LCFF Budget Overview for Parents

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

CDS Code: 10-62331-6007009

School Year: 2022-23
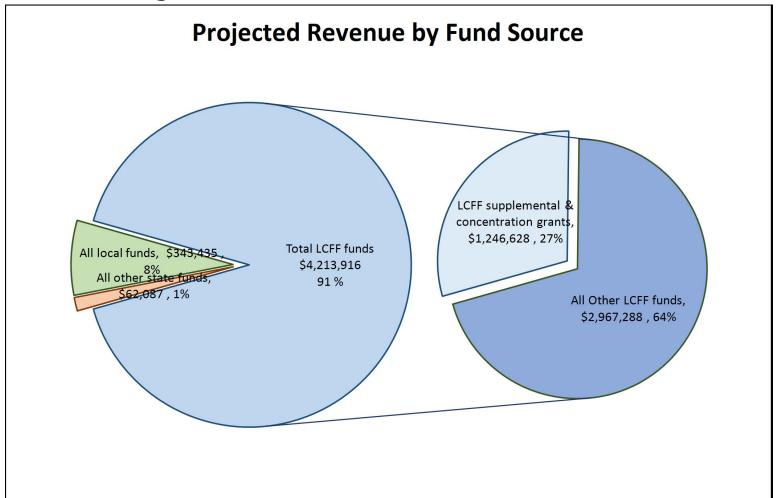
LEA contact information:

Terry 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 2022-23 School Year

Projected Revenue by Fund Source

- All local funds, $343,435, 8%
- All other state funds, $62,087, 1%
- Total LCFF funds $4,213,916 91 %
- LCFF supplemental & concentration grants, $1,246,628, 27%
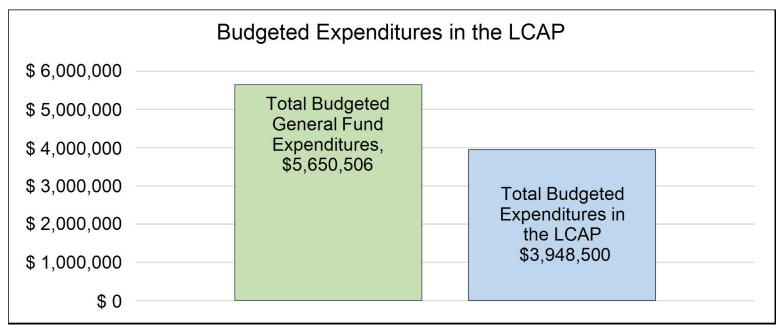- All Other LCFF funds, $2,967,288, 64%

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 $4,619,438, of which $4,213,916 is Local Control Funding Formula (LCFF), $62,087 is other state

funds, $343,435 is local funds, and $0.00 is federal funds. Of the $4,213,916 in LCFF Funds, $1,246,628 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.

Budgeted Expenditures in the LCAP

$ 6,000,000	
$ 5,000,000	Total Budgeted General Fund Expenditures, $5,650,506
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP $3,948,500
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Orange Center School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.
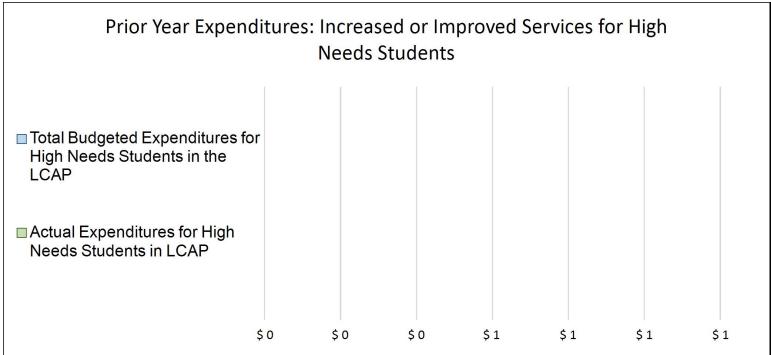
The text description of the above chart is as follows: Orange Center School District plans to spend $5,650,506 for the 2022-23 school year. Of that amount, $3,948,500 is tied to actions/services in the LCAP and $1,702,006 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Orange Center School District is projecting it will receive $1,246,628 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 $ 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 2021-22

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

☐ Actual Expenditures for High Needs Students in LCAP

$ 0 $ 0 $ 0 $ 1 $ 1 $ 1 $ 1

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 2021-22, Orange Center School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Orange Center School District actually spent $ for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange Center School District	Terry Hirschfield Principal/Superintendant	thirschfield@orangecenter.org 559 237-0437

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Orange Center School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. OCSD will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 p.4-5
https://www.orangecenter.org/vimages/shared/vnews/stories/60d6a5de07024/2021_LCAP_Orange_Center_Elementary_School_20210629.pdf

Upcoming engagement Opportunities Include:
Parent Advisory Committee Meetings
Grade level Parent Meetings
School Site Council Meetings
Migrant Meetings
English Learners Advisory Committee (ELAC)
District Learners Advisory Committee (DELAC)

The Superintendent developed materials for presentations to stakeholders that contained: 1) a clear description of what LCFF and what the LCAP plan process would entail, 2) data related to the eight state priorities as a point of reference for all stakeholder groups, 3) the district's current mission and vision. All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group. Data regarding student attendance, discipline and suspension data and assessment data was shared using the student information

system as well as state mandated ELPAC/CELDT test data, STAR Reading STAR Math data was also used in presentations to stakeholders.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

1. Orange Center School District is a TK-8 single school school district with an enrollment of unduplicated student population greater than 55%. Although the District has not yet implemented plans for the use of these additional dollars, future plans for improving services include the following:

2. Staff to be added to increase services are: 1 Custodian, 1 Nurse Aide, increased FTE for Instructional Aides.

3. The direct increased/improved services that the additional positions will provide to students include:

Additional custodial services will provide increased services to students through cleaning, sanitation, and in implementing all portions of the Safe Return to In-Person Instruction Plan: https://docs.google.com/document/d/18I1Ma9aU8pYcDq0-pr_hDDW3UeUOUrRZmNJEyBRmhq4/edit

Additional nurse aide services will provide increased services to students through contract tracing, symptom identification , parent communication, COVID testing, and in implementing all portions of the Safe Return to In-Person Instruction Plan

Additional FTE's in Instructional Aide time will provide increased services to students through increase playground and classroom support and management and through academic assistance to directly target learning loss for students, and in implementing all portions of the Safe Return to In-Person Instruction Plan

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Orange Center School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Orange Center School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

• Learning Continuity and Attendance Plan pgs. 1-6
https://www.orangecenter.org/vimages/shared/vnews/stories/60d6a5de07024/2021_LCAP_Orange_Center_Elementary_School_20210629.pdf

• Expanded Learning Opportunities Grant Plan pgs. 1-2
https://www.orangecenter.org/vimages/shared/vnews/stories/6204480271c87/2021_Expanded_Learning_Opportunities_Grant_Plan_Orange_Center_School_20220203%20%281%29%20%281%29.pdf

• ESSER III Expenditure Plan www.orangecenter.org (ESSER button in the Public Information option located on left side of page) p. 2-4
https://www.orangecenter.org/vimages/shared/vnews/stories/61b25ffb7be5e/2021_ESSER_III_Expenditure_Plan_Orange_Center_Elementary_School_20211007%20%281%29.pdf

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan
Health and safety of students, educators, and other staff
Successes:
In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to open a Community Learning/Counseling Center to provide mental health supports for students, SEL resources & parent/family education. Orange Center also realized the need for improving air quality and the need for an air filtration system in the cafeteria to reduce the transmission of the COVID -19 virus. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to remove the current cooler and replace it with an AC unit and air filtration system. The district has recognized an increased need of support for our already budgeted school LVN through the FCSS Registered School Nurse Contract. Orange Center will provide additional interventions and support beyond the instructional school day by hiring an .75 FTE intervention teacher. In addition to our intervention teacher, and in order to address the requests to utilize long term independent studies and mode of instruction, due to the COVID 19 pandemic, the LEA will provide an independent study teacher as well.
Challenges:
The high number of student illness and contact tracing required for students to return to school after experiencing symptoms of COVID 19 has been challenging. Students' academic and mental health needs has increased significantly and has been challenging as well.

