2024-2025 100% of students have courses in master schedule	2025-2026 100% of students have courses in master schedule	2026-2027 100% of students have courses in master schedule	Maintained 100% of students have courses in master schedule
1.11	Chronic Absenteeism (% of students chronically absent) California School Dashboard	CA Dashboard 2023 All Students: 43.7% English Learners: 42.9% Socioeconomically Disadvantaged: 44.3% Hispanic: 46%	CA Dashboard 2024 All Students: 25.5% English Learners: 25% Socioeconomically Disadvantaged: 24.8% Hispanic: 22.8%	CA Dashboard 2025 All Students: 22.7% English Learners: 27.6% Socioeconomically Disadvantaged: 21.9% Hispanic: 23.7%	CA Dashboard 2026 All Students: 33% English Learners: 32% Socioeconomically Disadvantaged: 34% Hispanic: 33%	CA Dashboard All Students: -21% English Learners: -15.3% Socioeconomically Disadvantaged: -22.4% Hispanic: -22.3%
1.12	Sufficient Access to Standards Aligned Instructional Materials (% of students with sufficient access) Local Data	2023-2024 (Sufficiency of Instructional Materials Resolution) 100%	2024-2025 (Sufficiency of Instructional Materials Resolution) 100%	2025-2026 (Sufficiency of Instructional Materials Resolution) 100%	2026-2027 (Sufficiency of Instructional Materials Resolution) 100%	Maintained (Sufficiency of Instructional Materials Resolution) 100%
1.13	English Learner Reclassification Rate	2023-2024 (Local Reclassification Rates)	2024-2025 (Local Reclassification Rates)	2025-2026 (Local Reclassification Rates)	2026-2027 (Local Reclassification Rates)	2025 (Local-Reclassification Rates)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(% of students reclassified) Local Data	15%	11%	6.25%	20%	Reclassification Rate decreased by 8.75%

Goal Analysis [2025-26]

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

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

Oro Grande Elementary School successfully implemented Goal 1, which focuses on providing a rigorous academic program for all students. All nine actions within this goal were fully implemented as planned, with no substantive differences from the original plan.

Actions 1.1 through 1.9 were all fully implemented. The district successfully provided literacy and ELA proficiency support through a Reading Intervention Specialist utilizing iReady and SIPPS (Action 1.1), with scheduling updates made to ensure students had increased amounts of time with the Reading Intervention Specialist. Math proficiency interventions were provided through small group settings using Zearn and iReady Learning Path (Action 1.2). English Learner support was delivered through rigorous supplemental ELD curriculum (Action 1.3), with the multilingual services department continuing to provide on-site training and professional development to support ELD curriculum implementation.

The district also fully implemented well-rounded opportunities, including daily music, art, STEAM, and after-school programs (Action 1.4), with 6th grade students participating in Project Lead the Way with a focus on programming, flight, and space modules. Technology programs and devices were provided to support intervention and core curriculum (Action 1.5), with students continuing to have one-to-one access to technology via Chromebooks. Academic professional development and instructional coaching were provided for all staff (Action 1.6), with professional development delivered from both the district and county levels. Additional professional development was needed to support the new math adoption, which required an increased in the budget to support this action.

Transportation and field trips were provided as planned (Action 1.7), with notable successes including after-school transportation from ELO-P and after-school activities, an increase of two bus route stops, and every grade level participating in a field trip. Special Education Para Educators delivered push-in and pull-out services based on individual student needs (Action 1.8); however, to accomplish this action no expenditures were required. Professional development for English Learners was provided to support language acquisition and academic outcomes (Action 1.9).

The district experienced no substantive differences or specific challenges in the implementation of any of the nine actions, and all actions were executed according to plan.

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.

Changes of 10% or $10,000 (the greater of the two) are explained below:

1.1 - There was no material change for this action.
1.2 - There was a material decrease for this action. Estimated actual expenditures were lower than budgeted expenditures due to lower-than-anticipated costs for supplemental math curriculum and program costs. The variance reflects only the final cost of implementation rather than any reduction in services provided to students.
1.3 - There was a material decrease for this action. Estimated actual expenditures were lower than budgeted expenditures due to lower-than-anticipated costs for professional development and the budget being increased to support Action 1.6. The variance reflects only the final cost of implementation rather than any reduction in services provided to students.
1.4 - There was a material decrease for this action. Estimated actual expenditures were lower than budgeted expenditures due to lower-than-anticipated costs for materials and supplies for CTE and elective courses. The variance reflects only the final cost of implementation rather than any reduction in services provided to students.
1.5 - There was a material decrease for this action. This was a result of having additional funds to purchase technology at the end of the 2024-25 school year, which allowed for a larger surplus of technology equipment to start the 2025-2026 school year. These funds were reallocated to better support Action 1.6.
1.6 - There was a material increase for this action. This was a result of a need to support additional professional development to support math instruction and the new math adoption as well as additional professional development to support English Learner strategies and small group instruction and differentiation strategies.
1.7 - There was a material increase for this action. This was a result of purchasing one new bus for the transportation department to support the increased amount of routes being offered.
1.8 - There was a material decrease for this action. This was a result of the professional development budget being increased to support Action 1.6, which included professional development to support small group instruction and differentiation strategies for push in/pull out services.

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

Action 1.1 – Literacy and ELA Proficiency (Aligned Metrics: 1.1 and 1.3)

This action provides a Reading Intervention Specialist utilizing iReady and SIPPS to increase reading comprehension and fluency, principally directed toward English Learners and Socioeconomically Disadvantaged students.

Metric 1.1 – CAASPP ELA (Distance from Standard):

All students showed a decline of -6.6 DFS from baseline, indicating a slight decrease in overall ELA performance.
English Learners showed a positive gain of +12.6 DFS from baseline, suggesting that the reading intervention supports have been particularly beneficial for this group.
Socioeconomically Disadvantaged students showed a decline of -3.1 DFS from baseline, indicating limited progress for this targeted group.
Hispanic students showed a decline of -17.9 DFS from baseline, reflecting a more significant decrease in performance.

Students with Disabilities data is not available due to small student group size.

Metric 1.3 – iReady Reading (At or Above Grade Level):

All students declined by -20% from baseline in the percentage at or above grade level.
English Learners declined by -20% from baseline.
Socioeconomically Disadvantaged students declined by -15.2% from baseline.

Action 1.1 has shown mixed effectiveness. While English Learners demonstrated meaningful growth on the CAASPP ELA assessment (Metric 1.1, +12.6 DFS), the iReady Reading data (Metric 1.3) shows significant declines across all groups, including English Learners (-20%) and Socioeconomically Disadvantaged students (-15.2%). The disconnect between state and local assessment results suggests that while some progress is being made for English Learner students on state measures, the overall literacy intervention approach has not yet translated into consistent grade-level reading proficiency for English Learners or Socioeconomically Disadvantaged students. Additional focus will be placed on strengthening the alignment between intervention strategies and local assessments.

Action 1.2 – Math Proficiency (Aligned Metrics: 1.2, 1.4, and 1.12)

This action provides math intervention programs such as Zearn and iReady Learning Path in small group settings, principally directed toward English Learners and Socioeconomically Disadvantaged students.

Metric 1.2 – CAASPP Math (Distance from Standard):

All students showed a decline of -12.3 DFS from baseline.
English Learners showed a positive gain of +4.4 DFS from baseline, indicating some progress for this group.
Socioeconomically Disadvantaged students showed a decline of -11.2 DFS from baseline.
Hispanic students showed a significant decline of -28 DFS from baseline.
Students with Disabilities data is not available due to small student group size.

Metric 1.4 – iReady Math (At or Above Grade Level):

All students declined by -27% from baseline.
English Learners declined by -19% from baseline.
Socioeconomically Disadvantaged students declined by -26% from baseline.
Students with Disabilities data is not available for comparison due to small student group size.

Metric 1.12 – Sufficient Access to Standards Aligned Instructional Materials:

The district maintained 100% access, ensuring all students have appropriate math resources.

Action 1.2 has demonstrated limited effectiveness overall. While English Learners showed modest improvement on CAASPP Math (Metric 1.2, +4.4 DFS), all other student groups experienced declines on the state assessment, with Hispanic students showing the most significant decline (-28 DFS). The iReady Math data (Metric 1.4) reveals substantial declines for all groups, including English Learners (-19%) and Socioeconomically Disadvantaged students (-26%). Although 100% access to standards-aligned materials has been maintained (Metric 1.12), the math intervention programs have not yet produced the intended gains for English Learners and Socioeconomically Disadvantaged students. A review of the intervention approach, including instructional strategies and frequency of support, will be a primary focus.

Action 1.3 – English Learner Support (Aligned Metrics: 1.3, 1.5, and 1.8)

This action provides rigorous supplemental California state standards-aligned ELD curriculum to increase language proficiency for English Learners.

Metric 1.5 – English Learner Progress (% Making Progress):

English Learners showed a decrease of -17.2% from baseline in the percentage making progress toward English language proficiency.

Metric 1.8 – English Language Learner Certified Teachers:

The district maintained 100% ELD certification for all teachers.

Metric 1.3 – iReady Reading (At or Above Grade Level):

English Learners declined by -20% from baseline in the percentage at or above grade level.

Action 1.3 has shown mixed effectiveness. The maintenance of 100% ELD-certified teachers (Metric 1.8) ensures that qualified educators are delivering instruction. However, the significant decline in iReady Reading for English Learners (Metric 1.3, -20%) and the decline in English Learner progress (Metric 1.5, -17.2%) indicates that the supplemental ELD curriculum has not yet translated into improved reading proficiency at grade level. The district will focus on strengthening the connection between ELD instruction and literacy development to better support English Learners' academic reading outcomes.

Action 1.4 – Well-Rounded Opportunities (Aligned Metric: 1.10)

This action provides daily music, art, STEAM, and after-school programs to enhance student engagement, principally directed toward Socioeconomically Disadvantaged students.

Metric 1.10 – Master Schedule: Fine Arts, Well-Rounded (% of Students with Courses):

The district maintained 100% of students with access to courses in the master schedule.

