LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange Center School District

CDS Code: 10-62331-6007009

School Year: 2025-26
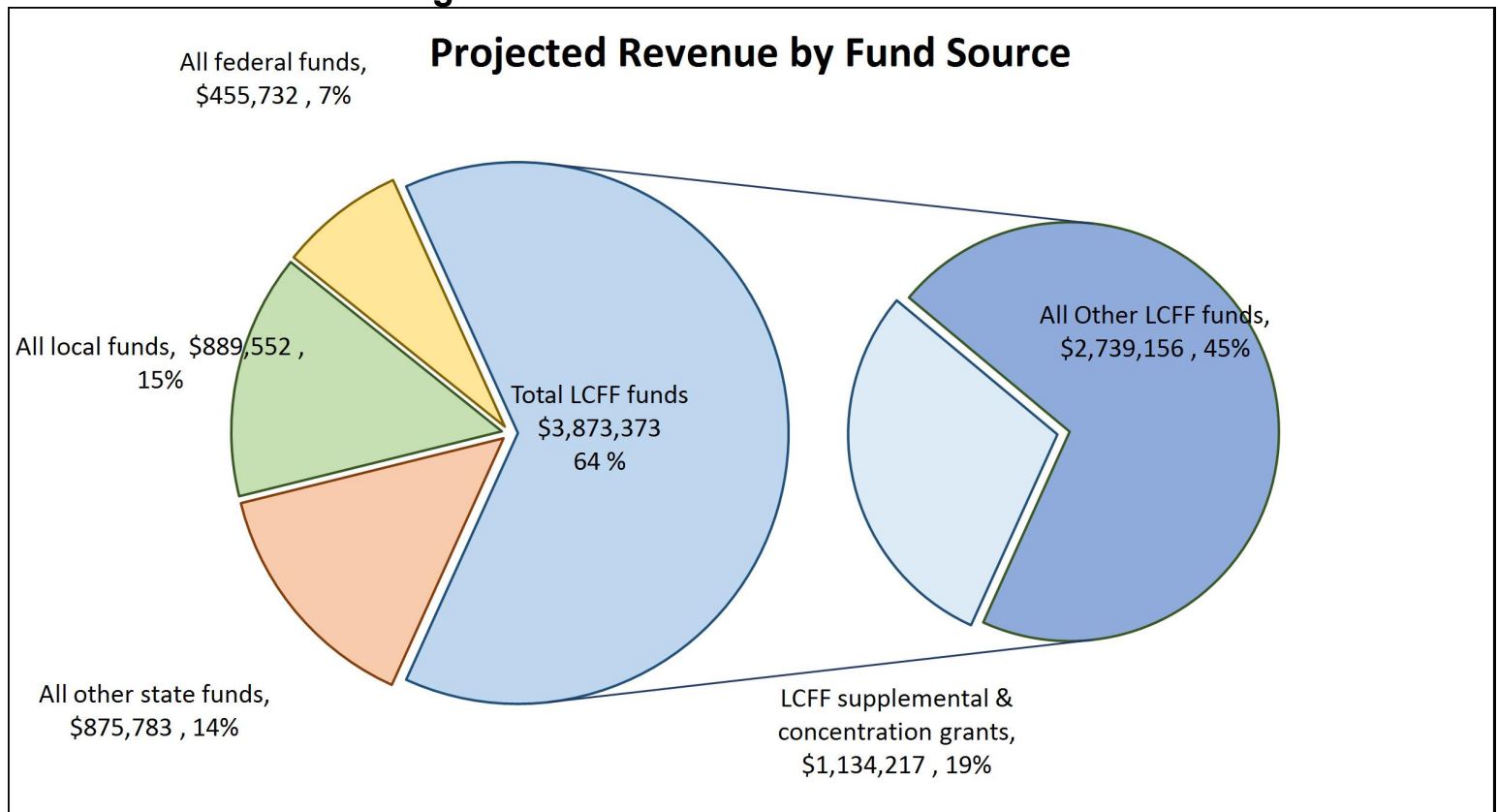
LEA contact information:

Terry M. Hirschfield

Superintendent

thirschfield@orangecenter.org

559-237-0437

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $455,732 , 7%

All local funds, $889,552 , 15%

All other state funds, $875,783 , 14%

Total LCFF funds $3,873,373 64 %

All Other LCFF funds, $2,739,156 , 45%

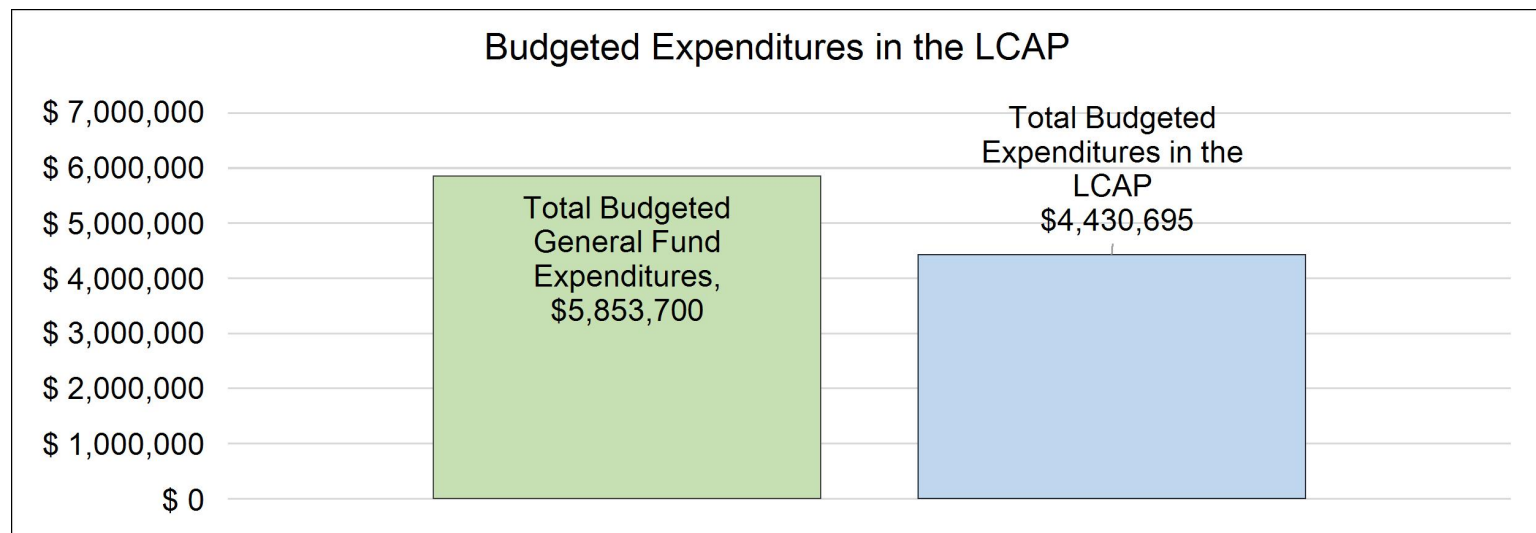LCFF supplemental & concentration grants, $1,134,217 , 19%

This chart shows the total general purpose revenue Orange Center 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 Orange Center School District is $6,094,440, of which $3,873,373 is Local Control Funding Formula (LCFF), $875,783 is other state funds, $889,552 is local funds, and $455,732 is federal funds. Of the $3,873,373 in LCFF Funds, $1,134,217 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 Orange Center School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange Center School District plans to spend $5,853,700 for the 2025-26 school year. Of that amount, $4,430,695 is tied to actions/services in the LCAP and $1,423,005 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
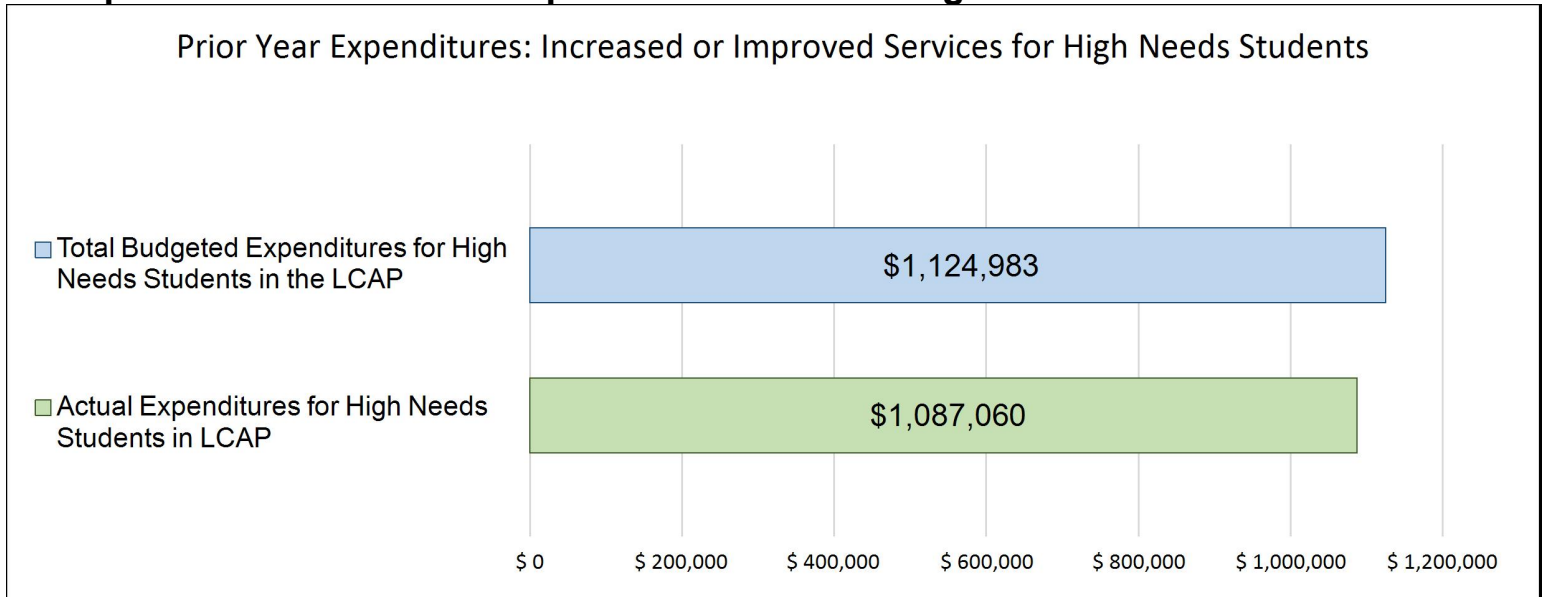
Expenditures from General Fund for basic needs as far as Maintenance and Office and Business Personnel, Restricted and Unrestricted Lottery, Federal and State Special Education, and Other Local

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

In 2025-26, Orange Center School District is projecting it will receive $1,134,217 based on the enrollment of foster youth, English learner, and low-income students. Orange Center School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orange Center School District plans to spend $1,317,300 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $1,124,983
- Actual Expenditures for High Needs Students in LCAP: $1,087,060

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

The text description of the above chart is as follows: In 2024-25, Orange Center School District's LCAP budgeted $1,124,983 for planned actions to increase or improve services for high needs students. Orange Center School District actually spent $1,087,060 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $37,923 had the following impact on Orange Center School District's ability to increase or improve services for high needs students:

The difference has not negatively impacted students, as a majority of the services indicated in the plan were fully provided to students and families.

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
Orange Center School District	Terry M. Hirschfield Superintendent	thirschfield@orangecenter.org 559-237-0437

Plan Summary [2025-26]

General Information

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

The Orange Center School District serves approximately 260 students from Transitional Kindergarten (TK) through 8th grade, providing high-quality, engaging instruction to prepare students for future academic and life experiences. The district offers a well-rounded curriculum encompassing English Language Arts, Mathematics, Social Science, Science, Technology, Physical Education, and Art.

Orange Center School District is home to a diverse student population, with approximately five languages spoken by students and their families, including English, Spanish, Hmong, Lao, and Mixtec. Demographic data indicate that the student body comprises approximately 87% Hispanic or Latino, 8% Asian, 0% African American, 3% White, and 1% identifying as two or more races or American Indian. Additionally, 29% of students are classified as English Learners, while 98% are considered socioeconomically disadvantaged. The district also supports 16 Long-Term English Learners (LTELs).

Orange Center School District employs 40 dedicated staff members and offers a variety of programs beyond the general education curriculum. These include a TK-5th grade Dual Immersion Program (Spanish), Beginning Music (TK-5th grade), and Marimba (4th-8th grade). Students can also access cultural and performing arts programs such as Folklórico and Hmong Dance (TK-8th grade). A diverse range of elective opportunities are available, including Coding, 3D Printing, Leadership, Multicultural Studies, Beginning Marimba, Art, Mindfulness, Drama, Cultural Studies, Lego Engineering, and Introduction to Soccer/Volleyball.

Reflections: Annual Performance

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

Orange Center has had many successes based on the 2024 Dashboard:
In ELA: 25.5 points below standard. Orange Center increased by 13.1 Points
In Math 70 points below standard. Orange Center decreased by 1.4 Points
The 2024 Dashboard also reports that 46.8% of current EL students are making progress towards English language proficiency. The number of Orange Center EL Students who made progress toward English Proficiency decreased by 12.8%
In the previous year, 25.2% of students were deemed Chronically Absent. The number of Orange Center Chronically Absent students declined by 10%

Orange Center School District has identified challenges based on the 2023 Dashboard:
One challenge that has been identified is that 5.8% of students were suspended for at least one day in the year prior. During the 2023-2024 school year, the suspension rate increased by 2.4%

As part of this response, Orange Center must identify any areas designated as "Red" through the California Department of Education Dashboard, which will remain unchanged during the three-year LCAP cycle.
Orange Center School had one area reported on the CDE Dashboard as "Red", which indicated increased suspensions for Hispanic students. Action 2.5 will address the Red on the 2023 Dashboard for Suspension for Hispanic Students. Orange Center's all-students category for suspensions on the CA Department of Education Dashboard demonstrates that 5.8% of students were suspended for at least one day. Compared to the Hispanic subgroup, 5.3% of the student group was suspended at least one day, which increased by 2.5% from the previous year.

Orange Center School District will identify any additional LREBG funds apportioned as part of the 2025-26 budget act as part of the 2026-27 LCAP. Orange Center has LREBG unspent funds in the amount of $401,180.00. Based on the needs of our District, as indicated in Metrics 1.1, 2.2, 2.3, 2.5, and 2.7. Funds will be spent as indicated in Goal 2, Action 2.16, to provide services through a Behavior Technician.

Reflections: Technical Assistance

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

Based on a review of student group performance on the 2024 California School Dashboard Priority Areas, the California Department of Education (CDE) has identified Orange Center School District as eligible for Differentiated Assistance (DA) in the areas of: LTELs- EL progress and Chronic Absenteeism & Students With Disapbilites: Suspension Rate and Academic Progress in ELA and Math.

To support this effort, Orange Center School District has partnered with the Data and Strategy Improvement Team from the Fresno County Superintendent of Schools. This collaboration aims to strengthen the district's capacity to develop and implement actions and services that are responsive to the needs of students and the broader community in the areas of 1) LTEL for the ELPI and chronic absenteeism, and 2) SWD for academics and suspensions. Key components of this initiative include:

A collaborative review of state and local data to identify the district's strengths and areas for growth;

A root cause analysis to determine targeted areas of support and the development of a Theory of Improvement, outlining the necessary actions the district will take to enhance student outcomes, as reflected in the Local Control and Accountability Plan (LCAP).

This partnership underscores the District's commitment to continuous improvement and ensuring equitable opportunities for all students.

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
Parents	Parent Meetings and opportunities for input regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds were held on April 24,2025 (Meeting) May 15, 2025 (informational booth).
Pupils/Students	All students, including Low-Income English Learners and Foster Youth, were invited to share concerns and ideas regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds through facilitated discussions on May 5th,2025, daily tiger chats, and an end-of-the-year survey.
Certificated Bargaining Unit	Orange Center Teachers Association CTA, teachers were invited to attend an LCAP meeting to discuss and provide feedback regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds on March 27,2025. The District also offered opportunities for all staff to give feedback and to review the LCAP on May 6th, 7th,8th, and 9th, 2025 through working morning break, and lunch meetings.
Classified Bargaining Unit	The District does not have a classified bargaining unit. Classified employees are given the opportunity to participate in the LCAP planning process and to discuss and provide feedback regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds during the ALL STAFF LCAP meeting held on April 10th, 2024., in addition to all other stakeholder LCAP meetings that were available. The District also offered opportunities for all staff to give feedback and to review the LCAP on May 6th, 7th,8th, and 9th, 2024 through working morning break, and lunch meetings.