Continuity of services

Successes:
Improvements that Orange Center will benefit from going forward will be the improved air filtration system, the back bus driveway, the circle drive in front of the school, our new kindergarten classroom, and the new cafeteria floor.
Challenges:
Although our current LCAP provides technology purchases (Chromebooks) for all students, due to the impact of the pandemic and during the hybrid instructional day, all Chromebooks were sent home with students. Upon the
return of this equipment, the LEA realized that the equipment conditions were not favorable for usage for in person instruction needs.

Implementation of the ESSER III Expenditure Plan
Successes:
Orange Center has supports and interventions in place that are being provided in English Language Development, reading, and math. Materials were purchased to provide interventions as well. An independent study program is also being provided.
Challenges:
Our current LCAP includes professional development, however the impact of the pandemic resulted in an increase in student academic and mental health needs. The LEA will increase opportunities for teacher/support staff
professional development in the areas of English language development, reading, math, social-emotional supports.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by the alignment and support of goals and needs identified and incorporated in the following areas:

- Safe Return to In-Person Instruction and Continuity of Services Plan-

Orange Center School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan, by providing PPE to all students and staff, ensuring social distancing in classrooms, student adherence to COVID-19 protocols, sanitizing classrooms nightly, and sanitizing restrooms throughout the school day. The District will provide outdoor learning opportunities in order to mitigate the spread of COVID -19 This will include the purchase of outdoor seating, tables, benches, shade covers, and umbrellas.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the following LCAP Goals and Actions:
LCAP Goal 1 - Increase student achievement of all students and sub groups

Action 1- Employ and retain highly qualified staff.
Action 4- Create and implement intensive intervention program

LCAP 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.
Action 2- Provide a safe and comfortable learning and collaboration environment.
Action 3- Increase parent involvement.
Action- 4 District will provide preventative healthcare measures.
Action- 6 Provide supplemental services to support socio-emotional health.

- ESSER III Expenditure Plan-

OCSD realized the need for increasing mental health services and parent/family communication services directly impacted by the pandemic. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to open a Community Learning/Counseling Center to Provide Mental Health supports for Students, SEL Resources & Parent/Family Education. We will use these funds towards the multi-year lease of a Modular building to provide offices for our SEL Support Staff this action is aligned with the actions associated in the District LCAP goal 2 action 6.

OCSD realized the need for improving air quality and the need for an air filtration system in the cafeteria to reduce the transmission of the COVID -19 virus. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to remove the current cooler and replace it with an AC unit and air filtration system. The cafeteria is a hub for all activities and meals on campus. This will provide a safer environment for all parent engagement activities, all student meal times and after school program activities this action is aligned with the actions associated in the District COVID 19 Safety Plan.

Due to the need for additional entrance points on campus to be able to maintain social distance amongst students, the District realized the need for an addition of pavement in a back driveway for bus use while transporting students, in order to maintain the health and safety of students, teachers, and support staff. The LEA plans to pave a
current unpaved driveway that was not in use prior to the COVID 19 pandemic. The District has the capacity to transport over half of our students to and from school daily. This will ensure a safer transport of all bus riding students and staff this action is aligned with the actions associated in the District LCAP goal 2 action 1.

OCSD realized the need for improving the ability to properly disinfect and sanitize the cafeteria floor. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to remove the current flooring and replace it with a hard surfaced floor. The cafeteria is a hub for all activities and meals on campus. This will provide a safer environment and decrease transmission of $30,000.00 the COVID 19 virus, for all parent engagement activities, all student meal times and after school program activities this action is aligned with the actions associated in the District LCAP goal 2 action 2.

Due to the high number of student illness and contact tracing required for students to return to school after experiencing symptoms of COVID

19, the district has recognized an increased need of support for our already budgeted School LVN through the FCSS Registered School Nurse Contract. This provides families with education, instructions, and support for their children in order to return to school as soon as possible after possible exposure or symptoms onset this action is aligned with the actions associated in the District LCAP goal 2 action 4.

OCSD's current LCAP includes Professional Development, however the impact of the pandemic resulted in an increase in student academic and mental health needs. The LEA will increase opportunities for Teacher/Support Staff Professional Development in the areas of English Language Development, Reading, Math, Social-Emotional
supports. FCSS- Curriculum and Instruction PL 2022-2023 this action is aligned with the actions associated in the District LCAP goal 1 action 3.

Although our current LCAP provides Technology purchases (Chromebooks) for all students, due to the impact of the pandemic and during the hybrid instructional day, all Chromebooks were sent home with students. Upon the return of this equipment, the LEA realized that the $8,000.00 equipment conditions were not favorable for usage for in person instruction needs. In order to address student academic, social, emotional and mental health needs as well address opportunity gaps that may exist, also in preparation for any student/family needs of Independent Study throughout the year, LEA will purchase Additional Technology and Connectivity for students, staff and families which may include Chromebooks for check out, and/or additional hotspots and service for connectivity this action is aligned with the actions associated in the District LCAP goal 5 action 3.

Additional alignment between goals and actions between the ESSER III and the ELOG plan for Orange Center are listed in the Districts ESSER III plan.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local

educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with

the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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 Hirschfield Superintendent	thirschfield@orangecenter.org 559-237-0437

Plan Summary [2022-23]

General Information

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

Orange Center School District serves approximately 285 students in TK through 8th grade, preparing students for their future educational and life experiences through high quality and engaging instruction in the area of English Language Arts, Mathematics, Social Science, Science, Technology, Physical Education, and Art. Orange Center School District serves a diverse population, with approximately four languages spoken by students and their families including English, Spanish, Hmong, and Arabic. Ethnicity data for Orange Center School district indicates that the student population is made up of approximately: 79% Hispanic or Latino, 15% Asian, 1% African American, 4% White, and 4% two or more races. Orange Center School District's student population consists of: 36% of the student population are English Learners, 93% of students have been categorized as socioeconomically disadvantaged. Orange Center school District employs approximately 40 staff members. In addition to the general education program, Orange Center offers opportunities for students to explore such as a Dual TK-5th grade Immersion Program (Spanish),Beginning Music (TK-5th Grade) Mariachi Club (6th-8th grade, Multicultural Dance Club (2nd - 8th grade), various elective options (Coding, 3D Printing, Debate, Leadership, Multicultural Studies, Beginning Mariachi, ASL, Mindfulness Exploration, Marvel Madness.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

With a one-to-one ratio of technology devices to students, each and every Orange Center Elementary School student, from TK-8th grade, has a device assigned to them. This has allowed families to participate in educational opportunities, to practice foundational skills through district offered online academic programs, to attend online meetings and family centered activities that the school offers. In addition, each student who qualifies for SPED has been provided the opportunity to receive free internet access, through district provided hotspots. Services to improve facilities and parent communication include the continued use of a digital marquee and continued purchases of furniture

that allow for alternative seating options to enhance the learning environments. School safety and campus climate actions include the continued use of a digital sign in and out process which includes the features of checking visitor background and alert administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services was added to the plan in the 2017– 2018 school year in order to extend services in the area of social skills groups and behavior modification for students who need assistance with learning appropriate conduct. All 4 Youth counseling services, who are licensed family therapists, counsel students that are learning how to deal with their emotions since the 2018-19 school year, along with the added day of a school psychologist's services, has created a place where our students who may benefit from emotional support can feel comfortable, safe, and valued and these services continue still today. Since providing these services, we believe that our chronic absenteeism rate has declined. In the area of student achievement, Orange Center Elementary School's English Learner students are making progress towards English language proficiency. The number of students progressing at least one ELPI level is increasing. The district will implement a comprehensive math, writing and reading intensive intervention program to meet the needs of students who have suffered learning loss due to the COVID 19 closures. Special Education services were increased in the 2019-2020 school year in order to decrease suspension rates and to close the achievement gap between all students and students who are eligible to receive the SPED services. The District believes that the increased services are making a positive impact on students who receive increased SPED services. The District plans to continue to provide all necessary support required to fully implement a rigorous academic program: including providing access to technology equipment to families, mental health services, nutritional meals, supplemental learning materials, and additional needed services for all students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When reviewing state and local data for all students the District has identified that there was a decrease in the number of students who have met grade level standards in both ELA and in math. The District will focus on data desaggregation and PLC's. Strategies will then be identified, discussed, and implemented to improve students' academic performance and academic needs. By identifying these specific needs, and addressing these needs at the student level,the District expects to find students will become more engaged. This process will improve students' confidence and provide them with a sense of empowerment and pride. The District will offer summer school that will focus on academic remediation and acceleration will be offered to students in grades TK-7 during the summer break to help mitigate learning loss from the COVID-19 school closure. This will improve students' academic performance. All 4 Youth will continue to provide counseling services to students to assist with SEL needs through the summer months.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Actions identified in the previous years plan will be maintained and expanded. In order to continue progressing towards our goals, we will continue and enhance services to best meet the needs of English Learners, Foster Youth and students who are not meeting grade level expectations, as measured by SBAC and School Climate Survey. These actions will include: Teacher training in the area of Mathematics and Writing, CSET/RICA preparation/support, Kagan Student Engagement Training, Time to Teach Discipline and Classroom Management