Action 1.4 has demonstrated sustained effectiveness in ensuring that all students, particularly Socioeconomically Disadvantaged students, have equitable access to a well-rounded education. The maintenance of 100% access to fine arts, STEAM, and enrichment courses (Metric 1.10) reflects the district's ongoing commitment to providing engaging opportunities beyond core academics. These programs continue to serve as important engagement touchpoint for Socioeconomically Disadvantaged students.

Action 1.5 – Technology (Aligned Metrics: 1.1, 1.2, 1.3, and 1.9)

This action provides an instructional technology program and devices to support intervention and core curriculum, principally directed toward Socioeconomically Disadvantaged students and English Learners.

Metric 1.1 – CAASPP ELA (Distance from Standard):

All students: -6.6 DFS from baseline.
English Learners: +12.6 DFS from baseline.
Socioeconomically Disadvantaged : -3.1 DFS from baseline.
Hispanic: -17.9 DFS from baseline.

Metric 1.2 – CAASPP Math (Distance from Standard):

All students: -12.3 DFS from baseline.
English Learners: +4.4 DFS from baseline.
Socioeconomically Disadvantaged : -11.2 DFS from baseline.
Hispanic: -28 DFS from baseline.

Metric 1.3 – iReady Reading (At or Above Grade Level):

All students: -20% from baseline.
English Learners: -20% from baseline.
Socioeconomically Disadvantaged : -15.2% from baseline.

Metric 1.9 – Technology Access (% of Students with Access):

The district maintained 100% of students with access to technology.

Action 1.5 has shown limited effectiveness in translating technology access into improved academic outcomes. While 100% technology access has been maintained (Metric 1.9), the academic metrics tell a more complex story. English Learners showed positive gains on CAASPP ELA (Metric 1.1, +12.6 DFS) and CAASPP Math (Metric 1.2, +4.4 DFS), suggesting that technology-supported programs are benefiting this group on state assessments. However, Socioeconomically Disadvantaged students experienced declines in both CAASPP ELA (Metric 1.1, -3.1 DFS) and CAASPP Math (Metric 1.2, -11.2 DFS). The iReady Reading data (Metric 1.3) shows significant declines for all groups, including English Learners (-20%) and Socioeconomically Disadvantaged students (-15.2%). Ensuring equitable access to

devices is a necessary foundation, but the data suggests that more intentional integration of technology into targeted instruction for English Learners and Socioeconomically Disadvantaged students is needed to improve outcomes.

Action 1.6 – Academic Professional Development and Instructional Coaching for Staff (Aligned Metrics: 1.2 and 1.3)

This action provides instructional coordinators and contracted professional development in all core content areas, principally directed toward Socioeconomically Disadvantaged students.

Metric 1.2 – CAASPP Math (Distance from Standard):

All students: -12.3 DFS from baseline.
Socioeconomically Disadvantaged: -11.2 DFS from baseline.
English Learners: +4.4 DFS from baseline.
Hispanic: -28 DFS from baseline.

Metric 1.3 – iReady Reading (At or Above Grade Level):

All students: -20% from baseline.
Socioeconomically Disadvantaged: -15.2% from baseline.
English Learners: -20% from baseline.

Action 1.6 has demonstrated limited effectiveness to date. CAASPP Math data (Metric 1.2) shows declines for all students (-12.3 DFS) and Socioeconomically Disadvantaged students (-11.2 DFS) from baseline, though English Learners showed a modest gain (+4.4 DFS). The iReady Reading data (Metric 1.3) reveals significant declines for all students (-20%) and Socioeconomically Disadvantaged students (-15.2%) from baseline. While professional development efforts are foundational to instructional improvement, the current data suggests that the coaching and training provided have not yet resulted in measurable academic gains for Socioeconomically Disadvantaged students in either math or reading. The district will continue to focus on refining the focus of professional development to more directly target the instructional strategies that will accelerate learning for Socioeconomically Disadvantaged students.

Action 1.7 – Transportation and Field Trips (Aligned Metric: M 1.11)

This action provides safe, reliable transportation to increase daily attendance and decrease chronic absenteeism, principally directed toward Socioeconomically Disadvantaged students.

Metric 1.11 – Chronic Absenteeism (% of Students Chronically Absent):

All students showed a decrease of -21% from baseline in chronic absenteeism.
English Learners showed a decrease of -15.3% from baseline.
Socioeconomically Disadvantaged students showed a decrease of -22.4% from baseline.
Hispanic students showed a decrease of -22.3% from baseline.

Action 1.7 has demonstrated strong effectiveness in reducing chronic absenteeism across all student groups. The most significant improvements were seen among Socioeconomically Disadvantaged students (Metric 1.11, -22.4%) and Hispanic students (-22.3%), both of which represent substantial reductions from baseline. English Learners also showed meaningful improvement (-15.3%). These results indicate that providing reliable transportation has been highly effective in removing barriers to attendance for Socioeconomically Disadvantaged students in this rural community. The continued investment in transportation services is clearly contributing to improved student engagement and access to instruction.

Action 1.8 – Special Education Para Educators (Aligned Metrics: 1.1 and 1.2

This action provides push-in and pull-out services for Students with Disabilities based on individual needs.

Metric 1.1 – CAASPP ELA (Distance from Standard):

Students with Disabilities: Data is not available due to small student group size.

Metric 1.2 – CAASPP Math (Distance from Standard):

Students with Disabilities: Data is not available due to small student group size.

The effectiveness of Action 1.8 cannot be fully evaluated due to insufficient data for Students with Disabilities on both aligned metrics (Metric 1.1 and Metric 1.2). The small student group size prevents reportable data on the CAASPP assessments. To properly assess the impact of para educator services on special education student achievement, the district will consider utilizing alternative local progress monitoring tools or individual student growth data to capture the effect of these supports.

Action 1.9 – Professional Development for English Learners (Aligned Metrics: 1.5 and 1.13)

This action provides ongoing professional learning focused on strategies to support English Learners in accessing core content and language acquisition.

Metric 1.5 – English Learner Progress (% Making Progress):

English Learners showed a decline of 17.2% from baseline.

Metric 1.13 – English Learners Reclassification Rate:

Reclassification rates decreased 8.75% from baseline.

Effectiveness has not yet been demonstrated or is limited based on available data for Action 1.9. Additional research is needed to show the connection to Reclassification Rates and the percentage of English Learners making progress and how to improve outcomes for these Metrics.

Overall Goal 1 Summary

Across the nine actions in Goal 1, the data reveals a mixed picture of progress:

Areas of strength include the significant reduction in chronic absenteeism (Action 1.7), maintaining access to well-rounded courses (Action 1.4), maintaining technology access (Action 1.5), as well as positive gains for English Learners on CAASPP ELA (+12.6 DFS) and CAASPP Math (+4.4 DFS).

Areas of concern include substantial declines on iReady Reading and iReady Math across all student groups, declines in CAASPP performance for Socioeconomically Disadvantaged and Hispanic students, and the limited ability to evaluate outcomes for Students with Disabilities due to small student groups. Socioeconomically Disadvantaged and Hispanic students continue to face challenges across multiple metrics and will continue to be a primary focus for Oro Grande Elementary School.

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.

The student group Low Income has been changed to Socioeconomically Disadvantaged in Actions 1.1, 1.2, 1.4, 1.5, 1.6 and 1.7. Action 1.1 is now identified as being an LREBG action. Action 1.2 action description was updated.