Educational Partner(s)	Process for Engagement
Teachers	Orange Center Teachers Association CTA, teachers were invited to attend an LCAP meeting to discuss the LCAP and provide feedback regarding o discuss and provide feedback regarding LCAP, goals, and actions, including Title I, Title II, Title III, and LREBG funds on March 24, 2025. In addition, they were invited to the LCAP all-staff meeting on April 10th, 2025. They were also invited to all LCAP meetings held on April 1, 2025, and April 10, 2025. The District also offered opportunities for all staff to give feedback and to review the LCAP on May 6th, 7th,8th, and 9th, 202,5, through working morning break, and lunch meetings.
Classified Employees	Classified employees are given the opportunity to participate in the LCAP planning process and to o discuss and provide feedback regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds during the ALL STAFF LCAP meeting held on March 27,2025, in addition to all other community partner meetings that were available. The District also offered opportunities for all staff to give feedback and to review the LCAP on May 6th, 7th,8th, and 9th, 2025 through working morning break, and lunch meetings.
Administration	Orange Center Principal, Vice Principal, and Certificated Management were held to review and to discuss and provide feedback regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds on March 7, 2025, and March 28,2025. The District also offered opportunities for all staff to give feedback and to review the LCAP on May 6th, 7th,8th, and 9th, 2025 through working morning break, and lunch meetings.
Principals	Orange Center Principal, CTA, teachers, classified and management/classified/confidential staff meetings were held to review and give input and to discuss and provide feedback regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds on March 27th & April 10, 2025.
SELPA (for SWD actions)	Orange Center School District consulted with the Fresno County Superintendent of Schools SELPA regarding the district LCAP and to discuss and provide feedback regarding LCAP, goals and actions including, Title I, Title II, Title III, and LREBG funds at the SELPA Operations Committee Meeting on March 27, April 24, and May 22, 2025.

Educational Partner(s)	Process for Engagement
PAC Input & Draft LCAP for input from PAC	Orange Center's Parent Advisory Committee, Input Meetings: March 13, 2025, May 22, 2025. A draft was presented on June 6th, 2025. There were no comments made however, if comments were made the Superintendent would have responded to each comment in writing, as required.
DELAC & Draft LCAP for input from DELAC*	The Orange Center DELAC, Input Meetings: March 13, 2024, May 22, 2025. All comments were responded to in writing as appropriate.
School Site Council	The PAC & School Site Council was presented with a draft of the LCAP on May 22, 2025. There were no comments made however, if comments were made the Superintendent would have responded to each comment in writing, as required.
Mid-Year Report	Mid-Year Report to the Board Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA on February 12, 2025.
Public Comment Period as per Ed Code 52062(a)(3)	The public comments period was May 14, 2025 - May 30, 2025. Draft copies of the LCAP were available for parents and the public to obtain in the Orange Center School Office and on the district website. Feedback was accepted via email, phone, text, and handwritten notes. Translation services were available at all meetings in English and Spanish.
Public Hearing as per Ed Code 52062(b)(1)	Community members were invited to provide input during the public hearing held on June 11, 2025. The District has increased efforts to reach out to all educational partners. This year's process allowed for data to be shared with educational partners through parent meetings and the District website and a greater opportunity to be involved in the input process. Orange Center held a public hearing on June 11, 2025.
Board LCAP Adoption as per Ed Code 52062(b)(2)	The Orange Center School Board approved the LCAP and the Budget for the 2025-26 school year on June 25, 2025. Local indicators were presented in conjunction with the LCAP adoption.

Educational Partner(s)	Process for Engagement
Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2)	The Orange Center School Board approved the LCAP and the Budget for the 2025-26 school year on June 25, 2025. Local indicators were presented in conjunction with the LCAP adoption.
Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2)	The Orange Center School Board approved the LCAP and the Budget for the 2025-26 school year on June 25, 2025. Local indicators were presented in conjunction with the LCAP adoption.

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

Feedback from educational partners that has influenced aspects of the LCAP, goals, and actions, including Title I, Title II, Title III, and LREBG funds, can be found throughout the plan: PAC, SSC, DELAC, teachers, other staff members, and parent feedback were similar.
Feedback: Input included updated outdoor interactive spaces for students to expand their learning opportunities, such as fields and a potential gymnasium.
Feedback suggesting that the math intervention program be expanded to address low math success has been applied in Goal 1: Services, Reading/Math Intervention.
Feedback suggesting that a comprehensive Music program be continued to address student connectivity, academic achievement, and SEL needs continues to be applied in Goal 1: Performing Arts.
Feedback suggesting that a Behavior Technician be made available to support students who need support in socialization skills, connectedness, and attendance, PBIS strategies will be applied in Goal 2.

Teacher, Classified Employees: Increased community activities, including parent universities, community opportunities, as well as other outreach events. Identified trends from teaching and certificated and confidential staff indicated a need for addressing trauma, professional development in key areas math instruction and SEL lessons for teachers and staff, and increased improvements in the school building and grounds, a need for outdoor interactive spaces and structures, increased services to address learning difficulties through assessment data analysis, increased support to address attendance issues and a need to provide curriculum and services and support for students and staff in the area of Social Emotional Learning and Self Care.

Identified trends from students indicated a need for increased student activities, increased awards, and appreciation opportunities, increased high-interest clubs, focused STEAM activities, and field trips (expansion of electives to lower grades), and gardening opportunities for students in grades TK-4th grade.

All our partners, including our Special Education partners, were happy with the overall direction regarding our goals and actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student academic achievement 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.

Data review at Orange Center School reveals that few students meet grade-level standards in ELA and Mathematics. To address this, the school aims to hire and retain highly qualified staff, anticipating that this will lead to higher academic achievement across all student groups as measured by CAASPP scores in Math and ELA, and improved annual growth rates for English learners on the ELPAC. Orange Center continues to monitor the progress of low-income and English learner students, although the number of foster youth students is too small to report separately in the LCAP.

When reviewing data for all students at Orange Center School, data indicates that a low number of students meet grade-level standards in ELA and Mathematics. To increase academic achievement highly qualified staff must be hired and retained. As a result, we expect increased academic achievement for all students as measured by CAASPP Math and ELA and increased percentages of ELs making annual growth in the ELPAC. Orange Center continues to monitor data for our low-income, English learner, and foster youth students. The LEA does not have a significant number of foster youth students to report their data within the LCAP.

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 Assessment results	Data Source- CAASPP (CA Dept. Ed) ELA 2022-23	Data Source- CAASPP (CA Dept. Ed) ELA 2023-24		Data Source- CAASPP (CA Dept. Ed) ELA 2025-2026	Data Source- CAASPP (CA Dept. Ed)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All ELA: Standard Exceeded - 8.13% Standard Met - 27.5% Standard Nearly Met - 25% Standard Not Met - 39.38% Math Standard Exceeded - 7.36% Standard Met - 17.18% Standard Nearly Met - 25.15% Standard Not Met - 50.31% EL ELA: Standard Exceeded - 8.45% Standard Met - 23.94% Standard Nearly Met - 30.99% Standard Not Met - 36.62% Math: Standard Exceeded - 9.59% Standard Met - 17.81% Standard Nearly Met - 16.44%	All ELA: Standard Exceeded - 10% Standard Met - 30% Standard Nearly Met - 25.63% Standard Not Met - 34.38% Math Standard Exceeded - 4.94% Standard Met - 14.81% Standard Nearly Met - 30.25% Standard Not Met - 50% EL ELA: Standard Exceeded - 5.88% Standard Met - 15.69% Standard Nearly Met - 25.49% Standard Not Met - 52.94% Math: Standard Exceeded - 0%		All ELA: Standard Exceeded - 20% Standard Met - 35% Standard Nearly Met - 25% Standard Not Met - 20% Math Standard Exceeded - 20% Standard Met - 25% Standard Nearly Met - 35% Standard Not Met - 20% EL ELA: Standard Exceeded - 20% Standard Met - 35% Standard Nearly Met - 25% Standard Not Met - 20% Math: Standard Exceeded - 20%	All ELA: Standard Exceeded - +1.87% from baseline Standard Met - +2.5% from baseline Standard Nearly Met - +.63% from baseline Standard Not Met - -5% from baseline Math Standard Exceeded - +2.42% from baseline Standard Met - +2.37% from baseline Standard Nearly Met - +5..1% from baseline Standard Not Met - +.31% from baseline EL ELA: Standard Exceeded - -2.57% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Not Met - 56.16% LTEL ELA: Standard Exceeded - 0% Standard Met - 9.09% Standard Nearly Met - 27.27% Standard Not Met - 36.62% Math: Standard Exceeded - 9.09% Standard Met - 9.09% Standard Nearly Met - 0% Standard Not Met - 81.82% SED ELA: Standard Exceeded - 8.45% Standard Met -23.94 % Standard Nearly Met - 30.99% Standard Not Met - 36.62% Math: Standard Exceeded - 9.59 % Standard Met - 17.81%	Standard Met - 7.69% Standard Nearly Met - 32.69% Standard Not Met - 59.62% LTEL ELA: Standard Exceeded - 10% Standard Met - 30% Standard Nearly Met - 25.63% Standard Not Met - 34.38% Math: Standard Exceeded - 4.94% Standard Met - 14.81% Standard Nearly Met - 30.25% Standard Not Met - 50% SED ELA: Standard Exceeded - 8.15% Standard Met - 36.37% Standard Nearly Met - 28.15%		Standard Met - 25% Standard Nearly Met - 35% Standard Not Met - 20% LTEL ELA: Standard Exceeded - 20% Standard Met - 35% Standard Nearly Met - 25% Standard Not Met - 20% Math: Standard Exceeded - 20% Standard Met - 25% Standard Nearly Met - 35% Standard Not Met - 20% SED ELA: Standard Exceeded -15% Standard Met -25 % Standard Nearly Met - 50%	Standard Met - -7.98% from baseline Standard Nearly Met - -5.5% from baseline Standard Not Met - +16.02% from baseline Math: Standard Exceeded - -9.59% from baseline Standard Met - -10.12% from baseline Standard Nearly Met - +16.25% from baseline Standard Not Met - +3.46% from baseline LTEL ELA: Standard Exceeded - +10% from baseline Standard Met - +20.91% from baseline Standard Nearly Met - -1.64% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Nearly Met - 16.44% Standard Not Met - 56.16% FY *FY data not available to protect privacy. Data Source: 2022-23 CAASPP SWD ELA: Standard Exceeded - 3.13% Standard Met -15.63 Standard Nearly Met - 25% Standard Not Met - 56.25 % Math: Standard Exceeded - 0 Standard Met - 9.38% Standard Nearly Met - 3.13 % Standard Not Met - 87.5%	Standard Not Met - 33.33% Math: Standard Exceeded 3.68% Standard Met - 15.44% Standard Nearly Met - 31.62% Standard Not Met - 49.26% FY *FY data not available to protect privacy. Data Source: 2023-24 CAASPP SWD ELA: Standard Exceeded - 0% Standard Met - 11.54% Standard Nearly Met - 34.62% Standard Not Met - 53.85% Math: Standard Exceeded - 0 Standard Met - 4.3%		Standard Not Met - 10% Math: Standard Exceeded -15% Standard Met -25 % Standard Nearly Met - 50% Standard Not Met - 10% FY *FY data may not be available to protect privacy. Data Source: 2025-26 CAASPP SWD ELA: Standard Exceeded - 5% Standard Met -30 Standard Nearly Met - 35% Standard Not Met - 30 % Math: Standard Exceeded - 5% Standard Met -30 Standard Nearly Met - 35%	Standard Not Met - -2.24% from baseline Math: Standard Exceeded - +4.15% from baseline Standard Met - +5.72% from baseline Standard Nearly Met - +30.25% from baseline Standard Not Met - +31.82% from baseline SED ELA: Standard Exceeded - +1.05% from baseline Standard Met - +5.86% from baseline Standard Nearly Met - -7.19%from baseline Standard Not Met - +0.28% from baseline Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Nearly Met -18.52 % Standard Not Met - 77.78%		Standard Not Met - 30 %	Standard Exceeded---.3% from baseline Standard Met - -2.37% from baseline Standard Nearly Met - +15.18% from baseline Standard Not Met - -6.9% from baseline FY *FY data not available to protect privacy. Data Source: 2023-24 CAASPP SWD ELA: Standard Exceeded - 3.13% from baseline Standard Met - +2.57% from baseline Standard Nearly Met - +2.3% from baseline Standard Not Met - -2.05% from baseline Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Standard Exceeded - 0% from baseline Standard Met - -5.08% from baseline Standard Nearly Met -+15.39% from baseline Standard Not Met - -9.2% from baseline
1.2	Retain fully credentialed teachers with no misassignments nor vacancies.	Data Source: CDE Dashboard Number/percentage of misassignments of teachers of English learners: 0/0% Total teacher misassignments: 0/0% Vacant teacher positions: 0/0% Data Year: 2023-2024	Data Source: CDE Dashboard Number/percentage of misassignments of teachers of English learners: 0/0% Total teacher misassignments: 0/0% Vacant teacher positions: 0/0% Data Year: 2024-2025		Data Source: CDE Dashboard Number/percentage of misassignments of teachers of English learners: 0/0% Total teacher misassignments: 0/0% Vacant teacher positions: 0/0% Data Year: 2025-2026	Data Source: CDE Dashboard Number/percentage of misassignments of teachers of English learners: 0/0% Total teacher misassignments: 0/0% Vacant teacher positions: 0/0% from baseline Data Year: 2024-2025
1.3	EL Reclassification Rate	Data Year: 2022-23 8.7% Data Source: DataQuest	Data Year: 2023-24 6.9% Data Source: DataQuest		Data Year: 2025-26 25% Data Source: DataQuest	Data Year: 2023-24 -1.8% from baseline Data Source: DataQuest