training, Common Core Instructional Materials Training In the areas of ELA and Mathematics. Increased course access such as: Dual Immersion Language Acquisition Program, STEAM Electives, increased opportunities for students to explore college and career readiness pathways. Increased access to technology through a computer check out system for 6-8th grade students has been implemented. Services to improve facilities, parent communication, furniture that will foster collaborative learning environments are included. School safety and campus climate actions include the implementation of a digital sign in and out process which includes the feature of checking visitor backgrounds and alerts administration to any individuals who may put students at risk and who wish to enter campus. An additional day of school psychologist services was added to the plan in the 2017-2018 school year in order to extend services in the area of social skills groups and behavior modification for students who need assistance with learning appropriate conduct. This will continue throughout the 2021-2022 school year. The All 4 Youth counseling services (who are funded through Fresno Superintendent of Schools Office) supplement the services provided to the district. All 4 Youth staff are licensed family therapists, or behavior interventionists, who counsel students who are in need of social emotional support. This, along with the added day of a school psychologist's services, has created a place where our students, who may benefit from emotional support, can feel comfortable, safe, and valued. In the area of student achievement, the district will continue a comprehensive math, writing and reading intensive intervention program. Physical Education support materials will be purchased. Special Education Program Improvement Team will meet regularly to discuss program needs in order to decrease the achievement gap between all students and students who are in the SPED subgroup.

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.

Orange Center Elementary was not 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.

Orange Center Elementary was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Orange Center Elementary was not identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Superintendent developed materials for presentations to stakeholders that contained: 1) a clear description of what LCFF and what the LCAP plan process would entail, 2) data related to the eight state priorities as a point of reference for all stakeholder groups, 3) the district's current mission and vision. All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group. Data regarding student attendance, discipline and suspension data and assessment data was shared using the student information system as well as state mandated ELPAC/CELDT test data, STAR Reading STAR Math data was also used in presentations to stakeholders. Presentations and corresponding materials were presented to the following stakeholder groups before presenting to Orange Center School Districts' Governing Board:

Orange Center Principal, CTA, teachers, classified and management/classified/confidential staff meetings were held to review and give input to the LCAP on March 1, 2021, March 22, 2021, and May 5, 2021

Orange Center CTA LCAP Meeting: 5/5/2021

Orange Center's Parent Advisory Committee and School Site Council were presented a draft of the LCAP on April 13, 2021 and again on May 6, 2021. There were 2 comments from parents regarding actions of interest during the May 6th Meeting. The Superintendent responded to each comment in writing, as required.

The Orange Center DELAC presented a draft of the LCAP on April 13, 2021 and again on May 6, 2021. There were no comments from parents regarding the LCAP during either meeting. Had there been comments, the Superintendent would have responded to each comment in writing, as required.

Orange Center School District consulted with the Fresno County Superintendent of Schools SELPA regrinding the district LCAP on the following dates: 9/10/2020, 10/15/2020, 11/12/2020, 1/28/2021, 2/16/2021, 3/23/2021, 4/15/2021

All students including, Unduplicated students, are given the opportunity to share concerns and ideas through facilitated discussions on May 20th, 2021, daily tiger chats and through an end of the year survey.

The final draft of the LCAP was presented to the PAC, DELAC, SSC for final consultation and approval of SSC on June 23, 2021.

The community was invited to take part in all LCAP planning meetings and review of the LCAP on June 9th, 2021 during a Public hearing. In addition community members were invited to provide input during regularly scheduled board meetings on April 21st and on May 12, 2021.

The District has increased efforts to reach out to all stakeholders. This year's process allowed for data to be shared with stakeholders through parent meetings and District website, as well as a greater opportunity to be involved in the input process. The District does not have a classified bargaining unit, but classified employees, confidential management, and administrators are given the opportunity to participate in the LCAP planning process during the ALL STAFF LCAP meetings, in addition to all other stakeholder LCAP meetings that were available.

Orange Center held a public hearing June 9, 2021; The public comments period was June 4, 2021-June 9, 2021. 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 message, text messages, and handwritten notes.

The District has increased efforts to reach out to all stakeholders. This year's process allowed for data to be shared with stakeholders through parent meetings the district website, as well as a greater opportunity to be involved in the input process from home via zoom .

Translation services were available at all meetings in English and Spanish and in Hmong upon request of our Hmong Liaison.

The Orange Center School Board approved the LCAP and the Budget for the 2021-22 school year on June 30, 2021. Local indicators were presented in conjunction with the LCAP adoption.

A summary of the feedback provided by specific educational partners.

Newly identified trends from teaching and certificated and confidential staff indicated a need for: addressing learning loss, professional development in key areas (SEL and core curricular areas) for teachers and staff, increased improvements in the school building and grounds, increased services to address learning loss through assessment data analysis, increased support to address attendance issues and a need to provide curriculum and services to students in the area of Socio Emotional Learning.

Newly identified trends from parents and community indicated a need for: increased visual and performing arts programs and increased supplemental support services to address learning loss.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from stakeholders that has influenced aspects of the LCAP can be found throughout the plan:

Feedback suggesting technology be a component for extended learning beyond the school day will be applied in Goal 5: Action 2 Extended Learning Opportunities: Technology being a component for the extended learning beyond the school day.

Feedback suggesting that an intensive intervention program be created to address learning loss will be applied in Goal 1: Action 4 Professional Development

Feedback suggesting professional development in Common Core standards for teachers and staff will be applied in Goal 3: Action 2 Professional learning opportunities: CC Standards

Feedback suggesting increased improvements in the school building and grounds will be applied in Goal 2: Action 2 Maintenance and repair to school facility

Feedback suggesting increased services to address learning loss through assessment data analysis will be applied in Goal 1: Action 6 Data Analysis and Desegregation

Feedback suggesting increased services to address increased support to address attendance issues will be applied in Goal 2: Action 9 TIP Officer

Feedback suggesting increased services to address increased support to address curriculum and services to students in the area of Socio Emotional Learning will be applied in Goal 2: Action 7 SEL Curriculum

Feedback suggesting increased services to address increased support to address increased real life learning experiences will be applied in Goal 5: Action 3

Feedback suggesting increased services to address increased supplemental support services to address learning loss will be applied in Goal 1

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement of all students and sub groups

An explanation of why the LEA has developed this goal.