While no significant changes have been identified for this goal, Oro Grande Elementary School will maintain ongoing evaluation to monitor SPSA implementation through regular data analysis cycles, progress monitoring of identified metrics, and continued staff collaboration. School leadership and instructional staff will review student benchmark assessments, attendance data, and behavior indicators to measure progress toward SPSA goals. Input from educational partners will also inform both mid-year and end-of-year reviews, supporting data-driven adjustments that ensure continued alignment with student needs and SPSA outcomes. Additionally, strategies will be further refined during implementation to better meet the unique needs of diverse families and to strengthen participation and engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Literacy and ELA Proficiency	A Reading Intervention Specialist will provide instructional interventions utilizing iReady and SIPPS to increase reading comprehension and fluency. This action is principally directed to English Learners and	$34,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged students and will be measured by Metrics 1.1 and 1.3. LREBG funds that will be utilized for this action- $27,513. This action is partially funded from Title I, Part A funds.		
1.2	Math Proficiency	Teachers will provide math intervention programs such as Zearn and iReady Learning Path in small group settings during the school day. These programs will increase math proficiency on iReady math and CAASPP math assessments. These interventions will be principally directed to our English Learners and Socioeconomically Disadvantaged students and will be measured by Metrics 1.2, 1.4 and 1.12.	$4,180.00	Yes
1.3	English Learner Support	The Educational Services Department will provide rigorous supplemental California State Standards-aligned ELD curriculum. These materials will increase language proficiency for English Learners. These programs will be measured by Metrics 1.3, 1.5, and 1.8.	$818.00	Yes
1.4	Well-rounded Opportunities	Oro Grande Elementary School students will participate in daily music, art, STEAM, and after-school programs. These courses are provided to enhance the daily schedule for students and increase student engagement. These classes result in higher levels of student engagement and are principally directed towards Socioeconomically Disadvantaged students. This action will be measured by Metric 1.10.	$52,888.00	Yes
1.5	Technology	Oro Grande Elementary School will provide an instructional technology program and devices to assist the intervention and core curriculum programs and increase technical skills. These programs will be offered daily in the classroom and will be principally directed to Socioeconomically Disadvantaged students and English Learners. This action will be measured by Metrics 1.1, 1.2, 1.3 and 1.9.	$18,741.00	Yes
1.6	Academic Professional	Instructional coordinators and contracted professional development will provide ongoing and rigorous professional development in all core content	$34,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development and Instructional Coaching for Staff	areas. This professional development will increase CAASPP ELA and math scores and will be principally directed towards Socioeconomically Disadvantaged students. This action will be measured by Metrics 1.2 and 1.3.		
1.7	Transportation and Field Trips	The Oro Grande Transportation Department will provide safe, reliable transportation for students to increase daily attendance and decrease chronic absenteeism. Transportation will also be provided for the after school engagement program and field trips. This action will be principally directed for Socioeconomically Disadvantaged students. This will be measured by Metric 1.11.	$236,295.00	Yes
1.8	Special Education Para Educators	Special Education Para Educators will provide push in and pull out services that provide specific support for students based on their individual needs. These services increase CAASPP ELA and math scores. This action will be measured by Metrics 1.1 and 1.2.	$500.00	No
1.9	Professional Development for English Learners	Instructional coordinators and contracted professional development providers will deliver ongoing, rigorous professional learning opportunities focused on strategies to support English Learners in accessing core content and language acquisition. Professional development is principally directed toward English Learners to improve language acquisition and academic outcomes. This action will be measured by Metrics 1.5 and 1.13.	$560.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Oro Grande Elementary School recognizes that students have needs that extend beyond the academic setting. Oro Grande Elementary School knows that students need support for physical well-being and social/emotional health to become positive contributing members of the community, maintain low suspension/expulsion rates, and decrease chronic absenteeism rates. Oro Grande Elementary School also recognizes that safe, clean facilities help students feel engaged and safe at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Safety Survey (% of students who feel safe at school) Local Data	2023-2024 Local Survey Data All Students: 84.6% of all students surveyed responded that they feel safe at school. Socioeconomically Disadvantaged: 82% students of students surveyed responded that they feel safe at school.	2024-2025 Local Survey Data All Students: 79.4% of all students surveyed responded that they feel safe at school. Socioeconomically Disadvantaged: 81.1% students of students surveyed responded that	2025-2026 Local Survey Data All Students: 86.8% of all students surveyed reported that they feel safe at school Socioeconomically Disadvantaged: 77% of students surveyed reported that they feel safe at school.	2026-2027 Local Survey Data All Students: Maintain Above 80% of all students surveyed will respond that they feel safe at school Socioeconomically Disadvantaged: Maintain Above 80% of all students surveyed will	Local Survey Data All Students: +2.2% Socioeconomically Disadvantaged: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			they feel safe at school.		respond that they feel safe at school	
2.2	Facilities Inspection Tool (FIT) (% of items in good repair) Local Data	2023-2024 Local Data 100% of items inspected in good repair.	2024-2025 Local Data 100% of items inspected in good repair.	2025-2026 Local Data 100% of items inspected in good repair.	2026-2027 Local Data Maintain 100% of items inspected in good repair.	Maintained 100% of items inspected in good repair
2.3	School Attendance Rate (% of student attendance rates) Local Data	2023-2024 Local Data All Students: 85.36% attendance rate Socioeconomically Disadvantaged: 84% attendance rates	2024-2025 Local Data All Students: 82.96% Socioeconomically Disadvantaged: 82%	2025-2026 Local Data All Students: 95.91% Socioeconomically Disadvantaged: 95.91%	2026-2027 Local Data 90% attendance rate	Attendance All Students: +10.55% Socioeconomically Disadvantaged: +11.91%
2.4	Suspension Rate (% of student suspensions) California School Dashboard	CA Dashboard Suspensions 2023 All Students: 5.5% English Learners: 5.9% Socioeconomically Disadvantaged: 5.8% Hispanic: 5.3%	CA Dashboard Suspensions 2024 All Students: 1.8% English Learners: 2.6% Socioeconomically Disadvantaged: 2.2% Hispanic: 2.2%	CA Dashboard Suspensions 2025 All Students: 8.6% English Learners: Not a numerically significant subgroup Socioeconomically Disadvantaged: 7.8% Hispanic: 7.1%	CA Dashboard 2026 All Students: Below 3% English Learners: Below 3% Socioeconomically Disadvantaged: Below 3% Hispanic: Below 3%	Suspension Rate All Students: +3.1% English Learners: Not a numerically significant subgroup Socioeconomically Disadvantaged: +2% Hispanic: +1.8%
2.5	Expulsion Rate (% of expulsion rate) DataQuest	CA DataQuest Expulsions 2023 0%	CA DataQuest Expulsions 2024 0%	CA DataQuest Expulsions 2025 0%	CA DataQuest 2026 Maintain below 1%	Maintained 0% expulsions
2.6	Chronic Absenteeism Rate	CA Dashboard 2023	CA Dashboard 2024	CA Dashboard 2025	CA Dashboard 2026	Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(% of students chronically absent) California School Dashboard	All Students: 43.7% English Learners: 42.9% Socioeconomically Disadvantaged: 44.3% Hispanic: 46%	All Students: 25.5% English Learners: 25% Socioeconomically Disadvantaged: 24.8% Hispanic: 22.7%	All Students: 22.7% English Learners: 27.6% Socioeconomically Disadvantaged: 21.9% Hispanic: 23.7%	All Students: 33% English Learners: 32% Socioeconomically Disadvantaged: 34% Hispanic : 35%	All Students: -21% English Learners: -15.3% Socioeconomically Disadvantaged: -22.4% Hispanic: -22.3%
2.7	Student Connectedness Survey (% of students who feel connected at school) Local Data	2023-2024 Local Survey Data All Students: 86% of all students surveyed responded that they feel connected to at least one adult on campus Socioeconomically Disadvantaged: 91.7%	2024-2025 Local Survey Data All Students: 88.1% of all students surveyed responded that they feel connected to at least one adult on campus Socioeconomically Disadvantaged: 90.3%	2025-2026 Local Survey Data All Students: 88.9% of all students surveyed responded that they feel connected to at least one adult on campus Socioeconomically Disadvantaged: 87.5%	2026-2027 Local Survey Data Maintain above 80% of students surveyed that they feel connected to at least one adult on campus	Connectedness Survey All Students: +2.9% Socioeconomically Disadvantaged: -4.2%

Goal Analysis [2025-26]

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

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

Oro Grande Elementary School successfully implemented Goal 2, which focuses on providing a safe and healthy learning environment. All three actions within this goal were fully implemented; however, one specific challenge was a Registered Nurse vacancy that remained unfilled throughout the 2025-2026 school year.

Actions 2.1 through 2.3 were all fully implemented. The district's health services team provided health check-ups and preventative health programs to students as planned (Action 2.1). Notable successes included access to health programs such as the San Bernardino County's Breathmobile and Big Smiles dental services during the course of the school day.

Elementary counseling staff provided access to counseling, social-emotional programs, and social services support as planned (Action 2.2). Students had access to two full-time counselors and one full-time social worker on campus, and participated in both individual and group counseling. A behavior interventionist was also added to the site to support student behaviors and focus on restorative practices, further strengthening the district's commitment to a positive and supportive school environment.

The district fully implemented a comprehensive mental health support program (Action 2.3), including regular mental health assessments, access to licensed counselors or therapists, trauma-informed care training for staff, and partnerships with community organizations. A community resource fair was hosted to connect youth and families with available support services.

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.

Changes of 10% or $10,000 (the greater of the two) are explained below:

2.1 - There was a material decrease for this action. This was a result of one vacant Registered Nurse position that remained unfilled for the 2025-2026 school year.
2.2 - There was no material difference for this action.
2.3 - There was no material difference for this action.

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

Action 2.1 – Health Services (Aligned Metrics: 2.1, 2.3, and 2.6)

This action provides health check-ups and preventative health programs to students for the purpose of decreasing chronic absenteeism rates and increasing attendance rates, principally directed toward Socioeconomically Disadvantaged students.

Metric 2.1 – Student Safety Survey (% of Students Who Feel Safe at School):

All students showed an increase of +2.2% from baseline in feeling safe at school.
Socioeconomically Disadvantaged students showed a decrease of -5% from baseline in feeling safe at school.

Metric 2.3 – School Attendance Rate (% of Students Attendance Rates):

All students showed a significant increase of +10.55% from baseline in attendance rates.
Socioeconomically Disadvantaged students showed an even greater increase of +11.91% from baseline.

Metric 2.6 – Chronic Absenteeism Rate (% of Students Chronically Absent):

All students showed a decrease of -21% from baseline in chronic absenteeism.
English Learners showed a decrease of -15.3% from baseline.

Socioeconomically Disadvantaged students showed a decrease of -22.4% from baseline.
Hispanic students showed a decrease of -22.3% from baseline.
Foster Youth are not a numerically significant subgroup for reporting.

Action 2.1 has demonstrated strong effectiveness in improving attendance and reducing chronic absenteeism for Socioeconomically Disadvantaged students, while showing mixed results in student perceptions of safety. The attendance rate for Socioeconomically Disadvantaged students increased substantially (Metric 2.3, +11.91%), and chronic absenteeism for Socioeconomically Disadvantaged students decreased significantly (Metric 2.6, -22.4%), both representing meaningful progress from baseline. English Learners also benefited with a -15.3% decrease in chronic absenteeism, and Hispanic students showed a -22.3% decrease. These results suggest that the health services team's preventative health programs and health check-ups have been highly effective in reducing health-related barriers to attendance. However, the -5% decline from baseline for Socioeconomically Disadvantaged students on the Student Safety Survey (Metric 2.1) is a point of concern, indicating that while health services are successfully getting Socioeconomically Disadvantaged students to school more consistently, additional efforts may be needed to ensure these students also feel safe and supported while at school. The overall student population showed a positive trend on the safety survey (+2.2%), suggesting the concern is more concentrated among the Socioeconomically Disadvantaged subgroup.

Action 2.2 – Social/Emotional Support (Aligned Metrics: 2.1, 2.4, 2.5, and 2.6)

This action provides access to counseling, social emotional programs, and social services support, including regular mental health assessments, access to licensed counselors or therapists, and trauma-informed care training for staff, principally directed toward Socioeconomically Disadvantaged students.

Metric 2.1 – Student Safety Survey (% of Students Who Feel Safe at School):

All students showed an increase of +2.2% from baseline in feeling safe at school.
Socioeconomically Disadvantaged students showed a decrease of -5% from baseline in feeling safe at school.

Metric 2.4 – Suspension Rate (% of Students Suspended):

All students showed an increase of +3.1% from baseline in suspension rates.
Socioeconomically Disadvantaged students showed an increase of +2% from baseline and Hispanic students showed an increase of +1.8% from baseline.
Foster Youth and English Learners are not a numerically significant subgroup for reporting.