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Access to standards-aligned instructional materials	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0/0% Data Source: CDE Dashboard Data Year: 2023-2024	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0/0% Data Source: CDE Dashboard Data Year: 2024-2025		0% Data Year 2025-26 Data Source: 2025-26 Dashboard	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0/0% from baseline Data Source: CDE Dashboard Data Year: 2024-2025
1.5	State standardized assessment Distance From Standard results in ELA and math for EL student and the rate of EL students making progress towards English Language Proficiency.	Data Source: 2022-23 CAASPP 21.65% - Level 4 35.05% - Level 3 30.93% - Level 2 12.37% - Level 1 59.6% of ELs are making progress towards English language proficiency. EL students - 53.6 Points below standard in ELA EL students - 71.1 points below standard in mathematics. Data Source: 2023 Dashboard	Data Source: 2023-24 CAASPP 6.58% - Level 4 40.79% - Level 3 38.16% - Level 2 14.47% - Level 1 46.8% of ELs are making progress towards English language proficiency. EL students - 20.3 Points below standard in ELA EL students - 55.7 points below standard in mathematics.		Data Source: 2025-26 CAASPP 35% - Level 4 35% - Level 3 22% - Level 2 8% - Level 1 75% of ELs making progress towards English language proficiency. EL students - 30 Points below standard in ELA EL students - 40 points below standard in mathematics.	Data Source: 2023-24 CAASPP -15.07% - Level 4 +5.74% - Level 3 +7.23% - Level 2 +2.1% - Level 1 -12.8% of ELs are making progress towards English language proficiency. EL students - +23.3 Points below standard in ELA EL students - 15.4 points below standard in mathematics.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: 2024 Dashboard		Data Source: 2026 Dashboard	Data Source: 2024 Dashboard
1.6	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Data Source: CDE Dashboard English Language Arts-Common Core State Standards for English Language Arts: 5- Full implementation and sustainability English Language Development (Aligned to English Language Arts Standards): 5-Full implementation and sustainability Mathematics-Common Core State Standards for Mathematics: 5-Full implementation and sustainability Next Generation Science Standards: 5-Full implementation History-Social Science: 5-Full implementation and sustainability Data Year: 2023-2024	Data Source: CDE Dashboard English Language Arts-Common Core State Standards for English Language Arts: 5- Full implementation and sustainability English Language Development (Aligned to English Language Arts Standards): 5-Full implementation and sustainability Mathematics-Common Core State Standards for Mathematics: 5-Full implementation and sustainability Next Generation Science Standards:		Data Source: CDE Dashboard English Language Arts-Common Core State Standards for English Language Arts: 5- Full implementation and sustainability English Language Development (Aligned to English Language Arts Standards): 5-Full implementation and sustainability Mathematics-Common Core State Standards for Mathematics: 5-Full implementation and sustainability Next Generation Science Standards:	Data Source: CDE Dashboard English Language Arts-Common Core State Standards for English Language Arts: 5- Full implementation and sustainability English Language Development (Aligned to English Language Arts Standards): 5-Full implementation and sustainability Mathematics-Common Core State Standards for Mathematics: 5-Full implementation and sustainability Next Generation Science Standards:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5-Full implementation History-Social Science: 5-Full implementation and sustainability Data Year: 2024-2025		5-Full implementation History-Social Science: 5-Full implementation and sustainability Data Year: 2025-2026	5-Full implementation History-Social Science: 5-Full implementation and sustainability from baseline Data Year: 2024-2025
1.7	CAST Assessment	CAASPP- Science Standard Exceeded - 2.13% Standard Met - 17.02% Standard Nearly Met - 74.47% Standard Not Met - 6.38% Data Year:2022-2023	CAASPP- Science Standard Exceeded -4.09% Standard Met - 24.49% Standard Nearly Met - 61.22% Standard Not Met - 10.2% Data Year:2023-2024		CAASPP- Science Standard Exceeded -15% Standard Met - 35% Standard Nearly Met - 50% Standard Not Met - 0% Data Year:2025-2026	CAASPP- Science Standard Exceeded -+1.96% Standard Met - +7.47% Standard Nearly Met---13.25% Standard Not Met - 3.82% from baseline Data Year:2023-2024
1.8	Access to and Enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable)	Data Source: CDE Dashboard Career Technical Education: 5-Full implementation and sustainability Health Education Content Standards:	Data Source: CDE Dashboard Career Technical Education: 5-Full implementation and sustainability		Data Source: CDE Dashboard Career Technical Education: 5-Full implementation and sustainability	Data Source: CDE Dashboard Career Technical Education: 5-Full implementation and sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5-Full implementation and sustainability Physical Education Model Content Standards: 5-Full implementation and sustainability Visual and Performing Arts: 5-Full implementation and sustainability World Language: 3-Initial implementation Data Year: 2023-2024	Health Education Content Standards: 5-Full implementation and sustainability Physical Education Model Content Standards: 5-Full implementation and sustainability Visual and Performing Arts: 5-Full implementation and sustainability World Language: 3-Initial implementation Data Year: 2024-2025		Health Education Content Standards: 5-Full implementation and sustainability Physical Education Model Content Standards: 5-Full implementation and sustainability Visual and Performing Arts: 5-Full implementation and sustainability World Language: 3-Initial implementation Data Year: 2025-2026	Health Education Content Standards: 5-Full implementation and sustainability Physical Education Model Content Standards: 5-Full implementation and sustainability Visual and Performing Arts: 5-Full implementation and sustainability World Language: 3-Initial implementation from baseline Data Year: 2024-2025
1.9	Outcomes of Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable)	ELA 2022-23 (CAASPP Assessment results) All ELA: Standard Exceeded - 8.13% Standard Met - 27.5% Standard Nearly Met - 25%	Data Source- CAASPP (CA Dept. Ed) ELA 2023-24 All ELA: Standard Exceeded - 10%		ELA 2025-2026 (CAASPP Assessment results) All ELA: Standard Exceeded - 20%	Data Source- CAASPP (CA Dept. Ed) All ELA: Standard Exceeded - +1.87% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Not Met - 39.38% Math Standard Exceeded - 7.36% Standard Met - 17.18% Standard Nearly Met - 25.15% Standard Not Met - 50.31% EL ELA: Standard Exceeded - 8.45% Standard Met - 23.94% Standard Nearly Met - 30.99% Standard Not Met - 36.62% Math: Standard Exceeded - 9.59% Standard Met - 17.81% Standard Nearly Met - 16.44% Standard Not Met - 56.16% SED ELA: Standard Exceeded - 8.45% Standard Met -23.94 %	Standard Met - 30% Standard Nearly Met - 25.63% Standard Not Met - 34.38% Math Standard Exceeded - 4.94% Standard Met - 14.81% Standard Nearly Met - 30.25% Standard Not Met - 50% EL ELA: Standard Exceeded - 5.88% Standard Met - 15.69% Standard Nearly Met - 25.49% Standard Not Met - 52.94% Math: Standard Exceeded - 0% Standard Met - 7.69% Standard Nearly Met - 32.69%		Standard Met - 35% Standard Nearly Met - 25% Standard Not Met - 20% Math Standard Exceeded - 20% Standard Met - 25% Standard Nearly Met - 35% Standard Not Met - 20% EL ELA: Standard Exceeded - 20% Standard Met - 35% Standard Nearly Met - 25% Standard Not Met - 20% Math: Standard Exceeded - 20% Standard Met - 25% Standard Nearly Met - 35% Standard Not Met - 20%	Standard Met - +2.5% from baseline Standard Nearly Met - +.63% from baseline Standard Not Met - -5% from baseline Math Standard Exceeded - +2.42% from baseline Standard Met - +2.37% from baseline Standard Nearly Met - +5..1% from baseline Standard Not Met - +.31% from baseline EL ELA: Standard Exceeded - -2.57% from baseline Standard Met - -7.98% from baseline Standard Nearly Met - -5.5% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Nearly Met - 30.99% Standard Not Met - 36.62% Math: Standard Exceeded - 9.59 % Standard Met - 17.81% Standard Nearly Met - 16.44% Standard Not Met - 56.16%	Standard Not Met - 59.62% LTEL ELA: Standard Exceeded - 10% Standard Met - 30% Standard Nearly Met - 25.63% Standard Not Met - 34.38% Math: Standard Exceeded - 4.94% Standard Met - 14.81% Standard Nearly Met - 30.25% Standard Not Met - 50% SED ELA: Standard Exceeded - 8.15% Standard Met - 36.37% Standard Nearly Met - 28.15% Standard Not Met - 33.33% Math:		SED ELA: Standard Exceeded -15% Standard Met -25 % Standard Nearly Met - 50% Standard Not Met - 10% Math: Standard Exceeded -15% Standard Met -25 % Standard Nearly Met - 50% Standard Not Met - 10%	Standard Not Met - +16.02% from baseline Math: Standard Exceeded - -9.59% from baseline Standard Met - -10.12% from baseline Standard Nearly Met - +16.25% from baseline Standard Not Met - +3.46% from baseline LTEL ELA: Standard Exceeded - +10% from baseline Standard Met - +20.91% from baseline Standard Nearly Met - -1.64% from baseline Standard Not Met - -2.24% from baseline Math: Standard Exceeded -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Exceeded 3.68% Standard Met - 15.44% Standard Nearly Met - 31.62% Standard Not Met - 49.26% FY *FY data not available to protect privacy. Data Source: 2023-24 CAASPP SWD ELA: Standard Exceeded - 0% Standard Met - 11.54% Standard Nearly Met - 34.62% Standard Not Met - 53.85% Math: Standard Exceeded - 0 Standard Met - 4.3% Standard Nearly Met -18.52 % Standard Not Met - 77.78%			+4.15% from baseline Standard Met - +5.72% from baseline Standard Nearly Met - +30.25% from baseline Standard Not Met - +31.82% from baseline SED ELA: Standard Exceeded - +1.05% from baseline Standard Met - +5.86% from baseline Standard Nearly Met - -7.19%from baseline Standard Not Met - +0.28% from baseline Math: Standard Exceeded---.3% from baseline Standard Met - -2.37% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Standard Nearly Met - +15.18% from baseline Standard Not Met - -6.9% from baseline FY *FY data not available to protect privacy. Data Source: 2023-24 CAASPP SWD ELA: Standard Exceeded - 3.13% from baseline Standard Met - +2.57% from baseline Standard Nearly Met - +2.3% from baseline Standard Not Met - -2.05% from baseline Math: Standard Exceeded - 0% from baseline Standard Met - -5.08% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Standard Nearly Met -+15.39% from baseline Standard Not Met - -9.2% from baseline
1.10	Other pupil outcomes	100% of TK-8th grade students have access to music instruction 100% of TK-5th grade students have access to the dual Immersion Program 100% of 6th-8th grade students have access to elective courses\n\nData Year: 2023-2024 Data Source: Local Data	100% of TK-8th grade students have access to music instruction 100% of TK-5th grade students have access to the dual Immersion Program 100% of 6th-8th grade students have access to elective courses\n\nData Year: 2024-2025 Data Source: Local Data		100% of TK-8 grade students have access to music instruction 100% of TK-5th grade students have access to the Dual Immersion Program 100% of 4th-8th grade students have access to elective courses\n\nData Year: 2025-2026 Data Source: Local Data	100% of TK-8th grade students have access to music instruction 100% of TK-5th grade students have access to the dual Immersion Program 100% of 6th-8th grade students have access to elective courses from baseline Data Year: 2024-2025 Data Source: Local Data

Goal Analysis [2024-25]
An analysis of how this goal was carried out in the previous year.

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

Goal 1: Increase all students' academic achievement in ELA and Mathematics.
All actions within this goal contributed to increasing student achievement and the achievement of English Learners, low-income and foster youth students.
1.1 Employ and retain highly qualified staff: This action was implemented as expected. Orange Center continues to employ and retain highly qualified staff.

1.2 Professional Development: Best Practices: This action was implemented as expected. The offered professional development focused on structures to increase student engagement, scaffolding strategies, and analyzing and assessing student learning.

1.3 Intervention- ELA 1st-8th grade and Math 5th-8th grade: This action was implemented as expected. A credentialed teacher provided specialized direct instruction support to students through individualized and small-group remediation lessons.

1.4 Special Education Services: This action was implemented as expected. Two SPED Teachers, a contract for a School Psychologist for three days a week, and a Speech Pathologist for 2.5 days a week were provided.

1.5 Data Analysis and Disaggregation Services: This action was implemented as expected. The district was able to contract services to disaggregate data and assist with data analysis.

1.6 Curriculum Mapping: This action was implemented as expected. Additional time was allocated to build curriculum maps and assessment calendars for the school year.

1.7 Supplemental Support for Students (Tutors): This action was implemented as expected. A credentialed EL coordinator and classroom teachers continued to support staff in providing remediation and acceleration activities.

1.8 STEAM Education: This action was implemented as expected. Teachers continued to support students by providing supplemental science, technolgy,engineering, art and mathematics activities.

1.9 Performing Arts Program: This action was implemented as expected. Music Instructors continued to support students by providing percussion, marimba, and choir activities.

1.10 Instructional Technology Support: This action was implemented as expected. A credentialed Technology coordinator was provided.

1.11 Extended Learning/ Real Life Learning: This action was implemented as expected. Teachers and support staff continued to support students by providing extended learning activities and real life learning activities.

1.12 Dual Immersion/ ELD Programs- Supplemental Curriculum and Supplies: This action was implemented as expected. Teachers and support staff continued to support students by providing the option to participate in dual immersion program.

1.13 Services for Homeless Students Title 1: This action was implemented as expected. Eligible students/families were provided services as needed.

1.14 English Learner Coordinator: This action was implemented as expected. A credentialed EL coordinator was provided and services were implemented.

Overall Successes: Most actions were implemented as expected. Designated students benefited from the reading and math intervention program and improved toward meeting grade-level standards. Teachers used data to plan appropriate lessons and supports for all students each trimester, based on their individual assessment data, making instruction targeted to the areas of most need.

Overall Challenges: The District provided opportunities for professional development each week; however, a shortage of substitute teachers made it difficult to provide coverage during the day to conference with academic coaches. Teachers were required to meet after classes, which limited the number of professional development opportunities available during the school day.

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

All actions within this goal contributed to increasing student achievement and the achievement of English Learners, low-income, and foster youth students.

1.1 Employ and retain highly qualified staff: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $996,867.00; the estimated actual expenditure is $432,822.00.

1.2 Professional Development: Best Practices: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $25,302.00; the estimated actual expenditure is $22,323.00.

1.3 Intervention- ELA 1st-8th grade and Math 5th-8th grade: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $95,95200; the estimated actual expenditure is $102,884.00.00.

1.4 Special Education Services: This action was implemented as expected. This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $319,948.00; the estimated actual expenditure is $290,684.00.

1.5 Data Analysis and Disaggregation Services: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $10,000.00; the estimated actual expenditure is $22,467.00.

1.6 Curriculum Mapping: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $10,856.00; the estimated actual expenditure is $229.00.

1.7 Supplemental Support for Students (Tutors): This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $471,096.00; the estimated actual expenditure is $498,610.00.

1.8 STEAM Education: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $15,000.00; the estimated actual expenditure is $12,000.00.

1.9 Performing Arts Program: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $46,930.00; the estimated actual expenditure is $53,600.00.

1.10 Instructional Technology Support: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $165,850.00; the estimated actual expenditure is $172,663.00.

1.11 Extended Learning/ Real Life Learning: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $27,894.00; the estimated actual expenditure is $38,832.00.

1.12 Dual Immersion/ ELD Programs- Supplemental Curriculum and Supplies: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $333,828.00; the estimated actual expenditure is $360,225.00.

1.13 Services for Homeless Students Title 1: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $1,000; the estimated actual expenditure is $0.00. Services were able to be provided through other resources.

1.14 English Learner Coordinator: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $144,599.00; the estimated actual expenditure is $156,030.00.

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

GOAL 1: INCREASE ALL STUDENTS' ACADEMIC ACHIEVEMENT IN ELA AND MATHEMATICS

Action 1.1 EMPLOY AND RETAIN HIGHLY QUALIFIED STAFF
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA and Math for all students, ELPAC for ELs

Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data as demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP, and our LI students have not yet reached our district's desired outcomes for that subgroup.

An in-depth analysis of employing and retaining highly qualified staff reveals that its effectiveness in addressing the needs of all students, in areas such as academic achievement for all students, based on the CAASPP and ELPAC for ELs

Action 1.2 PROFESSIONAL DEVELOPMENT: BEST PRACTICES - Title 1 & Title IV Funds
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA and Math for all LI, EL, LTEL (Metric 1.1)

Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data as demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP, and our LI students have not yet reached our district's desired outcomes for that subgroup.

A local needs assessment shows that teachers need professional development focused on best practices to improve academic achievement for low-income and English Learners. To address the educational disparities that low-income and English Learners face, students need increased engagement opportunities and effective scaffolding strategies. Education partner feedback indicates that these approaches will ensure that these students have equitable access to the curriculum and opportunities for deeper learning.

In addition, research indicates that professional development to better equip educators with the strategies and tools required to effectively support English Learners (ELs) and Long-Term English Learners (LTELs) by focusing on language acquisition, cultural responsiveness, and differentiated instruction will improve ourcomes. This targeted training will enhance teachers' ability to meet these students' unique academic needs and language proficiency challenges, ultimately improving their educational outcomes.

Action 1.3 INTERVENTION SERVICES ELA/MATH (TITLE 1) - CONTRIBUTING
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA AND MATH FOR ALL, LI, EL (metric 1.1) AND ED PARTNER FEEDBACK (metric 2.8)
Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math data as demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP and our LI students have not yet reached our district's desired outcomes for that subgroup.

To improve academic achievement, Educational partners and local needs assessments indicate that low-income and English Learner students reading at least two years below grade level need individualized and focused reading intervention, essential math skills, and focused individualized/small group instruction, leading to increased student achievement. To meet this need, two part-time credentialed teachers will continue to provide specialized direct instruction support to students through individualized and small-group remediation lessons. An Intervention Teacher will support low-income and EL students by providing targeted, small-group instruction that addresses specific literacy gaps and language acquisition needs. This focused support will help build foundational math, reading, and writing skills, fostering academic confidence and improved performance. This support is designed to meet the needs most associated with low-income and

English Learner students. However, because we expect all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.

Action 1.4 SPECIAL EDUCATION SERVICES
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA and Math for all SPED

State-mandated SPED services will be provided to all students who qualify.

Action 1.5 DATA ANALYSIS AND DISAGGREGATION SERVICES (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA AND MATH FOR ALL, LI, EL (metric 1.1) AND ED PARTNER FEEDBACK (metric 2.8)

Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data are demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP, and our LI students have not yet reached our district's desired outcomes for that subgroup. Based on a local needs assessment to improve academic achievement, educators and students must be aware of each student's learning gaps and strengths, which requires the ability to use learning data in a meaningful and skilled way. Through pre-planning the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for the identified students.

To increase academic achievement, the District will contract services to disaggregate data and assist with data analysis and review to target specific foundational skills. Through the skilled and purposeful use of student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly.
The program is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.

Action 1.6 CURRICULUM MAPPING (TITLE I)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA and Math for LI AND EL
Data Statement:
Analysis Statement:

Action 1.7 SUPPLEMENTAL SUPPORT FOR STUDENTS: ELOP Funds
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA and Math for ALL, LI AND EL (metric 1.1)

Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP and our LI students have not yet reached our district's desired outcomes for that subgroup.

Based on local needs assessment to improve academic achievement, we know that when targeted, individualized instruction is provided in English and math, the identified students have greater access to improving missing skills and can reach current grade-level standards, especially when the instruction is provided by trained support staff.

To meet these needs, the district will provide tutors and instructional aides during the school year and summer school. These supports will provide remediation and acceleration activities to the identified students throughout the school year and during summer programs. Instructional Aides will assist students one-on-one or in a small group setting. As low-income and English learners' reading and mathematics skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase.

This program is designed to meet the needs most associated with these students. However, because we expect all students below proficiency will benefit, this action is provided on an LEA-wide basis.

Action 1.8 STEAM EDUCATION (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA AND MATH FOR ALL, LI, EL (metric 1.1) AND ED PARTNER FEEDBACK (metric 2.8)

Our Low-income and English Learner students show the most opportunity for continued academic improvement, based on CAASPP ELA data is listed in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP, and our LI students have not yet reached our district's desired outcomes for that subgroup.

Based on a local needs assessment, these students have fewer opportunities to be exposed to authentic and rigorous learning experiences. Educational partners have stated that our LI and EL students have fewer opportunities to engage in experiential learning opportunities and STEAM experiences, which can help increase engagement in learning.

Orange Center will allocate resources to provide supplemental instructional materials for supporting STEAM lessons, enabling low-income and English-learner students to fully engage in an educational approach integrating Science, Technology, Engineering, the Arts, and Mathematics. These materials will foster inquiry, dialogue, and critical thinking, allowing students to participate actively in hands-on STEAM activities, including field trips, during school hours. These activities will align with Common Core standards and encompass a rigorous curriculum that includes focused writing, ELA, and math learning. By enhancing exposure to creative and critical thinking skills, the program aims to deepen learning and improve the identified students' ability to write fluently, use a broader vocabulary, and cite evidence from texts, all while encouraging them to take risks, engage in experiential learning, and persist in problem-solving.

This action is designed to meet the unique needs of low-income and English learners; however, because we expect that all students will benefit, this action is being provided on an LEA-wide basis.