When reviewing data for all students at Orange Center School, data indicates that there is a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff 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. 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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessment results ELPAC Results	Due to COVID 19, the CAASPP assessment was suspended for 2019-20. The 2018-19 CAASPP results are the most current results. ELA: 2018-19 33.4 points below "Met". Math 2018-19 66.7 points below "Met". Data Source: 2018-19 CAASPP results Percentage of ELs making annual progress in 2019 ELPAC:	ELA: 2020-21 All: 72.98% below "Standard Met" EL: 78.26% below "Standard Met" Econ. Dis.: 72.16% below "Standard Met" FY: *FY data not available to protect privacy. Math: 2020-21 All: 88.59% below "Standard Met" EL: 92.75 below "Standard Met" FY: *FY data not available to protect privacy.			All students scores in E.L.A. and Mathematics to be within 10 points of "Met" on 2022-23 CAASPP. All:10 points below "Met". EL: 10 points below "Met". Soc. Econ. Diss.:10 points below "Met". FY:10 points below "Met". Adjusted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	47.5% Data Source: 2019 Ca. Dashboard	Data Source: CAASPP *Adjusted Data Source *Most current results for EL English Language Proficiency for Summative ELPAC are: 13.98% - Level 4 33.66% - Level 3 32.57% - Level 2 19.79% - Level 1 ELPAC was not given in 2019-20, therefore, there are not results to compare the 2020-21 results. Data Source: 2019 Ca. Dashboard *Updated Metric			
Implementation of standards for all students and enable EL's access to CCSS and ELD standards	Data Year 2020-2021 Data Source: State Reflection Tool Dashboard Fall 2021 5.0	Data year: 2020-2021. Data Source: 2020-2021 Local Indicator Dashboard 5.0			Full implementation and sustainability Data Year: 2023-2024 Data Source: State Reflection Tool Dashboard 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Employ and retain highly qualified staff	When reviewing data for all students at Orange Center School, data indicates that, although positive gains are being made, there is still a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement highly qualified staff 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. * Title I from SPSA: To increase the number of English Language Learner students who are reclassified, the District has provided English Learner intervention and support through the supplemental services provided by an English Language Coordinator and Instructional Aide(s). The District has also provided professional learning opportunities to staff members who work with EL students. An academic summer school session will occur to serve all students to alleviate some of the learning loss due to the COVID - 19 pandemic school closures. These services have been principally directed toward the unduplicated student population. Title I 2000-2999: Classified Personnel Salaries Classified Personnel Benefits: $67,334.45	$1,569,871.00	No
1.2	New Teacher(s) Support	Our Low Income, Foster Youth, 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. To improve academic achievement, a local needs assessment shows that new teachers need training and support from experienced teacher mentors. Therefore the LEA is committed to providing induction services to new or inexperienced teachers. Induction and intern supports provide year(s) long, on the job support for teachers new to the field, including mentoring from an experienced educator. Participants must adequately demonstrate and apply first, best instructional practices like: differentiation, scaffolding, and integrating culturally relevant practices. We expect that the CAASPP ELA and math scores for low-income, Foster Youth, and English Learners	$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students will increase significantly, as the program is designed to meet the needs most associated with low-income, Foster youth 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.		
1.3	Professional Development: Best Practices	Our Low Income, Foster Youth, 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. To improve academic achievement, a local needs assessment shows that teachers professional development specifically focused on best practices to meet the needs of Low Income, Foster Youth, and English Learners. Professional development on structures to increase student engagement, scaffolding strategies,and analyze and assessing student learning. Increasing student engagement will lead to opportunities for the identified students to have equal opportunity to participate in oral discussions, to experience individual accountability, pand ractive positive interdependence within student groups, and will provide simultaneous interactions to a higher percentage of students. Scaffolding strategies will provide students with supports to access the curriculum by building on each student's background knowledge. Teachers will be trained with PLC structures to be able to analyze and asses student learning. We expect that the CAASPP ELA and math scores for low-income, Foster Youth, and English Learners students will increase significantly, as the program is designed to meet the needs most associated with low-income, Foster youth 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.	$46,004.00	Yes
1.4	Intervention Program ELA	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on CAASPP ELA as demonstrated in the metrics above. To improve academic achievement, in ELA local needs assessment shows that	$51,403.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Low Income, Foster Youth and English Learner students who are reading at least 2 years below grade level, need small group, focused reading intervention. An increase focus on small group instruction will lead to increased student achievement in reading and ELA for the identified student groups. To meet this need, a credentialed teacher will continue to provide specialized direct instruction support to students through individualized and small group remediation lessons which target foundational reading skills. We expect that the CAASPP ELA scores for low-income, Foster Youth, and English Learner students will increase significantly, as the program is designed to meet the needs most associated with low-income, Foster youth 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.		
1.5	Special Education Services	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.	$338,305.00	No
1.6	Data Analysis and Disaggregation Services	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on CAASPP ELA and math as demonstrated in the metrics above. Based on a local needs assessment to improve academic achievement, it is important that educators and students are aware of the learning gaps and strengths of each student which requires the ability to use learning data in a meaningful and skilled way. 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	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a way that supports equity for all students. In order to increase academic achievement, the District will 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 student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly. We expect that the CAASPP ELA and math scores for low-income, Foster Youth, and English Learner students will increase significantly, as the program is designed to meet the needs most associated with low-income, Foster youth, 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.		
1.7	Curriculum Mapping	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on CAASPP ELA and math as demonstrated in the metrics above. Based on a local needs assessment to improve academic achievement, it is important that educators and students are aware of the learning gaps and strengths of each student which requires the ability to use learning data in a meaningful and skilled way. Through a 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. In order to increase academic achievement teachers will be allocated additional time to build curriculum maps and assessment calendars for the school year Through the skilled and purposeful use of student learning data, educators will be better able to target the learning needs of each English Learner, Foster Youth and Low Income student and differentiate needs accordingly. We expect that the CAASPP ELA and math scores for low-income, Foster Youth, and English Learner students will increase significantly, as the program is designed to meet the needs most associated with low-income, Foster youth 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.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Supplemental Support for Students (Tutors)	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on CAASPP ELA and math scores, as demonstrated in the metrics above. Based on a 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 his need, a credentialed EL coordinator and classroom teachers will work with support staff to provide remediation and acceleration activities to students. As Low Income, Foster Youth, and English Learner students' 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. We expect that the CAASPP ELA and math scores for low-income, Foster Youth, and English Learner students will increase significantly, as the program is designed to meet the needs most associated with these students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	$72,000.00	Yes
1.9	Transportation - Intervention Program/ Expanded Learning	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on CAASPP ELA and math scores, as demonstrated in the metrics above. Based on a local needs assessment to improve academic achievement, we know that when properly implemented, targeted individualized support in English and Math, students have greater access to improving missing skills and can reach current standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized direct instruction support to students through individualized and small group remediation and acceleration lessons after the traditional school day. Based on educational partner feedback, transportation will be provided to ensure that Low Income, Foster Youth, and English Learner	$76,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students have access to Afterschool learning opportunities. As students reading/math skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase. We expect that the CAASPP ELA and math scores for low-income, Foster Youth, and English Learner students will increase significantly, as the program is designed to meet the needs most associated with these students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.		

Goal Analysis [2021-22]

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

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

Goal 1: Increase student achievement of all students and subgroups. All actions within this goal contribute to increasing student overall achievement and the overall achievement of English Learners, low-income, and foster youth students.
1.1 Employ and retain highly qualified staff: This action was implemented as expected.
1.2 New Teacher(s) Support: This action was implemented as expected.
1.3 Professional Development: Best Practices: This action was implemented as expected.
1.4 Intervention Program ELA: This action was implemented as expected.
1.5 Special Education Services: This action was: This action was implemented as expected. as expected.
1.6 Data Analysis and Disaggregation Services: This action was implemented as expected.
1.7 Curriculum Mapping: This action was implemented as expected.
1.8 Supplemental Support for Students (Tutors): This action was implemented as expected.
1.9 Transportation - Intervention Program/ Expanded Learning: This action was implemented as expected.
Overall Successes: All actions were implemented as expected. Students were able to benefit from the reading intervention program and reached 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 for the time during the day to conference with academic coaches. Teachers were required to meet after classes were over which affected planning time.

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.

An explanation of how effective the specific actions were in making progress toward the goal.
Goal 1: Increase student achievement of all students and subgroups. All actions within this goal contribute to increasing student overall achievement and the overall achievement of English Learners, low-income, and foster youth students. 1.1 Employ and retain highly qualified staff & 1.2 New Teacher(s) Support: Orange Center 2021-22 data shows school year staffing list:? Interns,? STS, ? misassignments,? vacancies. The district knows that in order to increase academic achievement highly qualified staff must be hired and retained. The LEA is committed to providing induction services to new or inexperienced teachers. Induction and intern support provide year(s) long, on-the-job support for teachers new to the field, including mentoring from an experienced educator. 1.3 Professional Development Best Practices: Orange Center 2020-2021. Data Source 2020-2021 Local Indicator Dashboard 5.0. The LEAs Implementation standards for all students and enable EL's access to CCSS and ELD standards ??. Professional development on structures to increase student engagement, scaffolding strategies, and analyzing and assessing student learning. 1.4 Intervention Program ELA: An increased focus on small group instruction will lead to increased student achievement in reading and ELA for the identified student groups. Due to COVID 19, the CAASPP assessment was suspended for 2019-20. The 2018-19 CAASPP results are the most current results. ELA: 2018-19 33.4 points below "Met". Math 2018-19 66.7 points below "Met". STAR reading scores show?? STAR math scores show? 1.5 Special Education Services: In order to provide the necessary support to students who are eligible or who may become eligible for Special Education Services, Orange Center employs two SPED Teachers, and contract a School Psychologist for two days a week, a Speech Pathologist for 2.5 days a week. Do district data show that all students who are eligible for special education services received all services outlined in their IEP. 1.6 Data Analysis and Disaggregation Services & 1.7 Curriculum Mapping: In order to increase academic achievement the District will contract services to disaggregate data and assist with data analysis and review in order to target specific foundational skills. The District will also provide time for teachers to look at the data and create Curriculum Maps and Assessment Calendars. 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. STAR reading scores show?? In particular, our low-income and English Learner data show?? STAR math scores show? In particular, our low-income, and English Learner data show?? 1.8 Supplemental Support for Students (Tutors) & 1.9 Transportation - Intervention Program/ Expanded Learning: A credentialed EL coordinator and classroom teachers, after-school support, and transportation all work together to provide remediation and acceleration activities to students. Our Low Income, Foster Youth, and English Learner students' reading and mathematics skills are brought closer to