Metric 2.5 – Expulsion Rate (% of Expulsion Rate):

The district maintained 0% expulsions, reflecting no change from baseline.

Metric 2.6 – Chronic Absenteeism Rate (% of Students Chronically Absent):

All students showed a decrease of -21% from baseline.
English Learners showed a decrease of -15.3% from baseline.
Socioeconomically Disadvantaged students showed a decrease of -22.4% from baseline.
Hispanic students showed a decrease of -22.3% from baseline.
Foster Youth are not a numerically significant subgroup for reporting.

Action 2.2 has demonstrated mixed effectiveness across its aligned metrics for Socioeconomically Disadvantaged students. The most notable area of success is in chronic absenteeism reduction, where Socioeconomically Disadvantaged students showed a significant decrease of -22.4% from baseline (Metric 2.6), and English Learners decreased by -15.3%, suggesting that counseling and social-emotional programs are positively influencing school engagement and attendance. The maintenance of a 0% expulsion rate (Metric 2.5) demonstrates continued success in preventing the most severe disciplinary outcomes.

However, some areas of concern remain. Suspension rates for all students increased by +3.1% from baseline, and Socioeconomically Disadvantaged students experienced a +2% increase from baseline (Metric 2.4), indicating that current social-emotional supports have not yet been sufficient to reduce disciplinary incidents for the Socioeconomically Disadvantaged population. The -5% decline from baseline for Socioeconomically Disadvantaged students on the Student Safety Survey (Metric 2.1) suggests that despite the availability of counseling and social-emotional programs, Socioeconomically Disadvantaged students are feeling less safe at school compared to the baseline year. The district will continue to examine the root causes of increased suspensions and decreased safety perceptions among Socioeconomically Disadvantaged students to refine its social-emotional support strategies for this student group.

Action 2.3 – Foster Youth Mental Health Services (Aligned Metrics: 2.7, 2.6, and 2.4)

This action implements a comprehensive mental health support program tailored specifically to the needs of Foster Youth, including regular mental health assessments, access to licensed counselors or therapists, trauma-informed care training for staff, and partnerships with community organizations.

Metric 2.7 – Student Connectedness Survey (% of Students Who Feel Connected at School):

All students showed an increase of +2.9% from baseline in feeling connected to at least one adult on campus.
Foster Youth: No comparative data is available, as no students were reported in this subgroup during the most recent survey period.

Metric 2.6 – Chronic Absenteeism Rate (% of Students Chronically Absent):

All students showed a decrease of -21% from baseline.
English Learners showed a decrease of -15.3% from baseline.
Socioeconomically Disadvantaged students showed a decrease of -22.4% from baseline.
Hispanic students showed a decrease of -22.3% from baseline.
Foster Youth are not a significant subgroup for reporting.

Metric 2.4 – Suspension Rate (% of Students Suspended):

All students showed an increase of +3.1% from baseline.
Socioeconomically Disadvantaged students showed an increase of +2% from baseline.
Foster Youth and English Learners are not a numerically significant subgroup for reporting.

For Metric 2.7 (Student Connectedness), while the overall student population showed a positive gain of +2.9% from baseline, Foster Youth-specific data was not available in the most recent survey period due to no students being reported in this subgroup. Similarly, for both Metric 2.6 (Chronic Absenteeism) and Metric 2.4 (Suspension Rate), Foster Youth are not identified as a significant subgroup for reporting purposes. The overall positive trends in student connectedness (+2.9%, Metric 2.7) and chronic absenteeism reduction (-21%, Metric 2.6) suggest that the school environment is generally becoming more supportive and engaging, which would benefit any Foster Youth students enrolled. However, the increase in overall suspension rates (+3.1%, Metric 2.4) is a consideration, as Foster Youth may be particularly vulnerable to the effects of disciplinary actions on their sense of belonging and stability. The district will continue its commitment to providing these specialized services and to strengthen data collection methods to ensure that Foster Youth outcomes can be properly monitored and the effectiveness of this action can be accurately assessed, even when the subgroup is small.

Overall Goal 2 Summary
Across the three actions in Goal 2, the data reveals meaningful progress in several areas alongside opportunities for continued growth:

Areas of strength include the substantial reduction in chronic absenteeism across all student groups (All: -21%, Socioeconomically Disadvantaged: -22.4%, English Learners: -15.3%, Hispanic: -22.3%), significant improvement in attendance rates (All: +10.55%, Socioeconomically Disadvantaged:+11.91%), maintained 0% expulsion rate, and improved overall student connectedness (+2.9%).

Areas of concern include the increase in suspension rates for all students (+3.1%), Hispanic students (+1.8%), and Socioeconomically Disadvantaged students (+2%), the decline in safety perceptions among Socioeconomically Disadvantaged students (-5%), and the limited availability of Foster Youth-specific data to evaluate the targeted mental health services.

Socioeconomically Disadvantaged students have benefited significantly from improved attendance and reduced chronic absenteeism but continue to face challenges with suspension rates and perceptions of safety. English Learners have shown positive trends in reducing chronic absenteeism.

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

The student group Low Income has been changed to Socioeconomically Disadvantaged in Actions 2.1, 2.2 and 2.3. The action description was updated in Action 2.3. In Metric 2.5, the Year 1 Outcome was updated with a change of year to 2024 to correct a clerical error. Based on educational partner feedback, Action 2.3 has been adjusted to help all students, targeting Socioeconomically Disadvantaged students. Additionally, Action 2.3 was changed from Limited to LEA-wide due to the variance in enrollment of Foster Youth students. Socioeconomically Disadvantaged survey data was added to Metric 2.7 to align with the update to Action 2.3.

Oro Grande Elementary School will maintain ongoing evaluation to monitor SPSA implementation through regular data analysis cycles, progress monitoring of identified metrics, and continued staff collaboration. School leadership and instructional staff will review student benchmark assessments, attendance data, and behavior indicators to measure progress toward SPSA goals. Input from educational partners will also inform both mid-year and end-of-year reviews, supporting data-driven adjustments that ensure continued alignment with student needs and SPSA outcomes. Additionally, strategies will be further refined during implementation to better meet the unique needs of diverse families and to strengthen participation and engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Services	The Oro Grande School District Health Services Team will provide health check ups and preventative health programs to students for the purpose of decreasing chronic absenteeism rates and increasing attendance rates. These services will be principally directed towards Socioeconomically Disadvantaged students as measured by Metrics 2.1, 2.3 and 2.6. This action is partially funded from Title I, Part A funds.	$50,938.00	Yes
2.2	Social/Emotional Support	Oro Grande Elementary School counseling staff will provide access to counseling, social emotional programs and social services support. These supports will include regular mental health assessments, access to licensed counselors or therapists, and trauma-informed care training for staff. Partnerships with community organizations to provide additional support services as needed to decrease suspension rates and chronic absenteeism rates. These services will be principally directed towards Socioeconomically Disadvantaged students and will be measured by Metrics 2.1, 2.4, 2.5 and 2.6. This action is partially funded from Title I, Part A funds.	$209,475.00	Yes
2.3	Youth Mental Health Services	Oro Grande Elementary School will implement a comprehensive mental health support program tailored specifically to the needs of Socioeconomically Disadvantaged students within our district. This program will include regular mental health assessments, access to licensed counselors or therapists, trauma-informed care training for staff working directly with Socioeconomically Disadvantaged students, and	$19,997.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partnerships with community organizations to provide additional support services to increase student connectedness to school, reduce chronic absenteeism rates, and reduce suspension rates. This action will be principally directed toward Socioeconomically Disadvantaged students and will be measured by Metrics 2.4, 2.6, and 2.7.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation in Decision Making (% of parents who feel they are involved in the decision making process) Local Data	2023-2024 Local Survey Data All parents: 69.1% English Learner parents: 60% Socioeconomically Disadvantaged parents: 69% Students with Disabilities parents: 65%	2024-2025 Local Survey Data All parents: 85.2% English Learner parents: 85% Socioeconomically Disadvantaged parents: 84.9% Students with Disabilities parents: no data (low participation rates)	2025-2026 Local Survey Data All parents: 92.6% English Learner parents: 100% (low participation rates) Socioeconomically Disadvantaged parents: 100% Students with Disabilities parents: 100% (low participation rates)	2026-2027 Local Survey Data All parents: 75% English Learner parents: 75% Socioeconomically Disadvantaged parents: 75% SWD parents: 75%	Parent Participation All parents: +23.5% English Learner parents: +40% Socioeconomically Disadvantaged parents: +31% Students with Disabilities parents: +35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent and Family Engagement California School Dashboard Local Indicator	CA Dashboard 2023 Parent and Family Engagement Survey- Standard Met	CA Dashboard 2024 Parent and Family Engagement Survey- Standard Met	CA Dashboard 2025 Parent and Family Engagement Survey- Standard Met	CA Dashboard 2026 Parent and Family Engagement Survey- Maintain Standard Met	Parent and Family Engagement Survey- Maintained Standard Met

Goal Analysis [2025-26]

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

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

Oro Grande Elementary School successfully implemented Goal 3, which focuses on engaging families and the community. Both actions within this goal were fully implemented as planned, with no substantive differences from the original plan.

Actions 3.1 and 3.2 were both fully implemented. The district successfully established parent advisory groups and implemented programs to support English Language Learners and Socioeconomically Disadvantaged students (Action 3.1), including family literacy nights, Latino Family Literacy events, STEAM events, and fine art events. Notable successes included an increase in parents attending monthly Parent Advisory Committee (PAC) meetings, with various groups and presenters visiting these meetings to share information with parents. For example, the local SELPA sent representatives to present information, the LCAP was shared with the PAC, and the PAC helped organize and host student events, making them an active part of campus culture and community.

The school facilitated all planned events and meetings to increase parent participation (Action 3.2), including parent conferences, 504 meetings, IEP meetings, MTSS meetings, and attendance meetings for families struggling with attendance rates. Parent meetings occurred regularly, and parents were encouraged to visit the school site to discuss and monitor student progress. Additionally, the front office was expanded and reorganized to make it more accessible and comfortable for parents and the community when visiting the campus, further demonstrating the district's commitment to creating a welcoming environment for all families.