Action 1.9 PERFORMING ARTS PROGRAMS
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: CAASPP ELA and Math for all LI and EL

Data Statement:
Analysis Statement:

Action 1.10 INSTRUCTIONAL TECHNOLOGY SUPPORT (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA AND MATH FOR ALL, LI, EL (metric 1.1) AND ED PARTNER FEEDBACK
Our EL students continue to score lower than All Students on the ELA and Math CAASPP and our LI students have not yet reached our district's desired outcomes for that subgroup.

A needs assessment revealed that the identified students have the least access to technology, resulting in a need for more opportunities to engage in 21st-century learning experiences, which often require the use of technology. Instructional technology and technical support are needed to increase access to technology and technology-based
instruction.

The District will provide an instructional technology coordinator and contract with an FCSS technology technician who will provide the identified students with increased opportunities to use technology. The technology coordinator will provide teachers and students with the skills needed to utilize digital learning tools and technology-based curriculum in the classroom and at home to promote 21st-century skills such as problem-solving, critical thinking, and digital literacy, which are needed to increase academic achievement as measured by CAASPP. The FCSS technology technician will ensure staff, students, and parents can access reliable technology and the internet, providing support as needed.

This action is based on the needs of the identified student groups. However, because this action will support the learning of all students, the district will provide it on an LEA-wide basis.

Action 1.11 EXTENDED LEARNING/REAL-LIFE LEARNING (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: ELA AND MATH CAASPP FOR ALL, EL, AND LI (metric 1.1)

Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data as demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASPP, and our LI students have not yet reached our district's desired outcomes for that subgroup.

A needs assessment and educational partners indicated that these students have fewer opportunities to explore locations where they can observe varying fields of study and real-life physical/mental fitness experiences, such as mindfulness and team-building activities. There is also a need to increase access to technology to ensure access to 21st-century learning opportunities and resources.

A needs analysis showed that these students have the least access to technology, resulting in a lack of opportunities to engage in 21st-century learning experiences that often require technology. The District will also purchase technology devices, such as iPads or Chromebooks, for the identified students to increase appropriate exposure to communication, collaboration, and technology instruction for

the identified students. Increased access to technology-based activities is needed to promote various skills such as digital literacy, online collaboration, and lessons that involve regular use of digital curriculum and activities. The use of devices enables the identified students to access the technology-based curriculum both in the classroom and beyond the school day.

Exposure to hands-on experiences and the opportunity to apply to learn expands a student's understanding of concepts, deepen understanding, and inspires curiosity, which all develop a student's ability to think critically and transfer knowledge. Orange Center will allocate resources to provide real-life learning experiences to students in many fields of study in the form of field trips, elective course offerings in 5th- 8th grade, specialized presentations, and out-of-district competitions.

By continuing to provide these resources, the District anticipates an increase in ELA and Math CAASPP scores for the identified student groups. However, because this action will support the learning of all students, the district will provide these services on an LEA-wide basis.

Action 1.12 DUAL IMMERSION PROGRAM/ELD PROGRAMS - SUPPLEMENTAL CURRICULUM AND SUPPLIES (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA AND MATH FOR ALL, LI, EL (1.1) AND ED PARTNER FEEDBACK
According to our CAASPP scores in ELA and mathematics, our
English learners and LTEL students have the most significant opportunity for improvement. A local needs analysis revealed that EL & LTEL students often need more basic literacy skills, which are essential to accessing learning and participating fully within the classroom. Supplemental curriculum and supplies to support English Learners (ELs) and Long-Term English Learners (LTELs) in mastering English and a second language. This investment is critical for providing resources that enhance language acquisition and academic success in a bilingual educational environment, ensuring these students achieve their full potential.

In our experience, literacy skills taught within a Dual Immersion setting help bolster non-native English speakers' achievement. To improve academic achievement, first and best instruction must be provided which requires the use of supplemental materials and supplies.

The District will provide a Dual Immersion program that utilizes research-based instructional strategies that allow students to learn a second target language while learning core content in their primary language (Spanish/English). Providing literacy instruction through a dual immersion program will enable students to learn their primary language during the school day. Intellectual capacity and critical thinking are bolstered through the ability to read, write, and speak in multiple languages.

Orange Center is committed to providing supplemental materials and supplies by allocating funds to enhance lessons in student engagement, ELD, Language Acquisition, and Dual Immersion Programs. These materials will support and provide greater educational access and are key to meeting the needs of LTELs and EL students. Supplemental materials and supplies will support identified students in note-taking, phonics instruction, foundational reading skills, and math problem-solving.

Academic programs will be designed with a flexible and inclusive curriculum that accommodates diverse learning styles and paces, ensuring all LTEL learners can access and engage with the material effectively. Additionally, we will incorporate and provide support systems for LTELs.

This action is designed to meet the needs most associated with these students. However, because we expect all students below proficiency to benefit, this action is provided on an LEA-wide basis.

Action 1.13 SERVICES FOR HOMELESS STUDENTS (TITLE I)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: Metrics 1.1, 2.2, & 2.3

Although this student group is small and will not have data that is shareable, students will be offered support to enhance homeless students' educational experience in the areas of Socio emoltional learning, absenteeism, and academic achievement.

Action 1.14 ENGLISH LEARNER COORDINATOR (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA AND MATH FOR ALL, EL, ELPAC, (metrics 1.1, 1.3, & 1.5) AND ED PARTNER FEEDBACK

According to state CAASPP assessments and ELPAC data, there is
An opportunity to increase the academic achievement of English learners & LTELS. Through research and in a needs assessment, we know that when targeted individualized instruction is provided in English and Math, identified students have greater access to improving missing skills and can reach current grade level standards, mainly when the instruction is provided by credentialed teachers and enhanced when properly trained support staff assists.

To meet this need, a credentialed EL coordinator will continue to provide specialized instruction support to identified students through individualized and small-group remediation. As identified, students' Intensive support brings Reading and mathematics skills closer to grade level. The EL Coordinator will implement tailored instructional strategies and coordinate resources across all grade levels. This role involves working closely with teachers to develop and monitor effective programs, ensuring EL and LTEL students receive the support they need to thrive linguistically and academically.

This action is designed to meet the needs most associated with identified students. However, because we expect all students below proficiency to benefit, this action is provided on an LEA-wide basis.

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 Metric table #1.1 was updated to reflect that 36.62% of English Learners fell within the standard not met category, as it was noticed that an error was made in the original data reported.
The Metric table #1.1 was updated to identify the data source in the baseline, as CAASPP (CA Dept. Ed).
The Metric table #1.4 was updated to read that the target percentage of students without access to their copies of standards-aligned instructional materials for use at school and at home should be maintained at 0%.

The Metric #1.5 was updated to reflect that EL students were at 53.6 points below standard in ELA and EL students were 71.1 points below distance from standard in mathematics, as the original data, 55.3 and 73.2, respectively, were reported in error.
Action 1.5 was updated to read, Orange Center will provide: Contract services to disaggregate data and assist in data analysis and planning to improve instructional practices, as the last part of the sentence was missing from the original document.
For transparency, all actions funded through Federal or State funds other than LCFF dollars were labeled in the Title column.

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	Employ and retain highly qualified Teachers- EPA Fund	When reviewing data for all students at Orange Center School, data indicates that there are a low number of students who are meeting grade-level standards in ELA and Mathematics. In order to increase academic achievement highly qualified teachers must be hired and retained. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	$1,146,474.00	No
1.2	Professional Development: Best Practices - Title II & Title IV	Orange Center will provide: Professional Development (New Teachers & All Teachers) ELD Professional Development (Supports for ELs & LTELs) MTSS Framework Professional Development and Planning Time Additional time to ensure first best teaching Coaching Support PLC Time & Support Substitute teacher costs Our Low-income and English Learner students show the most opportunity for continued academic improvement based on	$32,668.00	No

Action #	Title	Description	Total Funds	Contributing
		CAASPP ELA and math Data as demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP and our LI students have not yet reached our district's desired outcomes for that subgroup. A local needs assessment shows that teachers need professional development specifically focused on best practices to improve academic achievement for low-income and English Learners. To address the educational disparities faced by low-income and English Learners, students need increased engagement opportunities and effective scaffolding strategies. Education partner feedback indicates that these approaches will ensure that these students have equitable access to the curriculum and opportunities for deeper learning. In addition, the needs assessment revealed that professional development is needed to better equip educators with the strategies and tools needed to effectively support English Learners (ELs) and Long-Term English Learners (LTELs) by focusing on language acquisition, cultural responsiveness, and differentiated instruction. This targeted training will enhance teachers' ability to meet these students' unique academic needs and language proficiency challenges, ultimately improving their educational outcomes. Professional development, additional time to ensure first best teaching and coaching support will focus on structures to increase the identified student engagement, scaffolding strategies, and analyzing and assessing EL student learning. Increasing student engagement will give the identified students equal opportunities to participate in oral discussions, experience individual accountability, practice positive interdependence within student groups, and provide simultaneous interactions to a higher percentage of students. Scaffolding strategies will provide the identified students with support in accessing the curriculum by building on each student's background knowledge. Teachers will be trained with PLC structures to analyze and assess student learning. Orange Center is committed to providing research-based best practices to develop new instructional strategies in the area of student engagement, technology integration, MTSS, PLCs, and CC integration through the use		

Action #	Title	Description	Total Funds	Contributing
		of Guided Reading and the Writing Process and other ELA standards. These instructional practices provide greater educational access and are key to meeting the needs of each student. Additional professional development opportunities will be provided and designed to enhance teachers' understanding and skills in teaching English Learners (ELs) and Long-Term English Learners (LTELs) through workshops that focus on effective instructional strategies, language development techniques, and culturally responsive teaching methods. Teachers will engage in hands-on activities and collaborative discussions to apply these strategies directly to their classroom practices. We expect that ELA and math scores for low-income, English Learners, and LTEL students will increase significantly, as the program is designed to meet the needs most associated with low-income English Learner students and LTELs. However, because we expect all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.		
1.3	Intervention Services ELA/Math	Orange Center will provide: Intervention Teachers (2 part time teachers)	$71,156.00	Yes
1.4	Special Education Services - SPED Fund	In order to provide the necessary support to students who are eligible or who may become eligible for Special Education Services, Orange Center will employ two SPED Teachers, and contract for a School Psychologist for two days a week, a Speech Pathologist for 2.5 days a week, in addition, the District will provide supplemental materials and supports necessary to appropriately meet student goals and services, as indicated on student Individualized Education Goals and Assessment Plans. Through a pre-planning of the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for Low Income, Foster Youth, and English Learners students. In order to increase academic achievement, the District will	$318,555.00	No

Action #	Title	Description	Total Funds	Contributing
		contract services to disaggregate data and assist with data analysis and review in order to target specific foundational skills. Through the skilled and purposeful use of the identified student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly.		
1.5	Data Analysis and Disaggregation Services	Orange Center will provide: Contract services to disaggregate data and assist in data analysis and planning to improve instructional practices.	$15,000.00	Yes
1.6	Curriculum Mapping - Title I	Our Low-income and English Learner students show the most opportunity for continued academic improvement, based on CAASPP ELA and math Data as demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP, and our LI students have not yet reached our district's desired outcomes for that subgroup. Based on a local needs assessment to improve academic achievement, educators and students must be aware of each student's learning gaps and strengths, which requires the ability to use learning data in a meaningful and skilled way. Through pre-planning the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for all students. Teachers will be allocated additional time to build curriculum maps and assessment calendars for the school year to increase academic achievement. Through the skilled and purposeful use of student learning data, educators will be better able to target the learning needs of each English Learner and Low-Income student and differentiate needs accordingly. We expect that the CAASPP ELA and math scores for low-income and English Learner students will increase significantly, as the program is designed to meet the needs most associated with low-income and English Learner students. Through pre-planning the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create	$6,125.00	No

Action #	Title	Description	Total Funds	Contributing
		continuity across the system in a way that supports equity for Low Income and English Learners students. Title I: $5,000.00		
1.7	Supplemental Support for Students - ELOP	Orange Center will provide: Summer School (teachers & support staff) (LCFF) Summer School Materials & Supplies (LCFF) Tutors Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP and our LI students have not yet reached our district's desired outcomes for that subgroup. Based on local needs assessment to improve academic achievement, we know that when targeted, individualized instruction is provided in English and math, the identified students have greater access to improving missing skills and can reach current grade-level standards, especially when the instruction is provided by trained support staff. To meet these needs, the district will provide tutors and instructional aides during the school year and summer school. These supports will provide remediation and acceleration activities to the identified students throughout the school year and during summer programs. Instructional Aides will assist students one-on-one or in a small group setting. As low-income and English learners' reading and mathematics skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase. This program is designed to meet the needs most associated with these students. However, because we expect all students below proficiency will benefit, this action is provided on an LEA-wide basis.	$445,164.00	No

Action #	Title	Description	Total Funds	Contributing
		CAASSP ELA & Math (all students, Low-income, English Learners) Educational Partner Feedback		
1.8	STEAM Education	Orange Center will provide: Standards-Based Field Trips Supplemental STEAM Curriculum & Supplies Interactive Learning Experiences & Presentations	$25,000.00	Yes
1.9	Performing Arts Program- Prop 28 & LREBG	According to our CAASPP scores in ELA and mathematics, our Low-Income English learners have the most significant opportunity for academic improvement. In addition, Educational Partner feedback indicated a desire for low-income students to have increased access to performing arts and music education. Our school is located in a rural area, limiting access to opportunities for performing arts and music education for students who do not have reliable transportation or who cannot afford to address this need; the District will expand access to performing arts education by updating performing arts areas such as contracts for music and dance instruction. The District will also allow students to participate in these performance opportunities. A performing arts program will be provided for the identified students during the school day. Research indicates that exposure to the arts increases academic achievement and social-emotional well-being. Our educational partners agreed and desired these benefits for the identified students. We expect that academic achievement will improve for all the identified students and that low-income students will report an increased sense of connectedness due to this action.	$299,650.00	No
1.10	Instructional Technology Support	Orange Center will provide: Instructional technology coordinator Contract with an FCSS technology technician	$181,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Extended Learning / Real-Life Learning	The District will purchase iPads, Chromebooks, and support materials and will fund real-life learning experiences such as academic competitions, team-building activities, hands-on learning activities.	$47,248.00	Yes
1.12	Dual Immersion Program - Supplemental Curriculum and Supplies	Orange Center will provide: Supplemental Curriculum and Supplies: ELD (Support for ELs and LTELs) Supplemental Curriculum and Supplies: Dual Immersion Additional Intervention Support & training (Support for ELs and LTELs)	$362,028.00	Yes
1.13	Services for Homeless Students - Title I	The District will provide funds to support the needs of homeless children such as travel costs and materials and supplies as needed.	$3,679.00	No
1.14	English Learner Coordinator	Orange Center will provide: EL Coordinator	$156,096.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students and staff will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