grade level through intensive support. STAR reading scores show?? In particular, our low-income, and English Learner data show?? STAR math scores show? In particular, our low-income, and English Learner data show??

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

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

Goals and Actions

Goal

Goal #	Description
2	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.

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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained	2019-20 FIT Score "Good" as measured by annual FITs or SARC review. Information Collected from 2019-20 SARC	FIT score "Good" as measured by 2020-21 SARC.			FIT Score "Good" as measured by annual FITs or 2022-23 SARC review.
Attendance	Attendance: 2019-20: (97.03%) Data Source: Schoolwise (District S.I.S.)	Attendance: 2020-21: (94.77%) Data Source: Schoolwise (District S.I.S.)			Attendance: 2022-23 (98%) Data Source: Schoolwise (District S.I.S.)
Chronic Absenteeism	2019 Dashboard Chronic Absenteeism: 2018-19 (7.7%) Data Source:	Chronic Absenteeism 2020-21: All:(13.1%) EL:(8.3%)			2023 Dashboard Chronic Absenteeism: 2022-23: All (7%) EL: (3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 CA Dashboard	Soc. Ec. Diss.:(13.7%) FY: Not reported to protect privacy Data Source: DataQuest *Adjusted Metrics, Data Source			Soc. Econ. Diss.:(3%) FY: (1%) 2023 Ca. Dashboard Adjusted
M.S. Dropout Rate	Middle School Dropout Rate: (0%) 2019 CA Dashboard	Middle School Dropout Rate: (0%) Data Source: DataQuest *Adjusted Data Source			Middle School Dropout Rate: (0%) 2023 CA Dashboard
Suspension rate	2018-19 : (6.3%) Data Source: 2019 CA Dashboard Suspension Rate	2020-21: All (0%) EL:(0%) Soc. Ec. Diss: (0%) FY: Not reported to protect privacy Data Source: DataQuest *Adjusted Data Source			2022-23: All:(3.3%) EL:(1.5%) Soc. Econ. Dis.:(1.5%) FY:(.3%) Data Source: 2024 CA Dashboard Suspension Rate Adjusted
Expulsion rate	Expulsion Rate 2018-19: (0%) Data Source: Schoolwise (District SIS)	Expulsion Rate 2020-2021: All: (0%) EL:(0%) Soc. Ec. Diss: (0%)			Expulsion Rate 2022-23: (0%) Data Source: Schoolwise (District SIS)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY: Not reported to protect privacy Data Source: DataQuest *Adjusted Data Source			
School Climate	Data Source: 2020-21 Orange Center Student Survey - 156 Responses I Feel Safe at School Very Safe - 70.45% Somewhat Safe - 16.3% Not Safe - 3.2% Connectedness: Very Connected - 58.3% Somewhat Connected- 36.5% Not Connected - 4.2.% Based on your experience, do you sometimes feel sad or depressed? Yes - 38.5% No - 50% Don't Know - 11.5%	Results of 2021-22 School Climate Survey still being collected.			2022-23 Orange Center Student Survey I Feel Safe at School Very Safe - 90% Somewhat Safe - 10% Not Safe - 0% Connectedness: Very Connected - 95% Somewhat Connected- 5% Not Connected - 0.% Based on your experience, do you sometimes feel sad or depressed? Yes - 18% No - 80% Don't Know - 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Comments	Data Source: 2021 Orange Center LCAP Parent Survey - 28 Responses The District effectively addresses attendance and absenteeism:: Agree- 96.4% Disagree - 3.6% The school promotes family involvement in school. Strongly Agree - 53.6% Agree - 46.4% Disagree - 0% Strongly Disagree - 0% The school offers a safe, secure and clean learning environment for my child.- 50% Agree - 46.4% Disagree - 3.6% Strongly Disagree - 0% The school provides me with the	Results of the 2021-22 Orange Center LCAP Parent Survey are still being collected.			Data Source: 2023 Orange Center LCAP Parent Survey The District effectively addresses attendance and absenteeism:: Agree- 99% Disagree - 1% The school promotes family involvement in school. Strongly Agree - 90% Agree - 10% Disagree - 0% Strongly Disagree - 0% The school offers a safe, secure and clean learning environment for my child.- 89% Agree - 10% Disagree - 1% Strongly Disagree - 0% The school provides me with the information and the support I need in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	information and the support I need in order to help my children succeed in school. Strongly Agree - 39.3% Agree - 60.7% Disagree - 0% Strongly Disagree - 0%				order to help my children succeed in school. Strongly Agree - 80% Agree - 20% Disagree - 0% Strongly Disagree - 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Home to School Transportation	To ensure student engagement in a rural school home to school transportation is required.	$252,915.00	No
2.2	Maintenance/Repair to School Facility	To provide a safe and comfortable learning and collaboration environment facilities, furniture, and school grounds must be well maintained. Carpets in two rooms will be replaced, school will be repainted including structural damage repair and replacement of one building roof .	$492,567.00	No
2.3	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.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Preventative Healthcare Measures- LVN	Our Low Income, Foster Youth, 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. To improve the physical and mental well-being of our Low Income, Foster Youth, and English Learner students and decrease preventable illnesses, it is essential that access to health and educational supports are provided through professional medical services. Because of this need, the District will provide preventative healthcare measures through a site LVN to assist in disseminating health information, communicating with parents in regards to preventative health/emotional issues and immunizations in order to improve attendance and loss of instructional time for the identified students, in addition to our district registered school nurse. 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.	$90,500.00	Yes
2.5	Positive Behavior Intervention and Support Program	Data indicates that Low Income, Foster Youth, and English Learner students show the most opportunity for continued improvement in attendance, suspension, and expulsion rates in comparison to all students, based on the metric section above. Since the inception of this action, five years ago, attendance rates, suspension rates, and expulsion rates have improved according to the CA Department of education dashboard and the district anticipates continued improvement in these areas. Based on a local needs assessment to improve attendance, suspension, and expulsion rates it is essential that students and staff engage in Positive Behavior Intervention and Support Program activities and research-based training that identify students who are in need of academic and behavior programs and	$28,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention, in and outside of the regular school day. Therefore the LEA is committed to supporting PBIS training, activities, and extracurricular events. The focus is on teaching and promoting positive behaviors. By building on these positive behaviors, escalations into discipline are reduced. These practices provide Low Income, Foster Youth, and English Learner students and staff the opportunity to identify which of the identified students are in need of behavioral support, and social-emotional tools, and will greater educational and behavioral support. As a result, we expect that attendance rates, suspension rates, and expulsion rates 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, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
2.6	Supplemental Services- Socio-emotional Health	OC's Student survey indicates that Low Income, Foster Youth, and English Learner students show a need for opportunities to engage in activities that assist those who are in need of social skills and counseling services, in and outside of the regular school day. The pandemic has left many of our Low Income, Foster Youth, and English Learner students feeling isolated and in need of connecting and processing subsequent stress. Based on these needs, services such as social skills counseling, counseling, behavior intervention, and socio-emotional needs support need to be provided. In addition, the District will provide supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). These services are in addition to the core scheduled 2 days. These practices provide students and staff the opportunity to identify the Low Income, Foster Youth, and English Learner students in need of behavioral support and will provide greater educational access because these services will increase self-awareness, learning to learn skills, and positive behaviors both in and out of the classroom. In addition to providing referrals and we will communicate with parents in regard to socio-emotional issues in order to ensure that the skills and tools that the identified students learn at school can be supported by families at home. As a result, we expect	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
2.7	SEL Curriculum & Support Materials	According to the Orange Center Student Survey, many of our Low Income, English learners, and Foster Youth students have experienced a feeling 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, Foster Youth, 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 bases. As a result, we expect the district expects to see a decrease in self-harm reporting incidents and 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.	$20,000.62	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	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.	$3,900.00	No
2.9	TIP Officer	According to local data and CALPADS reports, the District has noticed an increase in absences throughout the 2021-2022 school year for our Low Income, Foster Youth and English learners. A local needs assessment indicates that by having a dedicated person to engage the identified students and families around barriers to attendance and engagement, the school will be better able to support specific needs and connect resources. Because of this need, the District will contract services through FCSS for a TIP officer who will assist with communicating with parents, providing home visits, and identifying factors for Low Income, Foster Youth, and English learner student absences and lack of engagement. Targeted support in this area will help reinforce attendance policies and will help parents of Low Income, Foster Youth and English learners receive assistance regarding barriers to school attendance and the unique needs and supports of each identified student and their family. This action is designed to meet the unique needs of Low Income, Foster Youth, and English learner students, however, we expect that all students struggling with regular school attendance will benefit. As a result, the district expects to see a decrease in chronic absenteeism as reported according to local data and CALPADS reports for Low Income, English learners, and Foster Youth students.	$15,000.00	Yes