The district experienced no substantive differences or specific challenges in the implementation of either action, and both actions were executed according to plan.

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.

Changes of 10% or $10,000 (the greater of the two) are explained below:

3.1 - There was no material difference for this action.

3.2 - There was no material difference for this action.

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

Action 3.1 – Parent Engagement Programs (Aligned Metrics: 3.1 and 3.2)

This action establishes parent advisory groups to participate in advising and developing programs to support English Learners and Socioeconomically Disadvantaged students. New programs include family literacy nights, Latino Family Literacy, STEAM events, and fine art events. A site assistant principal implements programs to support family literacy, social support programs, and academic supports for students.

Metric 3.1 – Parent Participation in Decision Making (% of Parents Who Feel They Are Involved in the Decision-Making Process):

All parents showed an increase of +23.5% from baseline in feeling involved in the decision-making process.
English Learner parents showed a significant increase of +40% from baseline, representing the largest gain among all subgroups.
Socioeconomically Disadvantaged parents showed a substantial increase of +31% from baseline.
Students with Disabilities parents showed a substantial increase of +35% from baseline.

Metric 3.2 – Parent and Family Engagement (California School Dashboard Local Indicator):

The district maintained its "Standard Met" status on the California School Dashboard Parent and Family Engagement indicator, reflecting no change from baseline.

Effectiveness Summary: This action has demonstrated strong effectiveness in increasing parent participation in decision-making, particularly for the targeted unduplicated student groups. The most remarkable gains were seen among English Learner parents (Metric 3.1, +40%), indicating that specialized programs such as Latino Family Literacy events and bilingual engagement opportunities have been highly successful in reaching and empowering English Learner families to participate in the decision-making process. Socioeconomically Disadvantaged parents also showed substantial growth (Metric 3.1, +31%), suggesting that the family literacy nights, STEAM events, and fine art events have created welcoming and meaningful opportunities for Socioeconomically Disadvantaged families to engage with the school community.

The overall parent population also showed significant improvement (Metric 3.1, +23.5%), demonstrating that the engagement strategies are benefiting the broader school community while being particularly impactful for the principally directed groups. The fact that English Learner and Socioeconomically Disadvantaged parent gains exceeded the overall parent gains confirms that this action is effectively addressing the unique engagement needs of these unduplicated student groups.

For Students with Disabilities parents, while 100% of respondents in the most recent survey reported feeling part of the decision-making process, the low participation rates in both the baseline and current year limit the ability to draw meaningful comparisons. The district will continue to focus on outreach efforts to increase survey participation among Students with Disabilities families to better capture their perspectives.

The maintenance of the "Standard Met" status on the California School Dashboard Parent and Family Engagement indicator (Metric 3.2) provides additional confirmation that the district's overall family engagement practices remain aligned with state expectations. The combination of strong growth in parent decision-making participation and sustained compliance with state standards reflects a comprehensive and effective approach to family engagement for English Learner and Socioeconomically Disadvantaged families.

Action 3.2 – Parent Participation Opportunities (Aligned Metric: 3.2)

This action facilitates events and meetings that increase parent participation, including parent conferences, 504 meetings, IEP meetings, MTSS meetings, and attendance meetings for families struggling with attendance rates.

Metric 3.2 – Parent and Family Engagement (California School Dashboard Local Indicator):

The district maintained its "Standard Met" status on the California School Dashboard Parent and Family Engagement indicator, reflecting no change from baseline.

Effectiveness Summary: This action has demonstrated sustained effectiveness in maintaining the district's parent and family engagement standards. The consistent "Standard Met" status on the CA Dashboard (Metric 3.2) indicates that the variety of structured opportunities for parent participation, including parent conferences, 504 meetings, IEP meetings, MTSS meetings, and attendance meetings, continues to provide meaningful touchpoints for families to engage with the school regarding their individual students' needs. These diverse meeting formats ensure that families of students with varying needs, whether related to special education, academic support, behavioral interventions, or attendance concerns, have appropriate and accessible venues for involvement. The maintenance of this standard from baseline through the current year reflects the district's consistent commitment to facilitating inclusive parent participation opportunities.

Overall Goal 3 Summary

Across the two actions in Goal 3, the data reveals significant positive progress in family engagement:

Areas of strength include the remarkable increases in parent participation in decision-making across all groups (All Students: +23.5%, English Learners: +40%, Socioeconomically Disadvantaged: +31%), the sustained "Standard Met" status on the CA Dashboard Parent and Family Engagement indicator, and the successful implementation of culturally responsive engagement programs such as Latino Family Literacy events that have been particularly effective for English Learner families.

Areas for continued growth include continuing to build on the strong momentum in English Learner, Students with Disabilities and Socioeconomically Disadvantaged parent engagement to sustain these gains over time.

English Learner families have shown the most significant growth in engagement (+40%), reflecting the effectiveness of targeted, culturally responsive programming. Socioeconomically Disadvantaged families have also demonstrated substantial gains (+31%), indicating that the district's engagement strategies are successfully reaching and involving this population. The district's approach of providing multiple, varied

opportunities for family involvement — from advisory groups and literacy events to individualized meetings — has created a comprehensive engagement framework that serves the diverse needs of the school community.

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.

The student group Low Income has been changed to Socioeconomically Disadvantaged in Actions 3.1 and 3.2.

While no significant changes have been identified for this goal, Oro Grande Elementary School will maintain ongoing evaluation to monitor SPSA implementation through regular data analysis cycles, progress monitoring of identified metrics, and continued staff collaboration. School leadership and instructional staff will review student benchmark assessments, attendance data, and behavior indicators to measure progress toward SPSA goals. Input from educational partners will also inform both mid-year and end-of-year reviews, supporting data-driven adjustments that ensure continued alignment with student needs and SPSA outcomes. Additionally, strategies will be further refined during implementation to better meet the unique needs of diverse families and to strengthen participation and engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement Programs	Parent advisory groups will participate in advising and developing programs to support our English Learners and Socioeconomically Disadvantaged students. New programs including family literacy nights, Latino Family Literacy, STEAM events, and fine art events. A site assistant principal will implement new programs to support family literacy, social support programs and academic supports for students. These programs will increase student engagement and will increase parent participation. These programs will be principally directed toward our English Learners and Socioeconomically Disadvantaged students and will be measured by Metrics 3.1 and 3.2.	$17,246.00	Yes
3.2	Parent Participation Opportunities	Oro Grande Elementary School will facilitate events and meetings that will increase parent participation. The district will present multiple opportunities for parent participation and parental involvement. These include meetings for parents to discuss their individual students, parent conferences, 504 meetings, IEP (Individualized Educational Plan) meetings for students with disabilities, MTSS (Multi-Tiered System of Support) meetings for students	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		struggling in academics or behavior, and attendance meetings for families struggling with attendance rates. This action will be measured by Metric 3.2.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$507,835	$$64,095

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
37.969%	0.000%	$0.00	37.969%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Literacy and ELA Proficiency **Need:** 2023 ELA CAASPP scores indicate that all students performed at 84.9 points below standard, Socioeconomically Disadvantaged students performed at 88.6 points below standard and English Learners performed 119.7 points below standard. The 2023-2024 iReady reading data shows 37% of all	Providing instructional support through highly vetted, research-based literacy intervention programs, including Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Renaissance Learning, i-Ready, LETRS, and IXL, addresses the literacy needs of all students while providing increased and improved services for English Learners and Socioeconomically Disadvantaged students, who continue to demonstrate the greatest need for accelerated literacy support. Although all students	Metrics 1.1 and 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are reading at or above grade level on the iReady Reading assessment, 32.2% of Socioeconomically Disadvantaged students, and 27% of English Learners are reading at grade level.The 2023-2024 iReady benchmark data confirms the need for additional intervention programs for literacy. Educational partners shared in District LCAP meetings that ensuring grade level literacy was the highest priority and should continue to be present in the 2024 LCAP. **Scope:** LEA-wide	have access to these instructional resources, English Learners and Socioeconomically Disadvantaged students receive additional targeted intervention based on assessment data, including more frequent progress monitoring, prioritized small-group instruction, individualized intervention, and additional instructional time to address skill deficits and accelerate academic growth. The intervention specialist provides explicit, systematic instruction in foundational reading skills, phonics, fluency, vocabulary development, comprehension, and writing that supplements the core instructional program. English Learners receive additional support in academic language development, vocabulary acquisition, oral language, and reading comprehension to strengthen both English language proficiency and literacy skills. Socioeconomically Disadvantaged students receive targeted intervention to address unfinished learning, strengthen foundational reading skills, and increase access to grade-level curriculum through differentiated instruction and individualized learning plans. Technology-based intervention programs provide adaptive instruction that adjusts to each student's instructional level and offers personalized learning pathways both during the school day and at home. These programs allow teachers and the intervention specialist to use ongoing diagnostic and progress-monitoring data to identify learning gaps quickly, adjust instruction, and provide timely interventions. Collaboration between the intervention specialist and classroom teachers	