When reviewing research regarding attendance, safety, school connectedness, school repair/appearance, and student health, research indicates that attendance, safety, school connectedness, health directly correlate to academic achievement and overall student wellness. As a result of these services, we expect to see an increase in attendance, overall feeling of school connectedness, and an increased feeling of safety overall.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Maintained	FIT Score for 2023-24 - Exemplary as reported by 2022-23 SARC	FIT Score for 2024-25 - Exemplary as reported by 2023-24 SARC		FIT Score for 2023-24 - Exemplary as reported by 2025-26 SARC	
2.2	Attendance	Attendance: 2022-23: All: (91.46%) EL: (91.98%) SED: (91.53%) FY: Not reported to protect privacy	Attendance: 2023-24: All: (92.92%) EL: (93.2%) SED: (93.77%) FY: Not reported to protect privacy		Attendance: 2025-26: All: (98%) EL: (98%) SED: (98%) FY: Not reported to protect privacy	Attendance: Difference From Baseline All: (+1.44%) EL: (+1.22%) SED: (+2.24%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Schoolwise (District S.I.S.)	Data Source: Schoolwise (District S.I.S.)		Data Source: Schoolwise (District S.I.S.)	FY: Not reported to protect privacy Data Source: Schoolwise (District S.I.S.)
2.3	Chronic Absenteeism	Chronic Absenteeism 2022-23: All:(33%) EL:(36.1%) SED:(35.2%) FY: Not reported to protect privacy Data Source: 2023 Ca. Dashboard	Chronic Absenteeism 2023-24: All:(23.2%) EL:(23.4%) SED:(24%) FY: Not reported to protect privacy Data Source: 2023 Ca. Dashboard		Chronic Absenteeism 2025-26: All:(5%) EL:(5%) SED:(5%) FY: Not reported to protect privacy Data Source: 2023 Ca. Dashboard	Chronic Absenteeism Difference From Baseline All:(-9.8%) EL:(-12.7%) SED:(-11.2%) FY: Not reported to protect privacy Data Source: 2023 Ca. Dashboard
2.4	M.S. Dropout Rate	Middle School Dropout Rate 2022-2023: (0%) Data Source: DataQuest	Middle School Dropout Rate 2023-2024: (0%) Data Source: DataQuest		Middle School Dropout Rate 2025-2026: (0%) Data Source: DataQuest	Middle School Dropout Rate 2023-2024: (0%) Difference From Baseline Data Source: DataQuest
2.5	Suspension Rate	2022-23 All:(5.9%) EL:(2%) SED:(5.5%) Hispanic:(5.3%) FY: Not reported to protect privacy Data Source: California Dashboard	2023-24 All:(4.3%) EL:(2%) SED:(4.2%) Hispanic:(2.8%) FY: Not reported to protect privacy Data Source: California Dashboard		2025-26 All:(2%) EL:(2%) SED(2%) Hispanic:(2%) FY: Not reported to protect privacy Data Source: California Dashboard	2023-24 Difference From Baseline All:(-1.6%) EL:(0%) SED:(-11.2%) Hispanic:(-2.5%) FY: Not reported to protect privacy Data Source: California Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Expulsion Rate	Expulsion Rate 2022-23 All: (0%) EL:(0%) SED: (0%) FY: Not reported to protect privacy Data Source: DataQuest	Expulsion Rate 2023-24 All: (0%) EL:(0%) SED: (0%) FY: Not reported to protect privacy Data Source: DataQuest		Expulsion Rate 2025-26 All: (0%) EL:(0%) SED: (0%) FY: Not reported to protect privacy Data Source: DataQuest	Expulsion Rate 2023-24 Difference From Baseline All: (0%) EL:(0%) SED: (0%) FY: Not reported to protect privacy Data Source: DataQuest
2.7	School Climate Student	Data Source: Orange Center Student Survey 2023-2024 When asked if they feel safe at school: 21.8% Strongly Agree 36.3% Agree 25.8 % Neutral 6.5% Disagree 9.7% Strongly Disagree When asked if they feel connected to their school: 9.7% Strongly Agree 23.4% Agree 35.5 % Neutral 14.5% Disagree 16.9% Strongly Disagree	Data Source: Orange Center Student Survey 2024-2025 When asked if they feel safe at school: 10.8% Strongly Agree 40% Agree 41.7% Neutral 2.5% Disagree 5% Strongly Disagree When asked if they feel connected to their school: 4.2%Strongly Agree 33.3%Agree 50.8% Neutral 5% Disagree 6.7% Strongly Disagree		Data Source: Orange Center Student Survey 2025-2026 When asked if they feel safe at school: 50% Strongly Agree 50% Agree 2 % Neutral 0% Disagree 0% Strongly Disagree When asked if they feel connected to their school: 50% Strongly Agree 50% Agree 2 % Neutral 0% Disagree 0% Strongly Disagree	Data Source: Orange Center Student Survey 2024-2025 Difference From Baseline When asked if they feel safe at school: -11% Strongly Agree +3.7% Agree +15.9% Neutral -4% Disagree -4.7% Strongly Disagree When asked if they feel connected to their school: -5.5%Strongly Agree +9.9%Agree 15.3% Neutral -9.5% Disagree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						-10% Strongly Disagree
2.8	Parent Survey	Data Source: Orange Center Parent Survey 2023-2024 99% (108) Parents reported feeling safe while on the Orange Center Campus 94%(103) Parents reported having a feeling of connectedness to Orange Center School 100%(20)Parents reported that the school promotes family involvement in school 90%(20) Parents reported that they felt that the school provides their child with the support they need to succeed 90% (20) Parents reported that the school offers a safe, secure, and clean learning environment	Data Source: Orange Center Parent Survey 2024-2025 100% (38) Parents reported feeling safe while on the Orange Center Campus 95%(38) Parents reported having a feeling of connectedness to Orange Center School 100%(12)Parents reported that the school promotes family involvement in school 100%(12) Parents reported that they felt that the school provides their child with the support they need to succeed 100% (12) Parents reported that the		Data Source: Orange Center Parent Survey 2025-2026 100% (175) Parents reported feeling safe while on the Orange Center Campus 100%(175) Parents reported had a feeling of connectedness to Orange Center School 100%(175) Parents reported that they felt that the school provides their child with the support they need to succeed 100%(175) Parents reported that the school offers a safe, secure, and clean learning environment	Data Source: Orange Center Parent Survey 2024-2025 Difference From Baseline +1% (38) Parents reported feeling safe while on the Orange Center Campus +1% Parents reported having a feeling of connectedness to Orange Center School 100% Parents reported that the school promotes family involvement in school 0% Parents reported that they felt that the school provides their child with the support they need to succeed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100%(20) Parents reported that the school distributes information about community programs for families 70%(20) Parents reported that they would like training in the area of Nutrition and Health 55%(20) Parents reported that they would like training in the area of Bullying Prevention and Basic Computer Skills respectively	school offers a safe, secure, and clean learning environment 92%(12) Parents reported that the school distributes information about community programs for families 50%(12) Parents reported that they would like training in the area of Nutrition and Health 42%(12) Parents reported that they would like training in the area of Bullying Prevention and Basic Computer Skills, respectively		100%(175) Parents reported that the school distributes information about community programs for families 100%(175)Parents reported that they would like training in the area of Nutrition and Health 100%(175) Parents reported that they would like training in the area of Bullying Prevention and Basic Computer Skills respectively	+10% Parents reported that the school offers a safe, secure, and clean learning environment -8%(Parents reported that the school distributes information about community programs for families -20% Parents reported that they would like training in the area of Nutrition and Health -13%(Parents reported that they would like training in the area of Bullying Prevention and Basic Computer Skills, respectively
2.9	Staff Survey	Data Source: Orange Center Parent Survey 2023-2024 100% (20) Staff reported feeling safe	Data Source: Orange Center Parent Survey 2024-2025		Data Source: Orange Center Parent Survey 2025-2026	Data Source: Orange Center Parent Survey 2024-2025 From Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		while on the Orange Center Campus 85%(17) Staff reported having a feeling of connectedness to Orange Center School	100% (26) Staff reported feeling safe while on the Orange Center Campus 88%(23)Staff reported having a feeling of connectedness to Orange Center School		100% (30) Staff reported feeling safe while on the Orange Center Campus 100%(30) Staff reported having a feeling of connectedness to Orange Center School	0% Staff reported feeling safe while on the Orange Center Campus +3% Staff reported having a feeling of connectedness to Orange Center School
2.10	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Data Year: 2023-24 Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 5-Full implementation and sustainability Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 5-Full implementation and sustainability Rate the LEA's progress in providing all	Data Year: 2024-25 Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 5-Full implementation and sustainability Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups		Data Year: 2025-2026 Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 5-Full implementation and sustainability Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups	Data Year: 2024-25 Difference From Baseline - 0 Change from Baseline Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 5-Full implementation and sustainability Rate the LEA's progress in building the capacity of and supporting family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5-Full implementation and sustainability

Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5-Full implementation and sustainability

Data Source: Local Indicator Report | and decision-making. 5-Full implementation and sustainability

Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5-Full implementation and sustainability

Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and | | and decision-making. 5-Full implementation and sustainability

Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5-Full implementation and sustainability

Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and | members to effectively engage in advisory groups and decision-making. 5-Full implementation and sustainability

Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5-Full implementation and sustainability

Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			evaluate family engagement activities at school and district levels. 5-Full implementation and sustainability Data Source: Local Indicator Report		evaluate family engagement activities at school and district levels. 5-Full implementation and sustainability	work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5-Full implementation and sustainability Data Source: Local Indicator Report

Goal Analysis [2024-25]

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

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

Goal 2: Students and staff will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn, and reach their full potential. All actions within this goal contributed to increasing students' overall sense of physical and emotional safety, especially those of our English Learners, low-income, and foster youth students.

2.1 Home-to-School Transportation: This action was implemented as expected. Orange Center staff provided rural school home-to-school transportation and will continue to do so.

2.2 Maintenance /Repair to School Facility: This action was implemented as expected. Facilities, furniture, and school grounds were well maintained. Staff continued to monitor the school environment and repaired the facility.

2.3 Collaborative learning environment: . This action was implemented as expected. Classroom furniture was provided and facilities continue to be maintained.

2.4 Parent Involvement Opportunities: This action was implemented as expected. Parent Involvement opportunities were provided through the administration and parent engagement team offerings.

2.5 Preventative Healthcare Measures- LVN: This action was implemented as expected. A credentialed LVN continued to support students and parents by providing preventative care and education.

2.6 Positive Behavior Intervention and Support Program: This action was implemented. Staff continued to provide Positive Behavior Intervention and Support activities.

2.7 Supplemental Services- Socio-emotional Health: This action was implemented. The School Psychologist continued to provide SEL and Behavior Intervention and support activities for identified students.
2.8 SEL Curriculum & Support Materials: This action was implemented. Site teachers and administration continued to provide SEL and Behavior Intervention lessons and support activities for students.
2.9 California Healthy Youth Act Course: This action was implemented. Through a contract with FCSS, the district continued to provide lessons and resources required by the Healthy Youth Act Course for students.
2.10 TIP Officer: This action was implemented. Through a contract with FCSS, the district continued to collaborate with a TIP officer to provide support and guidance to district parents and administration.
2.11 FCSS RN Contract- Supplemental Days. This action was implemented as expected. A credentialed RSN continued to support students and parents by providing preventative care and education.
2.12 Community Schools Liaison: This action was implemented as expected. A liaison was hired and continued to support parents and students by providing community-driven activities and education.
2.13 Snacks for TK/Kindergarten Students: Staff continued to provide snacks for TK/K students.
2.14 Communication with Parents and Community: Staff continued to provide phone calls, emails, notes, and Parent Square.
2.15 Communication: Spanish and Hmong Liaisons and Materials and Supplies- Title 1: Staff continued to provide phone calls, emails, notes and Parent Square in languages spoken in the students' home.

Overall Successes: All actions were implemented as expected. Targeted students were able to benefit from the support provided to students and families through the additional LVN and RSN contracts, concerning communication, testing, and preventative measures, in order to increase attendance. Parents and students were able to receive medical support information and vaccines, through FCSS and OC coordinated services that provided increased opportunities for medical services. Staff was able to implement positive behavior initiatives to help improve negative behaviors by focusing on desired behaviors. The District has begun to modernize facilities, based on the facilities action plan recommendations in order to address prioritized needed improvements. The District was able to successfully implement an SEL program on campus, using student self-evaluation surveys, in order to provide SEL lessons that focus on our students' needs based on state-identified domains.
Overall Challenges: The District provided all actions. The Tip Officer worked with the district designees to communicate with parents regarding chronic absenteeism, unexcused absences, tardiness, and truancies, however, they did not address chronic absenteeism due to the nature of their scope.

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

2.1 Home-to-School Transportation: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $175,864.00; the estimated actual expenditure is $190,680.00.
2.2 Maintenance /Repair to School Facility: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $20,000.00; the estimated actual expenditure is $7,977.00.
2.3 Collaborative learning environment: . This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $106,026.00; the estimated actual expenditure is $1,780.00.
2.4 Parent Involvement Opportunities: This action and expenditures were as expected.

2.5 Preventative Healthcare Measures- LVN: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $115,428.00; the estimated actual expenditure is $111,533.00.
2.6 Positive Behavior Intervention and Support Program: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $7,692.00; the estimated actual expenditure is $5,190.00.
2.7 Supplemental Services- Socio-emotional Health: This action was implemented. There were no material differences between the budget and expenditures.
2.8 SEL Curriculum & Support Materials: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $17,022.00; the estimated actual expenditure is $920.00.
2.9 California Healthy Youth Act Course: This action was implemented. There were no material differences between the budget and expenditures.
2.10 TIP Officer: This action was implemented. There were no material differences between the budget and expenditures.
2.11 FCSS RN Contract- Supplemental Days. This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $48,456.00; the estimated actual expenditure is $53,000.00.
2.12 Community Schools Liaison: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $47,724.00; the estimated actual expenditure is $49,995.00.
2.13 Snacks for TK/Kindergarten Students: This action was implemented as expected. However, Orange Center under-budgeted the amount necessary to implement this action. The amount budgeted was $3,000.00; the estimated actual expenditure is $5,000.00.
2.14 Communication with Parents and Community: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $10,000.00; the estimated actual expenditure is $3,368.00.
2.15 Communication: Spanish and Hmong Liaisons and Materials and Supplies- Title 1: This action was implemented as expected. However, Orange Center overbudgeted the amount necessary to implement this action. The amount budgeted was $174,106.00; the estimated actual expenditure is $182,220.00.

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

GOAL 2: STAFF AND STUDENTS WILL BE PROVIDED WITH A CLEAN, HEALTHY, ORDERLY, PHYSICALLY AND EMOTIONALLY SAFE ENVIRONMENT IN WITH TO ENGAGE, LEARN, AND REACH THEIR FULLEST POTENTIAL

Action 2.1 HOME TO SCHOOL TRANSPORTATION
Effectiveness of Action: Effective
Metrics and Student Groups: All Students
All in-district students will be offered home-to-school transportation.

Action 2.2 MAINTENANCE/REPAIR TO SCHOOL FACILITY
Effectiveness of Action: Effective
Metrics and Student Groups: FIT REPORT (metric 2.1)

Orange Center is enhancing its learning environment with modernized and maintained facilities to support 21st-century learning.

The updated spaces offer greater opportunities for targeted programs and staff, addressing challenges like scattered intervention locations across campus and inadequate spaces. The newly modernized facilities will provide safe, clean, and healthy environment ot all students..

Action 2.3 COLLABORATIVE LEARNING ENVIRONMENT (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: School Climate Student and Parent Survey, Ed Partner Feedback for ALL students
According to the Orange Center Student Survey, low-income and EL students have indicated that they would benefit from increased connections. In addition, a local needs assessment shows that these students do not have the opportunity to engage in activities that develop social skills, self-regulation, and coping strategies in and outside of the regular school day. Ed partner feedback also included a request for access to appropriate intervention and collaboration facilities to mitigate outdated classrooms, outdoor intervention, and other sub-optimal options.

Orange Center is enhancing its learning environment with modernized facilities and furniture to support 21st-century learning and foster stronger connections for English Learners (EL) and low-income students. The updated spaces offer greater opportunities for targeted programs and staff, addressing challenges like scattered intervention locations across campus and inadequate spaces. This setup provides flexibility in intervention scheduling, ensuring sessions can be tailored to accommodate students' schedules and maximize effectiveness.

It is our expectation that updated facilities and furniture at Orange Center will create a welcoming environment that fosters connections among low-income and EL students, addressing their need for social interaction and support. These improvements will also provide dedicated, appropriate spaces for intervention and collaboration, expanding the opportunities for increased collaboration, intervention, and interactions between the identified students. This action is designed to meet the unique needs of low-income and EL students; however, because all students will benefit, this action will be provided on an LEA-wide basis.

Action 2.4 PARENTAL INVOLVEMENT OPPORTUNITIES (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: CAASPP ELA AND MATH FOR ALL, LI, EL AND seek parent input and promote parental participation in programs for unduplicated students and students with special needs; Parent Survey (metrics 1.1 & 2.8)

According to parent surveys, families of Low-Income and English learners need strategies to help the identified children with Social-Emotional topics, homework, and academic content while at home. A local analysis revealed that Parent Engagement Activities are needed to help parents learn how to best support their children in order for them to be successful in all academic areas.

The parent survey identified the following areas of interest for OC parents: Study Skills, Computer Skills, Health/Nutrition, Bully Prevention, Mental Health, and Suicide Prevention. The district will allocate funds to support the superintendent/principal, the parent engagement team of teachers, and support staff that will provide parents with parent engagement activities that focus on teaching parents how to best support their children at home.

The following areas were identified in the parent survey as areas of interest for OC parents: Study Skills, Computer Skills, Health/Nutrition, Bully Prevention, Mental Health, and Suicide Prevention. The District will allocate funds to support the Superintendent/Principal, the Parent Engagement Team of teachers, and support staff that will provide parents in providing parent engagement activities that focus on teaching parents how to best support their children at home.

Workshops will be provided for parents on topics identified in the surveys and learning materials will be provided to participating parents. Education-related participation incentives, such as books, learning tools, and supplemental supplies will be provided to parents to utilize while completing homework will encourage participation. These activities are designed to meet the needs of the families of low-income and English Learners. However, because we expect that all families can benefit from these supports, the action will be provided on an LEA-wide basis. We expect that these activities will
result in increased academic achievements as well as increased communication between the school and home. The District will continue this action as local survey data continues to demonstrate a need for parent engagement opportunities to increase and families express the need for continued services.

Action 2.5 PREVENTATIVE HEALTHCARE MEASURES LVV/RSN (CONTRIBUTING)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: Attendance for ALL, EL, and LI; Chronic Absenteeism for All, EL and LI (metrics 2.2 & 2.3)
Our Low-income and English Learner students have the least opportunities to engage in preventative health care
experiences in and outside the regular school day, based on the number of absences due to preventable illnesses and parent reports of children without medical insurance coverage. To improve the physical and mental well-being of our low-income and English Learner students and decrease preventable illnesses, access to health and educational supports must be provided through professional medical services. We believe that early care is essential to reducing long-term health disparities and ensuring equitable access to medical services.

Because of this need, the District will provide preventative healthcare measures through a site LVN & RSN to assist in disseminating health information and communicating with parents regarding preventative health/emotional issues and immunizations to improve attendance and loss of instructional time for the identified students in addition to our district registered school nurse who is also accounted for in this action. The school nurse will promote healthy lifestyles, advocate for the identified students, and provide health education. As key members of healthcare teams, they provide our communities with the knowledge needed for healthy living. As a result, the district expects to decrease the number of chronically absent students and increase attendance rates for low-income and English Learner students, as the program is designed to meet the needs most associated with these students. However, because we expect that all students with high absences due to preventable illness will benefit, this action is provided on an LEA-wide basis.