Goal Analysis [2021-22]

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

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

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 contribute 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.
2.2 Maintenance/Repair to School Facility:
2.3 Parent Involvement Opportunities:
2.4 Preventative Healthcare Measures- LVN:
2.5 Positive Behavior Intervention and Support Program:
2.6 Supplemental Services- Socio-emotional Health:
2.7 SEL Curriculum & Support Materials:
2.8 California Healthy Youth Act Course:
2.9 TIP Officer:

Overall Successes:
Overall Challenges:

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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 contribute 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: To ensure student engagement in a rural school home to school transportation is required. Data shows that we provide transportation to 100% of our in-district students.
2.2 Maintenance/Repair to School Facility: To provide safe and comfortable learning and collaboration environment facilities, furniture, and school grounds must be well maintained. District data shows the FIT score of "???" as measured by 2021-22SARC.
2.3 Parent Involvement Opportunities: This action provides increased parent involvement and an increased number of opportunities for students to demonstrate visual and performing art skills
2.4 Preventative Healthcare Measures- LVN & 2.5 Positive Behavior Intervention and Support Program & 2.6 Supplemental Services- Socio-emotional Health &2.7 SEL Curriculum & Support Materials. & 2.9 TIP Officer. These actions work together to improve the physical and mental well-being of our Low Income, Foster Youth, and English Learner students. The district's chronic absenteeism data shows ?? . The district's chronic attendance rate data shows ?? The district's suspension rate data shows ??
2.8 California Healthy Youth Act Course: The district provides a CHYA- California Healthy Youth Act course for students in one of their middle school years. LEA data shows that meet the state requirement in alignment with CHYA.

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

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

Goals and Actions

Goal

Goal #	Description
3	Every student will receive rigorous, research based instruction aligned to Common Core State Standards. All English Learners will receive English Language Development (ELD) that is aligned to the current ELD standards. The District anticipates that through the implementation of the planned actions, that the District EL Reclassification rates will improve.

An explanation of why the LEA has developed this goal.

When reviewing data for all students at Orange Center School, data indicates that there is a low number of students who are meeting grade level standards in ELA and Mathematics. In order to increase academic achievement, research indicates that hands on lessons and experiences is necessary, when delivering the Common Core Standards and ELD lessons. 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain fully credentialed teachers with no misassignments nor vacancies. ELPAC Results	Data Source: Orange Center 2020-21 school year staffing list: 2 Interns 1 STSP 0/21 mis-assignments 0/21 vacancies Data Source: Data Source: School year staffing list Percentage of ELs making annual	Data Source: Orange Center 2021-22 school year staffing list: 3 Interns 1 STSP 1 PIP 1/21 mis-assignments 0/21 vacancies Data Source: School year staffing list *Adjusted Metrics *Most current results for EL English			Orange Center 2022-23 school year staffing list: 0 Interns 0 STSP 0 Mis-assignments 0 Vacancies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	progress in 2019 ELPAC: 47.5% Data Source: 2019 Ca. Dashboard 47.5% of English learners making progress towards English language proficiency. Data Source: 2019 CA Dashboard	Language Proficiency for Summative ELPAC are: 13.98% - Level 4 33.66% - Level 3 32.57% - Level 2 19.79% - Level 1 ELPAC was not given in 2019-20, therefore, there are not results to compare the 2020-21 results. Data Source: 2019 Ca. Dashboard			
EL Reclassification Rate	Baseline: 8.7% Data Year: 2019-2020 Data Source: DataQuest	Data Year: 2020-21 5.5% Data Source: DataQuest			Baseline: 20% Data Year: 2022-2023 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide Hands on Learning & STEAM Experiences	According to CAASPP Math, CAASPP ELA and ELPAC scores, our Low Income, Foster Youth, and English Learner students are displaying a decrease in the number of students who are meeting standards as compared to all students. Based on a local needs assessment these students have less opportunities to engage in creative thinking and hands on learning and STEAM experiences. Orange Center will allocate resources to provide supplemental instructional material needed to support experiences to implement CC standards and offer a rigorous broad course of study. As Low Income, Foster Youth, and English Learner students have access to creative	$70,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and critical thinking skills through experiential learning, engagement will increase and learning will take place at deeper levels. The District will provide a STEAM educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding Low Income, Foster Youth, and English Learner students inquiry, dialogue, and critical thinking. This will support the identified students to take thoughtful risks, engage in experiential learning, and persist in problem-solving. This action is designed to meet the unique needs of Low Income, Foster Youth, and English learner students, however, we expect that all students needing additional academic supports will benefit this action is being provided on a LEA basis. As a result, The LEA expects to see increased academic achievement for all Low Income, Foster Youth, and English Learner students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Since the inception of this action, 5 years ago, Math and ELA rates improved two of the three years, according to SBAC data.The district believes that focused and consistent implementation of the use of resources will result in desired outcomes.		
3.2	Professional Learning: CC Standards	Our Low Income, Foster Youth, and English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data noted in the metric section within the LCAP. Based on a needs assessment, in order to improve academic achievement for the identified student groups, It is essential that first and best instruction is provided which requires well trained and supported teachers. Therefore the LEA is committed to providing researched based best practices to develop new instructional strategies in the area of student engagement, technology integration, and CC integration through the use 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 individual student, especially the Low Income, Foster Youth, and English Learner students. This action is designed to meet the unique academic needs of Low Income, Foster Youth, and English learner students, however, we expect that all students needing	$23,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional academic supports will benefit this action is being provided on a LEA basis. As a result, The LEA expects to see increased academic achievement for all Low Income, Foster Youth, and English Learner students as measured by CAASPP Math and ELA.		
3.3	Supplemental Materials: STEAM	According to CAASPP Math, CAASPP ELA and ELPAC scores, our Low Income, Foster Youth, and English Learner students are displaying a decrease in the number of students who are meeting standards as compared to all students. Based on a local needs assessment these students have less opportunities to engage in creative thinking and hands on learning and STEAM experiences. Orange Center will allocate resources to provide supplemental instructional material needed to support learning lessons to implement CC standards and offer a rigorous broad course of study. The District will provide a STEAM educational materials that allow to approach learning through the use of Science, Technology, Engineering, the Arts and Mathematics as access points for guiding Low Income, Foster Youth, and English Learner students inquiry, dialogue, and critical thinking. This will support the identified students to take thoughtful risks, engage in experiential learning, and persist in problem-solving. This action is designed to meet the unique needs of Low Income, Foster Youth, and English learner students, however, we expect that all students needing additional academic supports will benefit this action is being provided on a LEA basis. As a result, The LEA expects to see increased academic achievement for all Low Income, Foster Youth, and English Learner students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Since the inception of this action, 5 years ago, Math and ELA rates improved two of the three years, according to SBAC data.The district believes that focused and consistent implementation of the use of resources will result in desired outcomes.	$128,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	State Adopted Curriculum	State law requires that all students have access to state adopted core curriculum. Because of this need, the District will purchase state adopted curriculum in order to provide students with CC standards based materials and in order for the district to offer a rigorous broad course of study. 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.	$45,000.00	No

Goal Analysis [2021-22]

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

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

Goal 3: Every student will receive rigorous, research based instruction aligned to Common Core State Standards. All English Learners will receive English Language Development (ELD) that is aligned to the current ELD standards. The District anticipates that through the implementation of the planned actions, that the District EL Reclassification rates will improve.
3.1 Provide Hands on Learning & STEAM Experiences: This action was implemented as expected.
3.2 Professional Learning: CC Standards
3.3 Supplemental Materials: STEAM
3.4 State Adopted Curriculum

Overall Successes:
Overall Challenges:

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.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3: Every student will receive rigorous, research based instruction aligned to Common Core State Standards. All English Learners will receive English Language Development (ELD) that is aligned to the current ELD standards. The District anticipates that through the implementation of the planned actions, that the District EL Reclassification rates will improve.