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
		ensures that intervention instruction is aligned to grade-level standards and reinforces classroom learning, creating a coordinated system of support for students with the greatest academic needs. This action is implemented on an LEA-wide basis because high-quality literacy instruction and intervention benefit all students. However, the action is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students because these students receive increased supports beyond the core instructional program, including additional instructional time, targeted small-group intervention, explicit language development, individualized progress monitoring, and differentiated literacy instruction designed to address identified achievement gaps and improve English Language Arts outcomes.	
1.2	**Action:** Math Proficiency **Need:** 2022-2023 math CAASPP scores confirm the need for additional intervention programs in math. Math CAASPP scores indicate that all students performed at 113.7 DFS points below standard, and Socioeconomically Disadvantaged students performed at 118.2 DFS points below standard. Math assessment scores decreased after returning the school after the COVID 19 pandemic; educational partners agreed that a renewed emphasis on math intervention is vital to ensure proficiency in math assessments.	Providing instructional support through a highly vetted, research-based math intervention curriculum addresses the significant mathematics achievement needs identified for all students while providing increased support for English Learners and Socioeconomically Disadvantaged students, who continue to experience the greatest achievement gaps. Although this action is available to all students, English Learners and Socioeconomically Disadvantaged students receive additional targeted intervention based on assessment data, including prioritized small-group instruction, differentiated learning opportunities, and more frequent progress monitoring to address unfinished learning and accelerate academic growth.	Metrics 1.2, 1.4, and 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Teachers utilize the intervention curriculum to provide explicit instruction, targeted skill remediation, and pull-out interventions as needed to address individual learning gaps. Technology-based programs such as i-Ready Learning Pathways and Zearn provide adaptive instruction that adjusts to each student's instructional level, allowing English Learners to strengthen mathematical vocabulary, language development, and conceptual understanding while providing Socioeconomically Disadvantaged students with additional practice on foundational skills and grade-level standards. These programs also provide ongoing diagnostic and progress-monitoring data that enables teachers to identify learning needs quickly and provide timely interventions. The district is continuing this action because data demonstrates that mathematics remains an area of significant need, with students performing 113.7 points below standard on the CAASPP Mathematics assessment. Sustained intervention is necessary to close achievement gaps and improve outcomes for English Learners and Socioeconomically Disadvantaged students. This action is implemented on an LEA-wide basis because mathematics intervention benefits all students; however, it is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students by providing these student groups with additional instructional time, targeted intervention, differentiated supports, and data-driven instruction designed to accelerate learning and improve	

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
		mathematics achievement beyond the level provided through the core instructional program.	
1.4	**Action:** Well-rounded Opportunities **Need:** The 2023-2024 iReady reading data shows 37% of all students and 32.2% of Socioeconomically Disadvantaged students are reading at or above grade level. The 2023-2024 iReady math data shows 31% of all students and 30% of Socioeconomically Disadvantaged students are performing at or above grade level. Educational partners, through school-wide LCAP surveys and in district meetings, are in agreement that access to courses that support well-rounded education is a high priority in Oro Grande. **Scope:** LEA-wide	Providing students with a comprehensive fine arts program is an essential component of a well-rounded education and is implemented for all students as part of the district's commitment to a broad course of study. This action also specifically addresses the unique needs of English Learners and Socioeconomically Disadvantaged students by intentionally increasing access to structured enrichment experiences that build language development, engagement, and school connectedness, which are both key factors in closing persistent opportunity and achievement gaps. While all students participate in fine arts instruction, English Learners and Socioeconomically Disadvantaged students benefit from increased exposure to music, visual arts, and performing arts experiences that are embedded within the school day and do not rely on external resources or family financial capacity. This ensures equitable access to enrichment opportunities that may otherwise be limited due to language barriers, transportation constraints, cost, or lack of availability in the home or community environment. For English Learners, fine arts instruction provides authentic, contextualized opportunities to develop academic language, oral communication, listening comprehension, and vocabulary acquisition. These experiences allow students to engage meaningfully in learning through multiple modalities, reducing reliance on language	Metric 1.10

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
		proficiency as the sole means of demonstrating understanding. For Socioeconomically Disadvantaged students, access to consistent fine arts programming increases engagement, motivation, and school attachment by providing enriching learning experiences that support creativity, collaboration, and self-expression within the school setting. Research supports that sustained participation in high-quality fine arts programs contributes to improved attendance, increased student engagement, and stronger academic outcomes. By ensuring these experiences are systematically embedded into the instructional program, the district provides additional supports that are particularly impactful for English Learners and Socioeconomically Disadvantaged students in strengthening foundational skills in literacy, critical thinking, and communication. This action is implemented on an LEA-wide basis to ensure all students receive a comprehensive education; however, it is principally directed toward English Learners and Socioeconomically Disadvantaged students because it increases equitable access to structured enrichment, embeds language-rich learning opportunities into daily instruction, and provides engagement supports that help reduce barriers to academic success and close achievement gaps.	
1.5	**Action:** Technology **Need:**	Due to identified resource inequities and the need to ensure equitable access to instructional technology, Oro Grande Elementary School will provide a Chromebook for every student to support consistent access to digital learning tools,	Metrics 1.1, 1.2, 1.3 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA CAASPP scores from 2023 confirm the need for increased proficiency in reading and access to technology. ELA CAASPP scores indicate that all students performed at 84.9 points below standard, Socioeconomically Disadvantaged students performed at 88.6 points below standard and English Learners performed 119.7 points below standard. reading benchmarks (iReady) indicate that 37% of all students were reading at grade level, 32.3 % of Socioeconomically Disadvantaged students were reading at grade level, and 27% of English Learners were reading at grade level. The 2023 math CAASPP scores confirm the need for additional intervention programs in math. Math CAASPP scores indicate that all students performed at 113.7 DFS points below standard, and Socioeconomically Disadvantaged students performed at 118.2 DFS points below standard. Educational partners agree that in Oro Grande, where students often do not have access to reliable internet or devices, ensuring that technology is provided with adequate support for digital literacy is vital for success in the areas of math and English Language Arts. **Scope:** LEA-wide	instructional materials, and reliable connectivity. This action is implemented on an LEA-wide basis to ensure all students can fully participate with online programs and resources; however, it is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students because it directly addresses access gaps that disproportionately impact these student groups and contribute to achievement disparities. For English Learners, providing a district-issued Chromebook increases access to language-rich instructional supports that are embedded within digital curriculum platforms, including translation tools, audio supports, visual scaffolds, and interactive content. These features support comprehension, vocabulary development, and oral language acquisition by allowing students to engage with grade-level content in multiple modalities. Consistent access to these tools helps reduce barriers created by language proficiency gaps and ensures greater access to core instruction. For Socioeconomically Disadvantaged students, one-to-one device access reduces inequities related to lack of home technology, internet access, or shared devices, which can limit practice, assignment completion, and engagement outside of the classroom. Providing a Chromebook ensures these students can fully participate in literacy and mathematics instruction delivered through digital curriculum, while also expanding access to enrichment opportunities such as STEAM learning, digital research, and creative	

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
		applications that reinforce engagement and skill development. Equitable access to devices is essential for maintaining continuity of instruction between school and home and for ensuring students can access differentiated supports aligned to their individual learning needs. Research indicates that technology integration increases student engagement and supports multiple modes of learning and expression (Darling-Hammond et al., 2014; Ertmer et al., 2012; Matzen & Edmonds, 2007). These benefits are particularly significant for English Learners and Socioeconomically Disadvantaged students, who often require additional scaffolds and access points to fully engage with grade-level content. By providing a Chromebook to every student, the district ensures universal access while intentionally increasing targeted supports that reduce access barriers, strengthen engagement, and expand learning opportunities for English Learners and Socioeconomically Disadvantaged students, thereby supporting efforts to close persistent achievement gaps.	
1.6	**Action:** Academic Professional Development and Instructional Coaching for Staff **Need:** 2023 math and ELA CAASPP scores for Socioeconomically Disadvantaged and English Learners confirms the need for instructional coordinators in English Language Arts, math, and English Language Development. CAASPP	The Oro Grande Educational Services Department's instructional coordinators will provide ongoing coaching and professional development for teachers focused on research-based instructional strategies in English Language Arts, mathematics, and English Language Development. This action is implemented on an LEA-wide basis to ensure all students benefit from high-quality instruction; however, it is principally directed toward and most effective for English	Metrics 1.2 and 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA scores for all students were 93.8 points below standard, lSocioeconomically Disadvantaged students performed 96.5 points below standard, and English Learners performed 111.2 points below standard. Math CAASPP scores indicated that all students performed 113.7 points below standard, and low-income students performed 118.2 points below standard. English Learners performed 119.7 points below standard. In regard to English Learner progress, the 2023 California School Dashboard indicates 37.9% of English Learners are making progress toward English language proficiency. Also, during the 2022-2024 school year, 37% of all students, 32.2% of Socioeconomically Disadvantaged students, and 27% of English Learners are reading at or above grade level on the iReady reading assessment. Educational partners agree that training and investing in teachers is important in ensuring high performance expectations for students. **Scope:** LEA-wide	Learners and Socioeconomically Disadvantaged students because it increases the consistency, rigor, and accessibility of Tier 1 instruction in the areas where these student groups experience the greatest achievement gaps. Through a differentiated coaching model, instructional coordinators support teachers in implementing instructional strategies that directly address the learning needs of English Learners, including explicit vocabulary development, structured academic discourse, sentence and language scaffolds, visual supports, and integrated ELD strategies embedded within core instruction. These practices increase students' access to grade-level content while simultaneously accelerating English language acquisition, which is essential for improving performance in reading, writing, and content-area learning. For Socioeconomically Disadvantaged students, coaching and professional development strengthen teachers' ability to deliver standards-aligned, culturally responsive, and highly structured instruction that supports students who may have uneven prior academic preparation or limited access to academic support outside of school. Instructional coordinators assist teachers in using formative assessment data to identify learning gaps early and adjust instruction in real time, ensuring that students receive timely, targeted support within Tier 1 instruction rather than relying solely on supplemental interventions. In addition, instructional coordinators collaborate with teachers to develop coherent scope and	