Action 2.6 POSITIVE BEHAVIOR INTERVENTION AND SUPPORT PROGRAM (REDS)
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: Suspension Rate for Orange Center Elementary Hispanic Students
This action will address the following Reds on the 2023 Dashboard for Suspension:
Orange Center Elem: Hispanic Students

Data indicates that Hispanic students, particularly those who are low-income or English learners, have shown a need for additional behavioral support.

Based on a local needs assessment to improve suspension among Hispanic students, students and staff must engage in Positive Behavior Intervention and Support Program (PBIS) activities and research-based training. These initiatives aim to identify students who need academic and behavior programs and interventions, both during and outside the regular school day. Therefore, the LEA is committed to supporting PBIS training, activities, and extracurricular events focused on teaching and promoting positive behaviors. By building on these positive behaviors, the District expects to see the number of suspensions and negative behaviors needing disciplinary action reduced.

These practices will incorporate opportunities for staff to identify Hispanic students who could benefit from social-emotional tools and greater educational and behavioral support. As a result, we expect that Hispanic students' suspension rates will decrease. The program is designed to meet the specific needs of Hispanic students. However, because we expect all students to benefit, this action is provided to all students who need additional behavioral support.

Action 2.7 SUPPLEMENTAL SERVICES - SOCIOEMOTIONAL HEALTH (CONTRIBUTING)
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: Orange Center Student Survey and District Attendance Data for All, EL, and FY
OC's Student survey data and attendance data indicate that Low-Income and English Learner students need additional support to attend and be connected to school as compared to all students.

Based on a local needs assessment, low-income and EL students would benefit from opportunities to engage in activities that assist with social skills and counseling services inside and outside the regular school day.

The District will provide supplemental services through district psychology services and parent engagement by providing social skills, behavior intervention support for teachers, and counseling services (Tiger Talks and Behavior Academies) for low-income and English learners. These services are in addition to the core scheduled two days.
These services will increase self-awareness, education regarding self-regulation, and the execution of positive behaviors both in and out of the classroom for the identified student groups. In addition, the district will provide referrals to outside agencies when needed and increase communication with parents regarding socioemotional topics for low-income and English learners.

As a result, we expect that attendance rates and OC student survey data for low-income, Foster Youth, and English Learner students will improve significantly. The program is designed to meet the needs most associated with these students. However, this action is provided LEA-wide because we expect all students to benefit.

Action 2.8 SEL CURRICULUM AND SUPPORT MATERIALS
Effectiveness of Action: Somewhat Effective
Metrics and Student Groups: OC Student Survey for LI, EL, and FY
According to the Orange Center Student Survey, many of our low-income, English learners, and Foster Youth students have experienced feelings of depression, sadness, or the feeling of not being important. A local needs assessment shows that these students do not have the opportunity to engage in activities that develop social skills, self-regulation, and coping strategies, in and outside of the regular school day. Because of this need, the District will provide teachers with an SEL curriculum and support materials allowing them to provide lessons to develop social skills and coping strategies when needed for English Learners and Low-Income students. Educational partners have

communicated that English Learners, Foster Youth, and Low-Income students with the ability to self-regulate, (an important SEL skill), are less likely to get frustrated or angry when they face obstacles. Through the use of the SEL curriculum, teachers can support the identified students with tools and support and a greater sense of belonging by ensuring there is time and a safe place within the classroom to have meaningful conversations about feelings. This action is designed to meet the needs most associated with the needs of our Low Income, English learners, and Foster Youth students. However, we expect that all students struggling with a sense of belonging, depression, and sadness will benefit, this action is being provided on an LEA basis. As a result, the district expects to see a decrease in the number of students feeling depressed or sad as measured by OC's Student survey for low-income, English learners, and Foster Youth students.

Action 2.9 CALIFORNIA HEALTHY YOUTH ACT COURSE
Effectiveness of Action: Effective
Metrics and Student Groups: Required Course Offered
The state of California requires the course be offered yearly.

Action 2.10 TIP OFFICER (CONTRIBUTING)
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: Decrease in absences as reported by CalPads for LI and EL
According to local data and CALPADS reports, the District has noticed a decrease in absences throughout the 2022-2023 school year for our Low-Income and English learners. A local needs assessment indicates that by continuing to have a dedicated person to engage the identified students and families around barriers to attendance and engagement, the school will continue to support specific needs and connect resources.

Recognizing the need for targeted support, the District will continue to contract services through FCSS for a TIP officer. This officer will assist in communicating with parents, conducting home visits, and identifying factors contributing to absences and lack of engagement among low-income and English learner students. By reinforcing attendance policies and addressing barriers to school attendance, this action aims to support the unique needs of these identified students and their families. While the primary focus is on low-income and English learners, we anticipate that all students struggling with regular school attendance will benefit from this initiative.
This action is designed to meet the unique needs of low-income and English learner students. However, we expect that all students struggling with regular school attendance will benefit.

Action 2.11 FCSS RN CONTRACT SUPPLEMENTAL DAYS AND SUPPLEMENTAL CUSTODIAN SERVICES (CONTRIBUTING)
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: CDE Dashboard, Chronic Absenteeism and District SIS Attendance Rates for ALL, EL, LI
Our low-income and English Learner students have the fewest opportunities to engage in preventative health care experiences in and outside of the regular school day, based on the number of absences due to preventable illnesses and parent reports of children without medical insurance coverage.

To improve the physical and mental well-being of our low-income and
For English Learner students and to decrease preventable illnesses, it is essential that access to health and educational supports are provided through professional medical and janitorial services. Because of this increased need due to the COVID-19 pandemic, the District will provide preventative healthcare measures through increased services from our FCSS Registered School Nurse to assist in disseminating

health information, communicating with parents in regards to preventative health/emotional issues, and immunizations to improve attendance and loss of instructional time for the identified students. As a result, the district expects to decrease the number of chronically absent students and increase attendance rates for low-income, Foster Youth, and English Learner students, as the program is designed to meet the needs most associated with these students. However, because we expect that all students with high levels of absences, due to preventable illness, will benefit, this action is provided on an LEA-wide basis.

Action 2.12 COMMUNITY SCHOOLS LIAISON- CCSPP Funding
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: CAASPP ELA and Math, Chronic Absenteeism, Suspension Rate for EL and LI
Based on Educational Partner Feedback, our community supported Orange Center by applying and participating in the California Community Schools Partnership Program (CCSPP). This program aims to support the school's efforts to partner with community agencies and local governments to align community resources to improve student outcomes. This partnership focuses on academics, health, social services, youth and community development, and community engagement. After reviewing data based on our DA eligibility, CAASPP, Chronic Absenteeism, and Suspension rate data for English Learners and Low-income students, the district looked at ways to support the community. Based on a local needs assessment and educational partner feedback, Orange Center determined that there needed to be an increase in community outreach and support to help improve access and resources for the identified students and families. These additional resources and Liaison is designed to increase the district's ability to provide support, connectedness, and engagement for families, particularly those families that are typically underrepresented, by facilitating parent-school communication, conducting home visits, and parent education classes, and providing assistance at parent/teacher meetings, etc. These services are expected to be effective because studies show a positive correlation between parental engagement at school, positive school climate and culture, and improved student performance. The district expects these services to positively impact local assessment data for ELA and math and CAASPP ELA and Math, attendance, and suspension rates scores for English learners and low-income students. This action is designed to meet the needs most associated with the identified students. However, because we expect all students struggling academically will benefit, this action is provided on an LEA-wide basis.

Action 2.13 SNACKS FOR TK/KINDERGARTEN STUDENTS (CONTRIBUTING)
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: Attendance Rates from SIS, CAASPP Academic Performance Data for All, EL, and LI
Educational partners expressed the need to provide TK/Kindergarten students with additional nutrient resources during the school day. Local data shows that our low-income and English learner students' absence of snacks at school or choosing unhealthy items to snack on significantly impacts their learning and behavior during the school day. Research shows that children need a steady supply of nutrients to fuel their bodies and brains so that they grow and develop appropriately.

To address this need, Orange Center will provide a snack for the identified students to support body and brain development better during the school day. By providing snacks, we expect the identified students to be more efficient problem-solving skills and stronger mental recall. Nutritious snacks are important to a balanced diet, especially during long school days. The District expects these services to positively impact local assessment data for ELA and math and attendance rates for English learners and low-income students. This action is designed to meet the needs most associated with the identified students. However, because we expect all students struggling will benefit, this action is provided on a LEAwide basis.

Action 2.14 COMMUNICATION WITH PARENTS AND COMMUNITY (CONTRIBUTING)
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: Parent Survey and Attendance Data for special Events for All groups
According to parent recommendations from parent meetings throughout the year, families of low-income and English learner children have less access to school information about school-related activities. Also, in our experience, parents of the identified students have the least access to technology at home, which is increasingly needed to access school information. This has contributed to low parent participation in activities that would teach parents to support students at home in academic content. Multiple methods of communication, are in great need to ensure that families of the identified students receive information regarding school activities and functions in their home language.

The District will provide technology, including devices for families, and multiple methods of communication that will promote parent access to district information, including digital communications such as emails and Peachjar, newsletters sent home via U.S. Mail, and phone dialers. Also, parents will be able to use devices to participate remotely in parent conferences or other school-related meetings. Multiple methods of communication in a parent's home language will allow the district to communicate beyond the school day in the manner most accessible to each parent. Also, remote access has continued to result in improved communication between families and teachers. The district expects to see an increase in the parent involvement of the identified students, including participation in parent meetings and school events. However, because we believe that all parents will benefit, the action is being provided on an LEA-wide basis

Action 2.15 COMMUNICATION: SPANISH AND HMONG SPEAKING LIAISONS AND MATERIALS AND SUPPLIES (TITLE I)
Effectiveness of Action: Not Effective, Somewhat Effective, Effective
Metrics and Student Groups: Increase in parents participating in school events; academic improvement for all students (especially Hmong and Spanish-speaking families)
According to statewide data, low-income students and English learners show the most opportunity for continued academic improvement based on state assessments. A local needs analysis revealed that low-income students and English Learners need increased academic support within the classroom so that they do not fall behind their peers. Also, our experience shows that to improve academic achievement, parents and teachers must be able to communicate regularly so that they can coordinate support both in the classroom and at home. To address this need, the District will provide instructional aides/family liaisons and needed materials and supplies to provide instructional assistance to students within the classroom, as well as outreach and support to the families of the identified student groups and Hmong-speaking parents. The instructional aides/family liaisons will communicate with the identified students' families about classroom progress, attendance, school events, and student progress. Instructional Aides/ liaisons will also focus on providing language support to families whose primary home language is Spanish and Hmong. This additional, targeted support within the classroom will help reinforce academic concepts through immediate attention to learning needs, and small group and individual attention. The aides will also be able to communicate with parents in their home language about the support needed to reinforce learning. This coordinated school-to-home communication is expected to lead to an increase in parents participating in school events and being better able to support the academic needs of their children at home. By continuing to provide these services the district anticipates a continued increase in the identified students' parent participation, parent engagement activities, and parent meetings in addition to improved student academic performance. However, because all students will benefit from increased classroom support and coordinated parent communication, the action will be provided on an LEA-wide basis.

Action 2.16 BEHAVIOR TECHNICIAN - LREBG (CONTRIBUTING)
Effectiveness of Action: New Action
Metrics and Student Groups: Orange Center Student Survey and District Attendance Data for All, EL, and FY (metrics 2.3 & 2.7)

OC's Student survey data and attendance data indicate that Low-Income and English Learner students need additional support to attend and be connected to school as compared to all students.

Based on a local needs assessment, low-income and EL students would benefit from opportunities to engage in activities that assist with social skills, relationship building and Positive Behavior Intervention and Support services inside and outside the regular school day.

The District will provide supplemental services delivered through an LREBG-funded district behavior technician, focusing on social skills, behavior support for students, and PBIS activities.
These supports will increase student connectedness, self-awareness, support in self-regulation, and support positive behaviors both in and out of the classroom and will decrease the number of students who are chronically absent for the identified student groups. In addition, the district will provide referrals to outside agencies when needed and increase communication with parents regarding socioemotional topics for low-income and English learners.

OC's Student survey data and attendance data in Metrics 2.3 and 2.7, respectively, indicate that Low-Income and English Learner students need additional support to attend and be connected to school as compared to all students.

Based on a local needs assessment, low-income and EL students would benefit from opportunities to engage in activities that assist with social skills, relationship building, and Positive Behavior Intervention and Support services inside and outside the regular school day.

As a result, we expect that attendance rates and OC student survey data for low-income, Foster Youth, and English Learner students will improve significantly. The program is designed to meet the needs most associated with these students. However, this action is provided LEA-wide because we expect all students to benefit.

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.

In all Metric #'s the District changed the Low-income verbiage to read SED.

In Metric # 2.7, the data source was included in all columns of the metric to read "Data Source: Orange Center Student Survey.".

In Metric # 2.8, the data source was included in all columns of the metric to read "Data Source: Orange Center Parent Survey.".

In Metric # 2.9, the data source was included in all columns of the metric to read "Data Source: Orange Center Parent Survey.".

In Metric 2.4, the District added the years in which the data was collected in all columns.

Based on community partner feedback and identified needs, the district added goal 2.16- Behavior Tech. using LREBG Funds.

For transparency, all actions funded through Federal or State funds other than LCFF dollars were labeled in the Title column.

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	Home to School Transportation - Home to School Transportation Fund	To ensure student engagement in a rural school home to school transportation is required.	$201,418.00	No
2.2	Maintenance/Repair to School Facility- General Fund	To provide a safe and comfortable learning and collaborative environment; facilities, furniture, and school grounds must be well maintained. Carpets in two rooms will be replaced, the school buildings will be painted including structural damage repair and replacement of one building roof.	$20,000.00	No
2.3	Collaborative learning environment	To provide a positive learning and collaborative environment, Orange Center will provide updated facilities and furniture for 21st Century Learning and Connections	$180,000.00	Yes
2.4	Parent Involvement Opportunities	District data indicates a need for increased parent involvement and an increased number of opportunities for students to demonstrate visual and performing art skills, such as: before and after school interventions, student engagement/ attendance/ positive behavior activities, academic awards assemblies, specialized parent meetings, and extracurricular opportunities. According to parent surveys, families of low-income and English learners need to learn strategies to help children regarding social-emotional topics, homework, and academic content that they can utilize at home. A local analysis revealed that parent engagement activities are needed to help parents learn how to support their children to be successful in all academic areas	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Preventative Healthcare Measures LVN/RSN-	The District will provide preventative healthcare measures through a site LVN & RSN	$122,765.00	Yes
2.6	Positive Behavior Intervention and Support Program - Title V	This action will address the following Reds on the 2023 Dashboard for Suspension: Orange Center Elem: Hispanic Students Data indicates that Hispanic students, particularly those who are low-income or English learners, have shown a need for additional behavioral support. Based on a local needs assessment to improve suspension among Hispanic students, students and staff must engage in Positive Behavior Intervention and Support Program (PBIS) activities and research-based training. These initiatives aim to identify students who need academic and behavior programs and interventions, both during and outside the regular school day. Therefore, the LEA is committed to supporting PBIS training, activities, and extracurricular events focused on teaching and promoting positive behaviors. By building on these positive behaviors, the District expects to see the number of suspensions and negative behaviors needing disciplinary action reduced. These practices will incorporate opportunities for staff to identify Hispanic students who could benefit from social-emotional tools and greater educational and behavioral support. As a result, we expect that Hispanic students' suspension rates will decrease. The program is designed to meet the specific needs of Hispanic students. However, because we expect all students to benefit, this action is provided to all students who need additional behavioral support.	$8,638.00	No
2.7	Supplemental Services-	The District will provide supplemental services through district psychology services and parent engagement by providing social skills, behavior intervention support for teachers, and counseling services (Tiger Talks and	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	SocioEmotional Health	Behavior Academies). These services are in addition to the core scheduled 2 days.		
2.8	SEL Curriculum & Support Materials - Title IV	According to the Orange Center Student Survey, many of our low-income, English learners, and Foster Youth students have experienced feelings of depression, sadness, or the feeling of not being important. A local needs assessment shows that these students do not have the opportunity to engage in activities that develop social skills, self-regulation, and coping strategies, in and outside of the regular school day. Because of this need, the District will provide teachers with an SEL curriculum and support materials allowing them to provide lessons to develop social skills and coping strategies when needed for English Learners and Low-Income students. Educational partners have communicated that English Learners, Foster Youth, and Low-Income students with the ability to self-regulate, (an important SEL skill), are less likely to get frustrated or angry when they face obstacles. Through the use of the SEL curriculum, teachers can support the identified students with tools and support and a greater sense of belonging by ensuring there is time and a safe place within the classroom to have meaningful conversations about feelings. This action is designed to meet the needs most associated with the needs of our Low Income, English learners, and Foster Youth students. However, we expect that all students struggling with a sense of belonging, depression, and sadness will benefit, this action is being provided on an LEA basis. As a result, the district expects to see a decrease in the number of students feeling depressed or sad as measured by OC's Student survey for low-income, English learners, and Foster Youth students.	$17,856.00	No
2.9	California Healthy Youth Act Course	The District is required to provide a CHYA- California Healthy Youth Act course for students in one of their middle school years. Because of this requirement, the District will provide a CHYA course for students in the 7th grade. As a result, we expect to meet the state requirement.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	TIP Officer	The District will contract services through FCSS for a TIP officer	$2,070.00	Yes
2.11	FCSS RN Contract Supplemental Days and Supplemental Custodial Services	The District will continue to provide 1 supplemental FTE Janitorial personnel & Increase Registered School Nurse Services.	$62,920.00	Yes
2.12	Community Schools Liaison- Community School Grant	Based on Educational Partner Feedback, our community supported Orange Center by applying and partaking in The California Community Schools Partnership Program (CCSPP). This program aims to support the school's efforts to partner with community agencies and local governments to align community resources to improve student outcomes. This partnership focuses on academics, health, social services, youth and community development, and community engagement. After reviewing data based on our DA eligibility, CAASPP, Chronic Absenteeism, and Suspension rate data for English Learners and Low-income students, the district looked at ways to support the community. Based on a local needs assessment and educational partner feedback, Orange Center determined that there needed to be an increase in community outreach and support to help improve access and resources for the identified students and families. These additional resources and Liaison is designed to increase the district's ability to provide support, connectedness, and engagement for families, particularly those families that are typically underrepresented, by facilitating parent-school communication, conducting home visits, and parent education classes, and providing assistance at parent/teacher meetings, etc. These services are expected to be effective because studies show a positive correlation between parental engagement at school, positive school climate and culture, and improved student performance. The district expects these services to positively impact local assessment data for ELA and math and CAASPP ELA and Math, attendance, and suspension rates scores for English learners and low-income students. This action is designed to meet the needs most associated with the identified students. However, because we expect all students struggling academically will benefit, this action is provided on an LEA-wide basis.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Snacks for TK/Kindergarten Students	Orange Center will provide a healthy snack for students in grades TK-3rd Grade.	$5,000.00	Yes
2.14	Communication with Parents and Community	The District will provide a Chromebook check out system, Parent-Square App, newsletters sent home via U.S. Mail, and a phone dialer (emergency use system).	$4,000.00	Yes
2.15	Communication:Spanish and Hmong Speaking Liaisons and Materials and supplies- Title I	According to statewide data, low-income students and English learners show the most opportunity for continued academic improvement based on state assessments. A local needs analysis revealed that low-income students and English Learners need increased academic support within the classroom so that they do not fall behind their peers. Also, our experience shows that to improve academic achievement, parents and teachers must be able to communicate regularly so that they can coordinate support both in the classroom and at home. To address this need, the District will provide instructional aides/family liaisons and needed materials and supplies to provide instructional assistance to students within the classroom, as well as outreach and support to the families of the identified student groups and Hmong-speaking parents. The instructional aides/family liaisons will communicate with the identified student's families about classroom progress, attendance, school events, and student progress. Instructional Aides/ liaisons will also focus on providing language support to families whose primary home language is Spanish and Hmong. This additional, targeted support within the classroom will help reinforce academic concepts through immediate attention to learning needs, and small group and individual attention. The aides will also be able to communicate with parents in their home language about the support needed to reinforce learning. This coordinated school-to-home communication is expected to lead to an increase in parents participating in school events and being better able to support the academic needs of their children at home. By continuing to provide these services the district anticipates a continued increase in the identified student's parent participation, parent engagement activities, and parent meetings in addition to improved student academic performance. However, because all students will benefit from increased classroom support and coordinated parent communication, the action will be provided on an LEA-wide basis.	$310,078.00	No