3.1 Provide Hands on Learning & STEAM Experiences
3.2 Professional Learning: CC Standards
3.3 Supplemental Materials: STEAM
3.4 State Adopted Curriculum

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

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

Goals and Actions

Goal

Goal #	Description
4	Increase the number of parents, family and community stakeholders that participate in activities that are directly related to the educational experiences of their students

An explanation of why the LEA has developed this goal.

Data from recent parent surveys indicate families of all students need opportunities to become aware of vital school information and ways to support their children surrounding academic and educational topics. In order to increase parent participation, the District must increase supports and opportunities to facilitate increased participation in school sponsored meetings and activities. The District will increase the parent engagement attendance by providing multiple ways of communicating information regarding said activities. As a result we expect to see increased academic achievement for all students as measured by CAASPP math and ELA scores as well as increased percentages of ELs making annual growth in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement/Suggestions ELPAC Results	Data Source: 2021 Orange Center LCAP Parent Survey - 28 Responses The school promotes family involvement in school. Strongly Agree - 53.6% Agree - 46.4% Disagree - 0% Strongly Disagree - 0%	The results of the LCAP Parent Survey are still being collected. *Most current results for EL English Language Proficiency for Summative ELPAC are: 13.98% - Level 4 33.66% - Level 3 32.57% - Level 2 19.79% - Level 1 ELPAC was not given in 2019-20, therefore, there are not results to			Orange Center LCAP Parent Survey The school promotes family involvement in school. Strongly Agree - 90% Agree - 10% Disagree - 0% Strongly Disagree - 0% The school distributes information about

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The school distributes information about community programs for families. Strongly Agree - 53.6% Agree - 42.9% Disagree - 3.6% Strongly Disagree - 0%	compare the 2020-21 results. Data Source: 2019 Ca. Dashboard *Updated Metric			community programs for families. Strongly Agree - 53.6% Agree - 42.9% Disagree - 3.6% Strongly Disagree - 0%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement Activities	According to parent surveys, families of Low Income, English learners, and Foster Youth children, are in great need of strategies to help children with Socio-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 to be successful in all academic areas. 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, English Learners, and Foster Youth. However, because we	$87,674.92	Yes

Action #	Title	Description	Total Funds	Contributing
		expect that all families can benefit from these supports, the action will be provided on an LEAwide 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.		
4.2	Communication with Parents and Community	According to parent surveys, families of low income, English learners, and Foster Youth children have less access to school information about school-related activities, including parent workshops and meetings. 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 in a timely manner. This has contributed to low parent participation in activities that would teach parents to support students at home in academic content. Technology, including devices and 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 which 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 as well as in their comfort and skill level to support their student's academic activities. However, because we believe that all parents will benefit, the action is being provided on a LEAwide basis.	$2,379.46	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Communication:Spanish and Hmong Speaking Liaisons	According to statewide data, low-Income students, English learners, and Foster Youth children show the most opportunity for continued academic improvement based on state assessments. A local needs analysis revealed that low-income students, English Learners and Foster Youth are in need of increased academic support within the classroom so that they do not fall behind their peers. Also, our experience shows that in order to improve academic achievement, it is imperative that parents and teachers are able to communicate on a regular basis so that they can coordinate supports both in the classroom and at home. To address this need, the District will provide instructional aides/family liaisons 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 meeting in addition to improved student academic performance. However, because all students will benefit from increased classroom support and	$97,252.75	Yes

Action #	Title	Description	Total Funds	Contributing
		coordinated parent communication, the action will be provided on an LEAwide basis.		

Goal Analysis [2021-22]

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

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

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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

Goals and Actions

Goal

Goal #	Description
5	Every student will be promoted with 21st Century skills and a broad course of study prepared for high school success.

An explanation of why the LEA has developed this goal.

Data from recent parent surveys indicate families of students have the least opportunities to engage in a 21st century learning experiences that require instructional technology and technical support. Because of this need, the District will provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. The District will maintain an Instructional Technology Coordinator and Contract a FCOE Technology Technician. Increased services will be effective in meeting the District goal for the entire student population. As a result, we expect to have an increased academic achievement for all students as measured by CAASPP Math and ELA scores, increased exposure to technology & knowledge of jobs in the technology field, as well as increased percentages of ELs making annual growth in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a broad course of study. ELPAC Results	2020-2021 100% access to a broad course of study. Data Source: District Master Schedule 47.5% of English learners making progress towards English language proficiency. Data Source: 2019 CA Dashboard	2021-22 100% access to a broad course of study. Data Source: District Master Schedule *Most current results for EL English Language Proficiency for Summative ELPAC are: 13.98% - Level 4 33.66% - Level 3 32.57% - Level 2 19.79% - Level 1			2022-23 100% access to a broad course of study. Data Source: District Master Schedule

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ELPAC was not given in 2019-20, therefore, there are not results to compare the 2020-21 results. Data Source: 2019 Ca, Dashboard *Updated Metric			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional Technology Support	According to our CAASPP scores in ELA and mathematics, our Low Income, English learners, and Foster Youth have the greatest opportunity for improvement. 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 which often require 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 that 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 are able to access reliable technology and internet, providing support as needed. 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 it on an LEAwide basis.	$158,197.70	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Extended Learning	According to our CAASPP scores in ELA and mathematics, our Low Income, English learners, and Foster Youth have the greatest opportunity for improvement. 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 which often require use of technology. The District will purchase the technology, materials and supplies needed to support STEAM lessons and participate in STEAM learning labs and makerspaces. 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 STEAM-related activities such as science, technology, engineering, art, and mathematics will promote a variety of skills needed such as teamwork, collaboration, listening and critical thinking. These lessons 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. 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 it on an LEAwide basis.	$73,303.45	Yes
5.3	Real-Life Learning	A review of our most current local data reflects that our Low Income, English learners, and Foster Youth students are displaying a decreases in the number of students who are meeting standards and that these students have less opportunities to opportunities to explore locations where they can observe varying fields of study and real life and physical fitness experiences. Exposure to hands-on experiences and the opportunity to apply learning 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	$127,719.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. As a result, The LEA expects to see increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. Since the inception of this action, 5 years ago, Math and ELA rates improved two of the three years, according to SBAC data. The district believes that focused and consistent implementation of the use of resources will result in desired outcomes.		
5.4	Dual Immersion Program	According to our CAASPP scores in ELA and mathematics, our English learners have the greatest opportunity for improvement. A local needs analysis revealed that these students often lack basic literacy skills which are essential to accessing learning and participating fully within the classroom. In our experience, literacy skills taught within a Dual Immersion setting help to bolster the achievement of non-native English speakers. The District will provide a Dual Immersion program that utilizes research-based instructional strategies that give students the opportunity 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 in 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. By continuing to provide these resources the District anticipates an increase in the ELA and Math CAASPP scores of English Learners. However, because this action will support the learning of all students, the district will provide it on an LEAwide basis.	$29,675.00	Yes
5.5	Music Education	Students reported a school connectedness rate of ____. Educational Partner feedback indicated a desire for low-income students to have increased access to music education. Our school is located in a rural area, limiting access to opportunities for music education for students		

Action #	Title	Description	Total Funds	Contributing
		who do not have reliable transportation or who cannot afford it. To address this need, the District will expand access to music education by hiring a teacher specifically for this purpose. The district will also provide students with instruments and other materials necessary to participate in these educational opportunities. Music instruction will be provided for the identified students during the school day. Research indicates that exposure to music instruction promotes increases in academic achievement and social-emotional well-being. Our educational partners agreed and desire these benefits for the identified students. We expect that low-income students will report an increased sense of connectedness as a result of providing this action. However, because we know that all students will benefit from expanded music education, the action is being provided on an LEAwide basis.		