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
		sequence plans and analyze student achievement data to inform instructional decisions. This ensures that instruction is intentionally designed to build foundational skills and provide appropriate scaffolds so that English Learners and Socioeconomically Disadvantaged students can successfully access and master grade-level standards. Research indicates that sustained, job-embedded professional development and coaching improves instructional quality and student achievement, particularly when focused on evidence-based practices and continuous improvement cycles. These improvements are especially critical for English Learners and Socioeconomically Disadvantaged students, who benefit most from consistent access to effective, responsive instruction delivered by highly skilled educators. By investing in instructional coaching and professional development, the district ensures all students receive improved instructional quality while intentionally increasing the effectiveness of teaching practices that support English Learners and Socioeconomically Disadvantaged students, thereby reducing opportunity gaps and improving academic outcomes.	
1.7	**Action:** Transportation and Field Trips **Need:** During the 2022-2023 school year, daily local attendance rate from the school district's student information system was 93% for all students and 92.8% for Socioeconomically Disadvantaged students. The chronic	The district provides daily transportation to and from school and to the after-school program to ensure all students have safe, reliable access to educational opportunities. This action is implemented on an LEA-wide basis due to the rural nature of the district and the necessity of transportation for school access; however, it is principally directed toward and most effective for Socioeconomically Disadvantaged students and	Metric 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism rate on the 2022 California School Dashboard was 33% for all students and 34% for Socioeconomically Disadvantaged students. These data points demonstrate the need to provide transportation that is principally directed to our Socioeconomically Disadvantaged students. Given the significant barriers that many students, particularly those from Socioeconomically Disadvantaged families, face in getting to school safely and regularly, it is crucial for schools to provide reliable transportation. The absence of sidewalks, the presence of hazardous crossings like railroads, and heavy traffic all contribute to unsafe conditions for students who walk to school. Additionally, based on educational partner feedback via parent surveys and parent meetings, the work schedules of many parents are not conducive to driving their children to school, and financial constraints further limit their ability to arrange alternative transportation. Oro Grande School District parents have reported that they rely on reliable and consistent transportation and communicate the importance transportation plays on ensuring their child's positive attendance. **Scope:** LEA-wide	English Learners because it directly addresses barriers that disproportionately impact these student groups, including limited access to private transportation, unstable housing or living arrangements, and reduced access to consistent attendance supports. For Socioeconomically Disadvantaged students, district-provided transportation removes a significant barrier to attendance by ensuring reliable access to school regardless of family income, work schedules, or transportation availability. In a rural environment where students may live long distances from school or in areas with unsafe walking conditions, transportation ensures these students can consistently attend school and fully participate in instructional time, intervention supports, and enrichment opportunities. Increased attendance is directly associated with improved academic outcomes and is a critical factor in closing achievement gaps. For English Learners, consistent transportation supports regular school attendance, which is essential for sustained language development and instructional continuity. Frequent absences can significantly delay English language acquisition due to reduced exposure to academic language, structured discourse, and integrated ELD instruction. By ensuring reliable daily access to school, transportation services help English Learners maintain consistent engagement in language-rich environments that are necessary for developing proficiency and accessing grade-level content.	

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
		In addition, transportation to after-school programs increases equitable access to academic support and enrichment opportunities that further reinforce learning and provide additional time for targeted intervention. This is particularly important for unduplicated students, who may have fewer opportunities outside of school for academic support, structured enrichment, or supervised learning environments. District attendance data demonstrates improvements in chronic absenteeism rates, reflecting the importance of reducing transportation-related barriers to school attendance. Continued investment in transportation services is a key strategy in promoting consistent attendance, increasing instructional time, and supporting improved academic outcomes. By providing transportation services LEA-wide, the district ensures equitable access for all students while intentionally increasing supports for English Learners and Socioeconomically Disadvantaged students, who are most impacted by transportation barriers. This action directly contributes to improved attendance, greater instructional continuity, and the reduction of achievement gaps through increased access to learning opportunities.	
2.1	**Action:** Health Services **Need:** Chronic absenteeism rates and educational partner feedback from meetings confirm the need for health services to be principally	Students and families will have access to school-based health education programs (including nutrition and personal hygiene), daily health services for students with chronic conditions such as diabetes and asthma, and assistance connecting with community health resources. This action is implemented on an LEA-wide basis to	Measured by Metrics 2.1, 2.3 and 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	directed for our Socioeconomically Disadvantaged students. The chronic absenteeism rate for 2022-2023 was 33% for all students and 34% for Socioeconomically Disadvantaged students. The 2023-2024 Student LCAP Survey indicates that 84.6% of students feel safe at school. 82% of Socioeconomically Disadvantaged students survey stated that they feel safe at school In the LCAP parent survey, parents agreed that health services are a vital component to ensure that their students can maintain positive physical healthy and maintain good attendance. **Scope:** LEA-wide	ensure all students have access to essential health supports; however, it is principally directed toward and most effective for Socioeconomically Disadvantaged students and English Learners because it addresses health-related barriers that disproportionately impact these student groups and can significantly affect attendance, readiness to learn, and academic achievement. For Socioeconomically Disadvantaged students, the provision of on-campus Registered Nurses and Licensed Vocational Nurses increases equitable access to preventative care and ongoing management of chronic and acute health needs during the school day. These services reduce health-related absences and minimize learning disruption by ensuring that students receive timely care without requiring external appointments that may be difficult to access due to cost, transportation limitations, or lack of consistent healthcare coverage. By addressing unmet health needs directly at school, this action helps ensure that students are physically able to attend and fully engage in instruction. For English Learners, school-based health services also provide increased supports through improved communication, care coordination, and family outreach that help bridge language barriers when accessing healthcare and community resources. Health staff assist families in understanding care plans, medication needs, and available community services, reducing misunderstandings that can arise due to language differences and limited health system familiarity. This increased access to clear communication and	

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
		coordinated support helps ensure that health needs do not become a barrier to consistent school participation or academic engagement. In addition, school nurses provide training and support to school staff to strengthen the school's ability to respond effectively to student health needs, ensuring that students receive appropriate care quickly and can remain in instructional settings whenever possible. This is particularly important in a rural district where access to external healthcare services may be limited, making school-based supports essential for maintaining student well-being. Research demonstrates that students who have consistent access to healthcare services experience improved attendance, increased instructional time, and stronger academic outcomes. These impacts are especially significant for Socioeconomically Disadvantaged students, who are more likely to experience untreated or unmanaged health conditions that interfere with learning and school participation. By providing comprehensive health services on an LEA-wide basis, the district ensures equitable access for all students while intentionally increasing targeted supports that reduce health-related barriers for Socioeconomically Disadvantaged students and English Learners. This action helps improve attendance, increase engagement, and address underlying barriers to learning, thereby supporting efforts to close achievement gaps.	
2.2	**Action:** Social/Emotional Support	Providing social-emotional and mental health support services is an essential component of	Measured by Metrics 2.1, 2.4, 2.5 and 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Chronic absenteeism rates and student survey results on student safety confirm the need for counseling and social emotional services. On the 2023 California Dashboard, the chronic absenteeism rates were 33% for all students and 34% for Socioeconomically Disadvantaged students. The 2023 LCAP student survey indicates that 84.6% of all students feel safe at school (The student survey did not include specific demographic data). Input from educational partner LCAP meetings during the 2023-2024 school year reported the need for additional social emotional support and counseling services. To support the social emotional wellness of students, the addition of a social worker will provide opportunities for bridging programs for students and families and provide resources that will help students achieve regular attendance. Educational partners agree that the increase of additional social emotional resources have increased the academic achievement for their students and should continue to be a priority in the Oro Grande School District. **Scope:** LEA-wide	supporting student engagement, well-being, and academic achievement. School counselors provide individual and group counseling, referrals to community-based clinical services, and collaboration with teachers to support positive student behavior, attendance, and academic mindset. Counselors also support implementation of the district's adopted social-emotional learning curriculum, Lion's Quest, ensuring that SEL instruction is consistently embedded across all school sites. This action is implemented on an LEA-wide basis to ensure all students have access to social-emotional learning supports; however, it is principally directed toward and most effective for Socioeconomically Disadvantaged students and English Learners because it addresses barriers to learning that disproportionately impact these student groups and contribute to achievement gaps. For Socioeconomically Disadvantaged students, access to school-based counseling services provides targeted support for addressing external stressors that may include economic instability, housing insecurity, trauma exposure, and limited access to outside mental health services. These factors can significantly impact attendance, concentration, behavior, and academic performance. School counselors help students develop coping strategies, self-regulation skills, and resilience, which are essential for sustained engagement in instruction. By reducing these barriers within the school environment, this action increases the likelihood that students will be present, engaged, and able to access grade-level instruction consistently.	

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
		For English Learners, social-emotional and counseling supports provide increased access to relationship-building, school connectedness, and communication supports that are essential for successful integration into the school environment. Counselors provide culturally and linguistically responsive services that help students express needs, build confidence, and develop positive peer and adult relationships even as English language proficiency is developing. In addition, SEL instruction through Lion's Quest provides structured opportunities to build vocabulary related to emotions, communication skills, and interpersonal interactions, which supports both language development and student engagement. The integration of counseling services with classroom instruction and SEL curriculum ensures that student needs are identified early and addressed through both direct services and classroom-based supports. This coordinated approach strengthens Tier 1 systems and ensures that unduplicated students receive consistent, proactive supports rather than solely reactive interventions. Research demonstrates that comprehensive social-emotional supports are associated with improved attendance, increased engagement, reduced behavioral incidents, and higher academic achievement. These impacts are particularly significant for Socioeconomically Disadvantaged students and English Learners, who often experience greater barriers to school	

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
		engagement that can negatively affect academic progress. By providing social-emotional and counseling services on an LEA-wide basis, the district ensures equitable access for all students while intentionally increasing targeted supports that address the unique needs of Socioeconomically Disadvantaged students and English Learners. This action helps reduce barriers to learning, strengthen student connectedness, and improve academic outcomes, thereby supporting efforts to close achievement gaps.	
2.3	**Action:** Youth Mental Health Services **Need:** Chronic absenteeism rates and student survey results on student safety confirm the need for comprehensive mental health services. On the 2023 California Dashboard, the chronic absenteeism rates were 33% for all students and 34% for Socioeconomically Disadvantaged students. The 2023 LCAP student survey indicates that 84.6% of all students feel safe at school (The student survey did not include specific demographic data). Input from educational partner LCAP meetings during the 2023-2024 school year reported the need for additional social emotional support and counseling services. Educational partners agree that the increase of additional mental health resources have increased school engagement and connectedness for their students and should	Providing comprehensive mental health support programs is an essential component of supporting student engagement, well-being, and behavior. This action is implemented on an LEA-wide basis to ensure all students have access to comprehensive mental health supports; however, it is principally directed toward and most effective for Socioeconomically Disadvantaged students because it addresses barriers to school engagement and connectedness that impact these student groups. For Socioeconomically Disadvantaged students, access to comprehensive mental health support programs provides targeted support for addressing external stressors that may include economic instability, housing insecurity, trauma exposure, and limited access to outside mental health services. These factors can significantly impact attendance, concentration, and behavior. By reducing these barriers within the school environment, this action increases the likelihood	Metrics 2.4, 2.6, 2.7