Action #	Title	Description	Total Funds	Contributing
		Title I		
2.16	Behavior Technician-LREBG Funds	The District will provide supplemental services through district behavior intervention tech: focusing on social skills, behavior support for students, and PBIS activities	$200,590.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,134,217.00	$$148,341.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.968%	6.748%	$179,053.10	48.716%

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
1.3	**Action:** Intervention Services ELA/Math **Need:** Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math data as demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA	To meet this need, two part-time credentialed teachers will continue to provide specialized direct instruction support to students through individualized and small-group remediation lessons. An Intervention Teacher will support low-income and EL students by providing targeted, small-group instruction that addresses specific literacy gaps and language acquisition needs. This focused support will help build foundational math,	CAASSP ELA & Math all students, Low-income, English Learners)Educational Partner Feedback

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
	and Math CAASP and our LI students have not yet reached our district's desired outcomes for that subgroup. To improve academic achievement, Educational partners and local needs assessments indicate that low-income and English Learner students reading at least two years below grade level need individualized and focused reading intervention, essential math skills, and focused individualized/small group instruction, leading to increased student achievement. **Scope:** LEA-wide	reading, and writing skills, fostering academic confidence and improved performance. This support is designed to meet the needs most associated with low-income and English Learner students. However, because we expect all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. $33,245.00 Title 1	
1.5	**Action:** Data Analysis and Disaggregation Services **Need:** Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data are demonstrated in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP, and our LI students have not yet reached our district's desired outcomes for that subgroup. Based on a local needs assessment to improve academic achievement, educators and students must be aware of each student's learning gaps and strengths, which requires the ability to use learning data in a meaningful and skilled way.	To increase academic achievement, the District will contract services to disaggregate data and assist with data analysis and review to target specific foundational skills. Through the skilled and purposeful use of student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly. The program is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	CAASSP ELA & Math (all students, Low-income, English Learners) Educational Partner Feedback

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
	Through pre-planning the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for the identified students. **Scope:** LEA-wide		
1.8	**Action:** STEAM Education **Need:** Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA data is listed in the metrics above. Our EL students continue to score lower than All Students on the ELA and Math CAASP, and our LI students have not yet reached our district's desired outcomes for that subgroup. Based on a local needs assessment, these students have fewer opportunities to be exposed to authentic and rigorous learning experiences. Educational partners have stated that our LI and EL students have fewer opportunities to engage in experiential learning opportunities and STEAM experiences which can help increase engagement in learning. **Scope:**	Orange Center will allocate resources to provide supplemental instructional materials for supporting STEAM lessons, enabling low-income and English-learner students to fully engage in an educational approach integrating Science, Technology, Engineering, the Arts, and Mathematics. These materials will foster inquiry, dialogue, and critical thinking, allowing students to participate actively in hands-on STEAM activities, including field trips, during school hours. These activities will align with Common Core standards and encompass a rigorous curriculum that includes focused writing, ELA, and math learning. By enhancing exposure to creative and critical thinking skills, the program aims to deepen learning and improve the identified students' ability to write fluently, use a broader vocabulary, and cite evidence from texts, all while encouraging them to take risks, engage in experiential learning, and persist in problem-solving. This action is designed to meet the unique needs of low-income and English learners; however, because we expect that all students will benefit,	CAASSP ELA & Math (all students, Low-income, English Learners) Educational Partner Feedback

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
	LEA-wide	this action is being provided on an LEA-wide basis.	
1.10	**Action:** Instructional Technology Support **Need:** Our EL students continue to score lower than All Students on the ELA and Math CAASPP and our LI students have not yet reached our district's desired outcomes for that subgroup. A needs assessment revealed that the identified students have the least access to technology, resulting in a need for more opportunities to engage in 21st-century learning experiences, which often require the use of technology. Instructional technology and technical support are needed to increase access to technology and technology-based instruction. **Scope:** LEA-wide	The District will provide an instructional technology coordinator and contract with an FCSS technology technician who will provide the identified students with increased opportunities to use technology. The technology coordinator will provide teachers and students with the skills needed to utilize digital learning tools and technology-based curriculum in the classroom and at home to promote 21st-century skills such as problem-solving, critical thinking, and digital literacy which are needed to increase academic achievement as measured by CAASPP. The FCSS technology technician will ensure staff, students, and parents can access reliable technology and the internet, providing support as needed. This action is based on the needs of the identified student groups. However, because this action will support the learning of all students, the district will provide it on an LEA-wide basis.	CAASSP ELA & Math (all students, Low-income, English Learners) Educational Partner Feedback
1.11	**Action:** Extended Learning / Real-Life Learning **Need:** Our Low-income and English Learner students show the most opportunity for continued academic improvement based on CAASPP ELA and math Data as demonstrated in the metrics above. Our EL students continue to	A needs analysis showed that these students have the least access to technology, resulting in a lack of opportunities to engage in 21st-century learning experiences that often require technology. The District will also purchase technology devices, such as iPads or Chromebooks, for the identified students to increase appropriate exposure to communication, collaboration, and technology instruction for the identified students. Increased	The District will measure the effectiveness of the action by monitoring ELA and Math CAASPP data (all students, EL, Low-income)

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
	score lower than All Students on the ELA and Math CAASPP, and our LI students have not yet reached our district's desired outcomes for that subgroup. A needs assessment and educational partners indicated that these students have fewer opportunities to explore locations where they can observe varying fields of study and real-life physical/mental fitness experiences, such as mindfulness and team-building activities. There is also a need to increase access to technology to ensure access to 21st-century learning opportunities and resources. **Scope:** LEA-wide	access to technology-based activities is needed to promote various skills such as digital literacy, online collaboration, and lessons that involve regular use of digital curriculum and activities. The use of devices enables the identified students to access the technology-based curriculum both in the classroom and beyond the school day. Exposure to hands-on experiences and the opportunity to apply to learn expands a student's understanding of concepts, deepens understanding, and inspires curiosity, which all develop a student's ability to think critically and transfer knowledge. Orange Center will allocate resources to provide real-life learning experiences to students in many fields of study in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, and out-of-district competitions. By continuing to provide these resources, the District anticipates an increase in ELA and Math CAASPP scores for the identified student groups. However, because this action will support the learning of all students, the district will provide these services on an LEA-wide basis.	
1.12	**Action:** Dual Immersion Program - Supplemental Curriculum and Supplies **Need:** According to our CAASPP scores in ELA and mathematics, our	The District will provide a Dual Immersion program that utilizes research-based instructional strategies that allow students to learn a second target language while learning core content in their primary language (Spanish/English). Providing literacy instruction through a dual immersion program will enable students to learn their primary language during the school day. Intellectual	CAASSP ELA & Math (all students, LTELs & English Learners) Educational Partner Feedback

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
	English learners and LTEL students have the most significant opportunity for improvement. A local needs analysis revealed that EL & LTEL students often need more basic literacy skills, which are essential to accessing learning and participating fully within the classroom. Supplemental curriculum and supplies to support English Learners (ELs) and Long-Term English Learners (LTELs) in mastering English and a second language. This investment is critical for providing resources that enhance language acquisition and academic success in a bilingual educational environment, ensuring these students achieve their full potential.

In our experience, literacy skills taught within a Dual Immersion setting help bolster non-native English speakers' achievement. To improve academic achievement, first and best instruction must be provided which requires the use of supplemental materials and supplies.

Scope:
  LEA-wide | capacity and critical thinking are bolstered through the ability to read, write, and speak in multiple languages.

Orange Center is committed to providing supplemental materials and supplies by allocating funds to enhance lessons in student engagement, ELD, Language Acquisition, and Dual Immersion Programs. These materials will support and provide greater educational access and are key to meeting the needs of LTELs and EL students. Supplemental materials and supplies will support identified students in note-taking, phonics instruction, foundational reading skills, and math problem-solving.

Academic programs will be designed with a flexible and inclusive curriculum that accommodates diverse learning styles and paces, ensuring all LTEL learners can access and engage with the material effectively. Additionally, we will incorporate and provide support systems for LTELs.

This action is designed to meet the needs most associated with these students. However, because we expect all students below proficiency to benefit, this action is provided on an LEA-wide basis. | |
| 1.14 | **Action:**
English Learner Coordinator

Need:
According to state CAASPP assessments and ELPAC data, there is | To meet this need, a credentialed EL coordinator will continue to provide specialized instruction support to identified students through individualized and small-group remediation. As identified, students' Intensive support brings Reading and mathematics skills closer to grade level. The EL Coordinator will implement tailored | CAASSP ELA & Math (all students & English Learners), ELPAC, Educational Partner Feedback |

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
	an opportunity to increase the academic achievement of English learners & LTELS. Through research and in a need assessment we know that when targeted individualized instruction is provided in English and Math, identified students have greater access to improving missing skills and can reach current grade level standards, mainly when the instruction is provided by credentialed teachers and enhanced when properly trained support staff assists. **Scope:** Schoolwide	instructional strategies and coordinate resources across all grade levels. This role involves working closely with teachers to develop and monitor effective programs, ensuring EL and LTEL students receive the support they need to thrive linguistically and academically. This action is designed to meet the needs most associated with identified students. However, because we expect all students below proficiency to benefit, this action is provided on an LEA-wide basis.	
2.3	**Action:** Collaborative learning environment **Need:** According to the Orange Center Student Survey, low-income and EL students have indicated that they would benefit from increased connections. In addition, a local needs assessment shows that these students do not have the opportunity to engage in activities that develop social skills, self-regulation, and coping strategies in and outside of the regular school day. Ed partner feedback also included a request for access to appropriate intervention and collaboration facilities to mitigate outdated classrooms, outdoor intervention, and other sub-optimal options.	Orange Center is enhancing its learning environment with modernized facilities and furniture to support 21st-century learning and foster stronger connections for English Learners (EL) and low-income students. The updated spaces offer greater opportunities for targeted programs and staff, addressing challenges like scattered intervention locations across campus and inadequate spaces. This setup provides flexibility in intervention scheduling, ensuring sessions can be tailored to accommodate students' schedules and maximize effectiveness. It is our expectation that updated facilities and furniture at Orange Center will create a welcoming environment that fosters connections among low-income and EL students, addressing their need for social interaction and support. These improvements will also provide dedicated, appropriate spaces for intervention and	School Climate Student, Parent Survey, Educational Partner Input

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	collaboration, expanding the opportunities for increased collaboration, intervention, and interactions between the identified students. This action is designed to meet the unique needs of low-income and EL students; however, because all students will benefit, this action will be provided on an LEA-wide basis.	
2.4	**Action:** Parent Involvement Opportunities **Need:** According to parent surveys, families of Low-Income and English learners need strategies to help the identified children with Social-Emotional topics, homework, and academic content while at home. A local analysis revealed that Parent Engagement Activities are needed to help parents learn how to best support their children in order for them to be successful in all academic areas. The parent survey identified the following areas of interest for OC parents: Study Skills, Computer Skills, Health/Nutrition, Bully Prevention, Mental Health, and Suicide Prevention. The district will allocate funds to support the superintendent/principal, the parent engagement team of teachers, and support staff that will provide parents with parent engagement activities that focus on teaching parents how to best support their children at home. **Scope:**	The following areas were identified in the parent survey as areas of interest for OC parents: Study Skills, Computer Skills, Health/Nutrition, Bully Prevention, Mental Health, and Suicide Prevention. The District will allocate funds to support the Superintendent/Principal, the Parent Engagement Team of teachers, and support staff that will provide parents in providing parent engagement activities that focus on teaching parents how to best support their children at home. Workshops will be provided for parents on topics identified in the surveys and learning materials will be provided to participating parents. Education-related participation incentives, such as books, learning tools, and supplemental supplies will be provided to parents to utilize while completing homework will encourage participation. These activities are designed to meet the needs of the families of low-income and English Learners. However, because we expect that all families can benefit from these supports, the action will be provided on an LEA-wide basis. We expect that these activities will result in increased academic achievements as well as increased communication between the school and home. The District will continue this action as	CAASPP ELA and Math (All students, low income, EL). Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs, Parent Survey

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
	LEA-wide	local survey data continues to demonstrate a need for parent engagement opportunities to increase and families express the need for continued services.	
2.5	**Action:** Preventative Healthcare Measures LVN/RSN- **Need:** Our Low-income and English Learner students have the least opportunities to engage in preventative health care experiences in and outside the regular school day, based on the number of absences due to preventable illnesses and parent reports of children without medical insurance coverage. To improve the physical and mental well-being of our low-income and English Learner students and decrease preventable illnesses, access to health and educational supports must be provided through professional medical services. We believe that early care is essential to reducing long-term health disparities and ensuring equitable access to medical services. **Scope:** LEA-wide	Because of this need, the District will provide preventative healthcare measures through a site LVN & RSN to assist in disseminating health information and communicating with parents regarding preventative health/emotional issues and immunizations to improve attendance and loss of instructional time for the identified students in addition to our district registered school nurse who is also accounted for in this action. The school nurse will promote healthy lifestyles, advocate for the identified students, and provide health education. As key members of healthcare teams, they provide our communities with the knowledge needed for healthy living. As a result, the district expects to decrease the number of chronically absent students and increase attendance rates for low-income and English Learner students, as the program is designed to meet the needs most associated with these students. However, because we expect that all students with high absences due to preventable illness will benefit, this action is provided on an LEA-wide basis.	Attendance (All Students, EL, LI) & Chronic Absenteeism (All Students, EL, LI)
2.7	**Action:** Supplemental Services- SocioEmotional Health **Need:**	The District will provide supplemental services through district psychology services and parent engagement by providing social skills, behavior intervention support for teachers, and counseling services (Tiger Talks and Behavior Academies) for	Orange Center Student Survey and District Attendance Data (All Students, EL, FY)

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
	OC's Student survey data and attendance data indicate that Low-Income and English Learner students need additional support to attend and be connected to school as compared to all students. Based on a local needs assessment, low-income and EL students would benefit from opportunities to engage in activities that assist with social skills and counseling services inside and outside the regular school day. **Scope:** LEA-wide	low-income and English learners. These services are in addition to the core scheduled two days. These services will increase self-awareness, education regarding self-regulation, and the execution of positive behaviors both in and out of the classroom for the identified student groups. In addition, the district will provide referrals to outside agencies when needed and increase communication with parents regarding socioemotional topics for low-income and English learners. As a result, we expect that attendance rates and OC student survey data for low-income, Foster Youth, and English Learner students will improve significantly. The program is designed to meet the needs most associated with these students. However, this action is provided LEA-wide because we expect all students to benefit.	
2.10	**Action:** TIP Officer **Need:** According to local data and CALPADS reports, the District has noticed a decrease in absences throughout the 2022-2023 school year for our Low-Income and English learners. A local needs assessment indicates that by continuing to have a dedicated person to engage the identified students and families around barriers to attendance and engagement, the school will continue to support specific needs and connect resources. **Scope:**	Recognizing the need for targeted support, the District will continue to contract services through FCSS for a TIP officer. This officer will assist in communicating with parents, conducting home visits, and identifying factors contributing to absences and lack of engagement among low-income and English learner students. By reinforcing attendance policies and addressing barriers to school attendance, this action aims to support the unique needs of these identified students and their families. While the primary focus is on low-income and English learners, we anticipate that all students struggling with regular school attendance will benefit from this initiative. This action is designed to meet the unique needs of low-income and English learner students.	As a result, the district expects to see a decrease in absences, as reported by local data and CALPADS reports for Low-Income and English learners.

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
	LEA-wide Schoolwide	However, we expect that all students struggling with regular school attendance will benefit.	
2.11	**Action:** FCSS RN Contract Supplemental Days and Supplemental Custodial Services **Need:** Our Low Income and English Learner students have the least opportunities to engage in preventative health care experiences in and outside of the regular school day, based on the number of absences due to preventable illnesses and parent reports of children without medical insurance coverage. **Scope:** LEA-wide Schoolwide	To improve the physical and mental well-being of our Low Income and English Learner students and decrease preventable illnesses, it is essential that access to health and educational supports are provided through professional medical and janitorial services. Because of this increased need due to the COVID-19 pandemic, the District will provide preventative healthcare measures through increased services from our FCSS Registered School Nurse to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues, and immunizations to improve attendance and loss of instructional time for the identified students. As a result, the district expects to decrease the number of chronically absent students and increase attendance rates for low-income, Foster Youth, and English Learner students, as the program is designed to meet the needs most associated with these students. However, because we expect that all students with high levels of absences, due to preventable illness, will benefit, this action is provided on an LEA-wide basis.	CDE Dashboard - Chronically Absent Students & Attendance Rates (District SIS) (All Students, EL, low-income)
2.13	**Action:** Snacks for TK/Kindergarten Students **Need:** Educational partners expressed the need to provide TK/Kindergarten students with additional nutrient resources during the school day. Local data shows that our low-income	To address this need, Orange Center will provide a snack for the identified students to support body and brain development better during the school day. By providing snacks, we expect the identified students to be more efficient problem-solving skills and stronger mental recall. Nutritious snacks are important to a balanced diet, especially during long school days. The District expects these services to	Attendance Rates (SIS), CAASPP Academic Performance Data (CDE Dashboard) All Students, EL, LI

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

	and English learner students' absence of snacks at school or choosing unhealthy items to snack on significantly impacts their learning and behavior during the school day. Research shows that children need a steady supply of nutrients to fuel their bodies and brains so that they grow and develop appropriately.
	
	Scope:
	  LEA-wide
	  Schoolwide
		positively impact local assessment data for ELA and math and attendance rates for English learners and low-income students. This action is designed to meet the needs most associated with the identified students. However, because we expect all students struggling will benefit, this action is provided on a LEAwide basis.	

2.14	**Action:** Communication with Parents and Community **Need:** According to parent recommendations from parent meetings throughout the year, families of low-income and English learner children have less access to school information about school-related activities. Also, in our experience, parents of the identified students have the least access to technology at home, which is increasingly needed to access school information. This has contributed to low parent participation in activities that would teach parents to support students at home in academic content. Multi[le methods of communication, are in great need to ensure that families of the identified students receive information regarding school activities and functions in their home language. **Scope:**	The District will provide technology, including devices for families, and multiple methods of communication that will promote parent access to district information, including digital communications such as emails and Peachjar, newsletters sent home via U.S. Mail, and phone dialers. Also, parents will be able to use devices to participate remotely in parent conferences or other school-related meetings. Multiple methods of communication in a parent's home language will allow the district to communicate beyond the school day in the manner most accessible to each parent. Also, remote access has continued to result in improved communication between families and teachers. The district expects to see an increase in the parent involvement of the identified students, including participation in parent meetings and school events. However, because we believe that all parents will benefit, the action is being provided on an LEA-wide basis	Parent Survey & Attendance Data for special events

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
	LEA-wide Schoolwide		
2.16	**Action:** Behavior Technician- LREBG Funds **Need:** OC's Student survey data and attendance data indicate that Low-Income and English Learner students need additional support to attend and be connected to school as compared to all students. Based on a local needs assessment, low-income and EL students would benefit from opportunities to engage in activities that assist with social skills, relationship building and Positive Behavior Intervention and Support services inside and outside the regular school day. **Scope:** LEA-wide Schoolwide	The District will provide supplemental services delivered through an LREBG-funded district behavior technician, focusing on social skills, behavior support for students, and PBIS activities. These supports will increase student connectedness, self-awareness, support in self-regulation, and support positive behaviors both in and out of the classroom and will decrease the number of students who are chronically absent for the identified student groups. In addition, the district will provide referrals to outside agencies when needed and increase communication with parents regarding socioemotional topics for low-income and English learners. OC's Student survey data and attendance data in Metrics 2.3 and 2.7, respectively, indicate that Low-Income and English Learner students need additional support to attend and be connected to school as compared to all students. Based on a local needs assessment, low-income and EL students would benefit from opportunities to engage in activities that assist with social skills, relationship building and Positive Behavior Intervention and Support services inside and outside the regular school day. As a result, we expect that attendance rates and OC student survey data for low-income, Foster Youth, and English Learner students will improve significantly. The program is designed to meet the needs most associated with these students.	Orange Center Student Survey and District Attendance Data (All Students, EL, FY)

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
		However, this action is provided LEA-wide because we expect all students to benefit.	

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

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

N/A

Additional Concentration Grant Funding

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

LEAS that have a high concentration of students who are English learners, foster youth, and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-risk students. These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Goal 1 Action 14
Goal 2 Action 11

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,702,554	1,134,217.00	41.968%	6.748%	48.716%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,687,692.00	$1,045,404.00	$318,555.00	$379,044.00	$4,430,695.00	$2,925,505.00	$1,505,190.00

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	Employ and retain highly qualified Teachers- EPA Fund	All	No			All Schools	2-24-2025 School Year	$1,146,474.00	$0.00	$1,146,474.00				$1,146,474.00	0
1	1.2	Professional Development: Best Practices - Title II & Title IV	All	No			All Schools		$14,086.00	$18,582.00				$32,668.00	$32,668.00	0
1	1.3	Intervention Services ELA/Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$71,156.00	$0.00	$71,156.00				$71,156.00	0
1	1.4	Special Education Services - SPED Fund	Students with Disabilities	No			All Schools		$184,195.00	$134,360.00			$318,555.00		$318,555.00	0
1	1.5	Data Analysis and Disaggregation Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	0
1	1.6	Curriculum Mapping - Title I	All	No			All Schools		$6,125.00	$0.00				$6,125.00	$6,125.00	0
1	1.7	Supplemental Support for Students - ELOP	All	No					$68,252.00	$376,912.00		$445,164.00			$445,164.00	0
1	1.8	STEAM Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	0
1	1.9	Performing Arts Program- Prop 28 & LREBG	All	No			All Schools	LREBG-2025-2027 2 years	$0.00	$299,650.00		$299,650.00			$299,650.00	0
1	1.10	Instructional Technology Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$151,017.00	$30,000.00	$181,017.00				$181,017.00	0
1	1.11	Extended Learning / Real-Life Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$12,248.00	$35,000.00	$47,248.00				$47,248.00	0

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	1.12	Dual Immersion Program - Supplemental Curriculum and Supplies	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$359,028.00	$3,000.00	$362,028.00				$362,028.00	0
1	1.13	Services for Homeless Students - Title I	Homeless students	No				2024-2027	$0.00	$3,679.00				$3,679.00	$3,679.00	0
1	1.14	English Learner Coordinator	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		$156,096.00	$0.00	$156,096.00				$156,096.00	0
2	2.1	Home to School Transportation - Home to School Transportation Fund	All	No			All Schools		$159,817.00	$41,601.00	$201,418.00				$201,418.00	0
2	2.2	Maintenance/Repair to School Facility- General Fund	All	No					$0.00	$20,000.00	$20,000.00				$20,000.00	0
2	2.3	Collaborative learning environment		Yes	LEA-wide		All Schools		$0.00	$180,000.00	$180,000.00				$180,000.00	
2	2.4	Parent Involvement Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	0
2	2.5	Preventative Healthcare Measures LVN/RSN-	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$85,665.00	$37,100.00	$122,765.00				$122,765.00	0
2	2.6	Positive Behavior Intervention and Support Program -Title V	All Hispanic Students, All Students	No			All Schools		$2,694.00	$5,944.00				$8,638.00	$8,638.00	0
2	2.7	Supplemental Services- SocioEmotional Health	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$75,000.00	$75,000.00				$75,000.00	0
2	2.8	SEL Curriculum & Support Materials - Title IV	All	No			All Schools		$0.00	$17,856.00				$17,856.00	$17,856.00	0
2	2.9	California Healthy Youth Act Course	All	No			All Schools	Yealy	$0.00	$2,500.00	$2,500.00				$2,500.00	0
2	2.10	TIP Officer	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools		$0.00	$2,070.00	$2,070.00				$2,070.00	0
2	2.11	FCSS RN Contract Supplemental Days and Supplemental Custodial Services	English Learners Low Income	Yes	LEA-wide School	English Learners Low Income	All Schools		$57,520.00	$5,400.00	$62,920.00				$62,920.00	0

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
					wide											
2	2.12	Community Schools Liaison- Community School Grant	All	No			All Schools	Yearly	$55,464.00	$44,536.00		$100,000.00			$100,000.00	0
2	2.13	Snacks for TK/Kindergarten Students	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	0
2	2.14	Communication with Parents and Community	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools		$0.00	$4,000.00	$4,000.00				$4,000.00	0
2	2.15	Communication:Spanish and Hmong Speaking Liaisons and Materials and supplies- Title I	All	No			All Schools		$195,078.00	$115,000.00				$310,078.00	$310,078.00	0
2	2.16	Behavior Technician- LREBG Funds	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income		July 1, 2025-June 30, 2027	$200,590.00	$0.00		$200,590.00			$200,590.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,702,554	1,134,217.00	41.968%	6.748%	48.716%	$1,317,300.00	0.000%	48.743 %	**Total:**	$1,317,300.00
								LEA-wide Total:	$1,161,204.00
								Limited Total:	$0.00
								Schoolwide Total:	$230,086.00

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	1.3	Intervention Services ELA/Math	Yes	LEA-wide	English Learners Low Income	All Schools	$71,156.00	0
1	1.5	Data Analysis and Disaggregation Services	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	0
1	1.8	STEAM Education	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	0
1	1.10	Instructional Technology Support	Yes	LEA-wide	English Learners Low Income	All Schools	$181,017.00	0
1	1.11	Extended Learning / Real-Life Learning	Yes	LEA-wide	English Learners Low Income	All Schools	$47,248.00	0
1	1.12	Dual Immersion Program - Supplemental Curriculum and Supplies	Yes	LEA-wide	English Learners Low Income	All Schools	$362,028.00	0
1	1.14	English Learner Coordinator	Yes	Schoolwide	English Learners Low Income	All Schools	$156,096.00	0
2	2.3	Collaborative learning environment	Yes	LEA-wide		All Schools	$180,000.00	0
2	2.4	Parent Involvement Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$8,000.00	0

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	2.5	Preventative Healthcare Measures LVN/RSN-	Yes	LEA-wide	English Learners Low Income	All Schools	$122,765.00	0
2	2.7	Supplemental Services-SocioEmotional Health	Yes	LEA-wide	English Learners Low Income	All Schools	$75,000.00	0
2	2.10	TIP Officer	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$2,070.00	0
2	2.11	FCSS RN Contract Supplemental Days and Supplemental Custodial Services	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$62,920.00	0
2	2.13	Snacks for TK/Kindergarten Students	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$5,000.00	0
2	2.14	Communication with Parents and Community	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$4,000.00	0
2	2.16	Behavior Technician-LREBG Funds	Yes	LEA-wide Schoolwide	English Learners Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,475,135.00	$3,387,528.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Employ and retain highly qualified Teachers	No	$996,867.00	$1,040,619.00
1	1.2	Professional Development: Best Practices	No	$25,302.00	$22,323
1	1.3	Intervention Services ELA/Math Title I	Yes	$95,952.00	$102,884
1	1.4	Special Education Services	No	$319,948.00	$291,811
1	1.5	Data Analysis and Disaggregation Services	Yes	$10,000.00	$22,467
1	1.6	Curriculum Mapping -Title I	No	$10,856.00	$276.00
1	1.7	Supplemental Support for Students	No	$471,096.00	$416,610
1	1.8	STEAM Education	Yes	$15,000.00	$12,000
1	1.9	Performing Arts Program	No	$46,930.00	$53,600
1	1.10	Instructional Technology Support	Yes	$165,850.00	$172,723
1	1.11	Extended Learning / Real-Life Learning	Yes	$27,894.00	$39,408

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	1.12	Dual Immersion Program / ELD Programs - Supplemental Curriculum and Supplies	Yes	$333,828.00	$359,425
1	1.13	Services for Homeless Students - Title I	No	$1,000.00	$0.00
1	1.14	English Learner Coordinator	Yes	$144,599.00	$156,030
1	1.15				
2	2.1	Home to School Transportation	No	$175,864.00	$190,680
2	2.2	Maintenance/Repair to School Facility	No	$20,000.00	$7,977
2	2.3	Collaborative learning environment	Yes	$106,026.00	$1,780
2	2.4	Parent Involvement Opportunities	Yes	$10,000.00	$10,000
2	2.5	Preventative Healthcare Measures LVN/RSN-	Yes	$115,428.00	$112,308
2	2.6	Positive Behavior Intervention and Support Program	No	$7,692.00	$5,410
2	2.7	Supplemental Services- SocioEmotional Health	Yes	$70,125.00	$70,125
2	2.8	SEL Curriculum & Support Materials	No	$17,022.00	$920
2	2.9	California Healthy Youth Act Course	No	$2,500.00	$2,500

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	2.10	TIP Officer	Yes	$2,070.00	$2,070
2	2.11	FCSS RN Contract Supplemental Days and Supplemental Custodial Services	Yes	$48,456.00	$53,000
2	2.12	Community Schools Liaison	No	$47,724.00	$49,995
2	2.13	Snacks for TK/Kindergarten Students	Yes	$3,000.00	$5,000
2	2.14	Communication with Parents and Community	Yes	$10,000.00	$3,368
2	2.15	Communication:Spanish and Hmong Speaking Liaisons and Materials and supplies- Title I	No	$174,106.00	$182,219

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,093,617.00	$1,124,983.00	$1,087,060.00	$37,923.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Intervention Services ELA/Math Title I	Yes	$62,707.00	$67,356	0	
1	1.5	Data Analysis and Disaggregation Services	Yes	$10,000.00	$22,467	0	
1	1.8	STEAM Education	Yes	$15,000.00	$12,000	0	
1	1.10	Instructional Technology Support	Yes	$165,850.00	$172,723	0	
1	1.11	Extended Learning / Real-Life Learning	Yes	$27,894.00	$39,408	0	
1	1.12	Dual Immersion Program / ELD Programs - Supplemental Curriculum and Supplies	Yes	$333,828.00	$359,425	0	
1	1.14	English Learner Coordinator	Yes	$144,599.00	$156,030	0	
2	2.3	Collaborative learning environment	Yes	$106,026.00	$1,780		
2	2.4	Parent Involvement Opportunities	Yes	$10,000.00	$10,000	0	
2	2.5	Preventative Healthcare Measures LVN/RSN-	Yes	$115,428.00	$112,308	0	
2	2.7	Supplemental Services- SocioEmotional Health	Yes	$70,125.00	$70,125	0	
2	2.10	TIP Officer	Yes	$2,070.00	$2,070	0	
2	2.11	FCSS RN Contract Supplemental Days and	Yes	$48,456.00	$53,000	0	

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)
		Supplemental Custodial Services					
2	2.13	Snacks for TK/Kindergarten Students	Yes	$3,000.00	$5,000	0	
2	2.14	Communication with Parents and Community	Yes	$10,000.00	$3,368	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,653,378.00	1,093,617.00	6.501	47.717%	$1,087,060.00	0.000%	40.969%	$179,053.10	6.748%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

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:

    o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

    o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o 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.

    o 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

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

o 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.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o 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.

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

  - o 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.

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

  - o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

  - o 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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