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
	continue to be a priority in the Oro Grande School District. **Scope:** LEA-wide	that students will be present, engaged, and able to connect to the school community. Research demonstrates that comprehensive mental health supports are associated with improved attendance, increased engagement, and reduced behavioral incidents. These impacts are particularly significant for Socioeconomically Disadvantaged students, who often experience greater barriers to school engagement that can negatively affect their progress. By providing mental health support services on an LEA-wide basis, the district ensures equitable access for all students while intentionally increasing targeted supports that address the unique needs of Socioeconomically Disadvantaged students. This action helps strengthen student connectedness and improve behavioral outcomes, thereby supporting efforts to increase connectedness and reduce chronic absenteeism and suspension rates.	
3.1	**Action:** Parent Engagement Programs **Need:** Creating opportunities for parents to engage in decision making is a top priority in the Oro Grande School District. Data from the Winter 2023 parent survey demonstrates the need to provide more opportunities for the school to work with families and the community to ensure shared decision making. 69.1% of all parents, 60% of EL parents, 69% of Socioeconomically Disadvantaged parents and 65% of Students with Disabilities surveyed	Family engagement is a key driver of student success and is supported through district-wide parent involvement strategies, communication systems, and opportunities for families to participate in their child's education. This action is implemented on an LEA-wide basis to ensure all families have equitable access to engagement opportunities; however, it is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students because it addresses barriers that can limit meaningful school-home communication, understanding of academic expectations, and consistent family participation in supporting	Measured by Metrics 3.1 and 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	responded that they participate in the decision making process. Educational partners, including school staff and families, consistently agree that a collaborative environment where all partners can give feedback, share resources and ideas are vital for the success of all students. **Scope:** LEA-wide	learning—factors that are directly linked to student achievement. For Socioeconomically Disadvantaged families, this action provides increased supports by reducing barriers to engagement such as limited time, transportation challenges, and reduced access to academic support resources outside of school. The district's family engagement efforts ensure that families receive timely information about student progress, instructional expectations, and available academic supports in formats that are accessible and actionable. This strengthens the home-school connection and increases the likelihood that students receive consistent reinforcement of learning at home, which is especially important for improving attendance, engagement, and academic performance. For English Learners and their families, this action provides additional supports by improving access to school communication and academic information through more culturally and linguistically responsive engagement practices. This includes efforts to ensure families can understand school expectations, monitor student progress, and engage in decision-making processes even when English proficiency may be limited. Strengthening two-way communication ensures that families are better able to support language development and academic learning at home and advocate for student needs within the school setting. Research consistently shows that strong school-family partnerships are associated with higher	

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
		student achievement, improved behavior, and increased motivation. These outcomes are particularly significant for English Learners and Socioeconomically Disadvantaged students, who benefit most when families are equipped with clear information, accessible communication, and opportunities to actively support learning alongside the school. By implementing family engagement strategies on an LEA-wide basis, the district ensures all families have access to meaningful involvement opportunities while intentionally increasing targeted supports that reduce barriers for English Learners and Socioeconomically Disadvantaged families. This action strengthens alignment between home and school, increases student support systems, and contributes to improved academic outcomes, thereby supporting efforts to close achievement gaps.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Learner Support **Need:** The 2023 ELA CAASPP scores for English Learners indicated that this population of	The district's Educational Services Department will provide a rigorous, supplemental, California State Standards-aligned, ELD curriculum. Additionally, this action will utilize the Ellevation online platform that will be used to implement data information and best strategies in English acquisition	Metrics 1.3, 1.5 and 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students is scoring 119.7 points below standard. In 2023, 37.9% of English Learners were making progress towards English language proficiency. ELAC and DELAC parent groups indicate that additional resources for the EL population as well as training for teachers in a priority to close the achievement gap for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	education. Ellevation provides teachers with readily available and easily comprehensible data on all district benchmarks as well as state tests like CAASPP and ELPAC. The readability of these data points, coupled with the instructional strategies and professional development built into the system, will assist teachers in making sound educational decisions for our students. This will help address EL instruction for multiple English Learner levels to increase language acquisition across all content areas. The utilization of this program will allow for small group and differentiated instruction based on English Learner levels and diagnostic results obtained by the use of this program. Teachers will receive instructional professional development in the ELD framework as well as language and vocabulary development. Teachers will work with the multilingual coordinator to gain research-based strategies to guide students during designated ELD lessons.	

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.

Additional concentration grant funding will be used to maintain the social worker and social programs, which will continue to support a decrease in the amount of students that are chronically absent from school. This social worker will continue to work at the site with the counseling staff, social nursing staff and administration to provide resources for students and families. The social worker will conduct home

visits and analyze data to show the effectiveness of programs. This additional staff member will continue to work on action items established in Goal 2 of the 2025-2026 LCAP (Action 2.2).

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	No comparison schools	No comparison schools
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools	No comparison schools

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,337,499	507,835	37.969%	0.000%	37.969%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$620,867.00	$27,513.00	$0.00	$32,252.00	$680,632.00	$219,604.00	$461,028.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Literacy and ELA Proficiency	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$14,185.00	$20,360.00	$7,032.00	$27,513.00		$0.00	$34,545.00	
1	1.2	Math Proficiency	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$0.00	$4,180.00	$4,180.00				$4,180.00	
1	1.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-Going	$0.00	$818.00	$818.00				$818.00	
1	1.4	Well-rounded Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$49,059.00	$3,829.00	$51,888.00			$1,000.00	$52,888.00	
1	1.5	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$11,503.00	$7,238.00	$12,947.00			$5,794.00	$18,741.00	
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$8,173.00	$26,276.00	$30,733.00			$3,716.00	$34,449.00	
1	1.7	Transportation and Field Trips	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$29,097.00	$207,198.00	$236,295.00				$236,295.00	
1	1.8	Special Education Para Educators	Students with Disabilities	No			All Schools	On-Going	$500.00	$0.00				$500.00	$500.00	
1	1.9	Professional Development for English Learners	English Learners	No			All Schools	On-Going	$0.00	$560.00	$560.00	$0.00	$0.00	$0.00	$560.00	
2	2.1	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$36,681.00	$14,257.00	$37,343.00			$13,595.00	$50,938.00	
2	2.2	Social/Emotional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$38,475.00	$171,000.00	$201,828.00			$7,647.00	$209,475.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Youth Mental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$19,897.00	$100.00	$19,997.00				$19,997.00	
3	3.1	Parent Engagement Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-Going	$12,034.00	$5,212.00	$17,246.00				$17,246.00	
3	3.2	Parent Participation Opportunities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,337,499	507,835	37.969%	0.000%	37.969%	$620,307.00	0.000%	46.378 %	**Total:**	$620,307.00
								LEA-wide Total:	$619,489.00
								Limited Total:	$818.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Literacy and ELA Proficiency	Yes	LEA-wide	English Learners Low Income	All Schools	$7,032.00	
1	**1.2**	Math Proficiency	Yes	LEA-wide	English Learners Low Income	All Schools	$4,180.00	
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$818.00	
1	**1.4**	Well-rounded Opportunities	Yes	LEA-wide	Low Income	All Schools	$51,888.00	
1	**1.5**	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$12,947.00	
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	LEA-wide	Low Income	All Schools	$30,733.00	
1	**1.7**	Transportation and Field Trips	Yes	LEA-wide	Low Income	All Schools	$236,295.00	
2	**2.1**	Health Services	Yes	LEA-wide	Low Income	All Schools	$37,343.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Social/Emotional Support	Yes	LEA-wide	Low Income	All Schools	$201,828.00	
2	2.3	Youth Mental Health Services	Yes	LEA-wide	Low Income	All Schools	$19,997.00	
3	3.1	Parent Engagement Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$17,246.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$496,224.00	$653,352.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Literacy and ELA Proficiency	Yes	$68,950.00	$64,166.79
1	**1.2**	Math Proficiency	Yes	$7,527.00	$4,179.74
1	**1.3**	English Learner Support	Yes	$9,784.00	$806.25
1	**1.4**	Well-rounded Opportunities	Yes	$58,812.00	$50,922.42
1	**1.5**	Technology	Yes	$40,272.00	$12,879.68
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	$14,042.00	$46,071.80
1	**1.7**	Transportation and Field Trips	Yes	$73,445.00	$302,478.14
1	**1.8**	Special Education Para Educators	No	$500.00	$0.00
1	**1.9**	Professional Development for English Learners	No	$0.00	$0.00
2	**2.1**	Health Services	Yes	$131,008.00	$84,097.78
2	**2.2**	Social/Emotional Support	Yes	$53,971.00	$53,166.12

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**	Youth Mental Health Services	Yes	$22,166.00	$20,177.80
3	**3.1**	Parent Engagement Programs	Yes	$15,747.00	$14,405.90
3	**3.2**	Parent Participation Opportunities	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$522,592	$432,040.00	$592,932.40	($160,892.40)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy and ELA Proficiency	Yes	$51,764.00	$47,101.15		
1	1.2	Math Proficiency	Yes	$7,527.00	$4,179.74		
1	1.3	English Learner Support	Yes	$8,789.00	$806.25		
1	1.4	Well-rounded Opportunities	Yes	$57,812.00	$50,922.42		
1	1.5	Technology	Yes	$33,272.00	$12,879.68		
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Yes	$9,512.00	$43,560.49		
1	1.7	Transportation and Field Trips	Yes	$73,445.00	$302,478.14		
2	2.1	Health Services	Yes	$98,035.00	$50,758.57		
2	2.2	Social/Emotional Support	Yes	$53,971.00	$45,662.26		
2	2.3	Youth Mental Health Services	Yes	$22,166.00	$20,177.80		
3	3.1	Parent Engagement Programs	Yes	$15,747.00	$14,405.90		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,347,426	$522,592	0%	38.784%	$592,932.40	0.000%	44.005%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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