Goal Analysis [2021-22]

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

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

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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

Goals and Actions

Goal

Goal #	Description
6	Increase student achievement of English Language Learners

An explanation of why the LEA has developed this goal.

When reviewing data for English Language learner students at Orange Center School, data indicates that there is a low number of students who are meeting grade level standards in ELA and mathematics. The District will provide additional student support services, staff and professional development activities to augment the educational program for our English learners. As a result we expect to see increased academic achievement for all English language learning students as measured by CAASPP Math and ELA as well as increase percentages of ELs making annual progress towards English language proficiency in the ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards assessment Distance From Standard results in ELA and math for EL student and the rate of EL students making progress towards English language proficiency. ELPAC Results	English learners 46.3 points below standard in CAASPP ELA scores. English learners 73.6 points below standard in CAASPP Mathematics scores. 47.5% of English learners making progress towards English language proficiency. Data Source: 2019 CA Dashboard	ELA: 2020-21 EL: 78.26% below "Standard Met" Math: 2020-21 EL: 92.75 below "Standard Met" Data Source: CAASPP *Adjusted Data Source *Most current results for EL English Language Proficiency for Summative ELPAC are: 13.98% - Level 4 33.66% - Level 3 32.57% - Level 2			English Learners within 15 points of standard in CAASPP ELA scores, within 25 points of standard in CAASPP Math scores. 60% of English Learners making progress towards English language proficiency. 2023 CA. dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		19.79% - Level 1 ELPAC was not given in 2019-20, therefore, there are not results to compare the 2020-21 results. Data Source: 2019 Ca. Dashboard *Updated Metric			

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	English Learner Coordinator and Instructional Aide(s)	According to state SBAC assessments and ELPAC data, there is an opportunity to increase the English learners academic achievement. Through research we know that when targeted individualized instruction is provided in English and Math, students have greater access to improving missing skills and can reach current grade level standards, especially when the instruction is provided by credentialed teachers and enhanced when properly trained support staff assists. To meet his need, a credentialed EL coordinator will continue to provide specialized instruction support to students through individualized and small group remediation. As students' 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 action has been implemented since 2016 and has shown increases in statewide SBAC scores for low income students in ELA, Math, and ELD. However the district did see a drop in program effectiveness during the last SBAC administration, the District that improved planning and program fidelity will demonstrate positive growth in the upcoming year.	$266,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.2	Professional Development: ELD	English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data. To improve academic achievement, it is essential that first and best instruction is provided which requires well trained and supported teachers. Therefore the LEA is committed to providing researched based best practices development by allocating funds to offer professional development in the areas of: student engagement, ELD, Language Acquisition, Effective Dual Immersion Programs. These instructional practices provide greater educational access and are key to meeting the needs of students. As a result the District expects to see improved state tests cores in all areas for EL students. Since the inception of this action, 4 years ago, Math and ELA rates have improved for two of the three years according to SBAC data. State EL data has indicated positive progress, however learning loss may affect current data.	$1,614.95	Yes
6.3	Supplemental Curriculum and Supplies: ELD	English Learner students show the most opportunity for continued academic improvement, based on the most current state and local data. To improve academic achievement, it is essential that first and best instruction is provided which requires the use of supplemental materials and supplies. Therefore the LEA is committed to providing supplemental materials and supplies by allocating funds to supplies to enhance lessons in the areas of: student engagement, ELD, Language Acquisition, and in Dual Immersion Programs. These materials will support and provide greater educational access and are key to meeting the needs of students. As a result the District expects to see improved state tests cores in all areas for EL students. Since the inception of this action, four years ago, Math and ELA rates have improved for 2 of the 3 years according to SBAC data. State EL data has indicated positive progress, however learning loss may effect current data.	$5,000.00	Yes

Goal Analysis [2021-22]

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

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

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

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
	0.00%	$0.00	

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Orange Center School District has calculated that it will receive $1,099,490 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number List Example:

? Goal 1.2 : New Teacher(s) Support

? Goal 1.3: Professional Development: Best Practices

? Goal 1.4: Intervention Program ELA/Math

? Goal 1.6: Data Analysis and Disaggregation

? Goal 1.8: Supplemental Support for Students (Tutors) *Marked as Contributing and must be added to this list

? Goal 2.4: Preventative Healthcare Measures- LVN

? Goal 2.5: Positive Behavior Intervention and Support Program

? Goal 2.5: Supplemental Services- Social-emotional Health

? Goal 2.7: Keep goals in order- this is listed after 2.9 on the list

? Goal 2.9: TIP Officer

? Goal 3.1: Provide Hands on Learning & STEAM Experiences

? Goal 3.2: Professional Learning: CC Standards

? Goal 3.3: Supplemental Materials: STEAM

? Goal 4.2 Communication with Parents and Community

? Goal 4.3: Communication: Spanish and Hmong Speaking Liaisons

? Goal 5.1: Instructional Technology Support

? Goal 5.2: Extended Learning

? Goal 5.3: Real-life Learning

? Goal 5.4: Dual Immersion Program

? Goal 6.2: Professional Development: ELD

? Goal 6.3: Supplemental Curriculum and Supplies: ELD

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs,conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Orange Center School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive $1,099,490.00 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 39.78%. Our LEA has demonstrated that it has met the 39.78% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,477,940.25	$267,195.00		$492,178.60	$4,237,313.85	$2,962,652.39	$1,274,661.46

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Employ and retain highly qualified staff	All	$1,569,871.00				$1,569,871.00
1	1.2	New Teacher(s) Support	English Learners Foster Youth	$24,000.00				$24,000.00
1	1.3	Professional Development: Best Practices	English Learners Foster Youth Low Income	$44,389.00			$1,615.00	$46,004.00
1	1.4	Intervention Program ELA	English Learners Foster Youth Low Income	$42,000.00			$9,403.00	$51,403.00
1	1.5	Special Education Services	students who may qualify or who qualify for SPED Services Students with Disabilities	$28,000.00	$199,453.00		$110,852.00	$338,305.00
1	1.6	Data Analysis and Disaggregation Services	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.7	Curriculum Mapping	English Learners Foster Youth Low Income				$10,000.00	$10,000.00
1	1.8	Supplemental Support for Students (Tutors)	English Learners Foster Youth Low Income				$72,000.00	$72,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Transportation - Intervention Program/ Expanded Learning	English Learners Foster Youth Low Income	$76,555.00				$76,555.00
2	2.1	Home to School Transportation	All	$252,915.00				$252,915.00
2	2.2	Maintenance/Repair to School Facility	All	$492,567.00				$492,567.00
2	2.3	Parent Involvement Opportunities	All	$1,000.00				$1,000.00
2	2.4	Preventative Healthcare Measures- LVN	English Learners Foster Youth Low Income	$90,500.00				$90,500.00
2	2.5	Positive Behavior Intervention and Support Program	English Learners Foster Youth Low Income	$28,500.00				$28,500.00
2	2.6	Supplemental Services- Socio- emotional Health	English Learners Foster Youth	$19,000.00				$19,000.00
2	2.7	SEL Curriculum & Support Materials	English Learners Foster Youth Low Income	$17,152.00			$2,848.62	$20,000.62
2	2.8	California Healthy Youth Act Course	All	$3,900.00				$3,900.00
2	2.9	TIP Officer	English Learners Foster Youth Low Income				$15,000.00	$15,000.00
3	3.1	Provide Hands on Learning & STEAM Experiences	English Learners Foster Youth Low Income	$64,027.00	$6,105.00			$70,132.00
3	3.2	Professional Learning: CC Standards	English Learners Foster Youth Low Income	$21,120.00			$1,956.00	$23,076.00
3	3.3	Supplemental Materials: STEAM	English Learners Foster Youth Low Income	$100,276.00	$26,662.00		$1,163.00	$128,101.00
3	3.4	State Adopted Curriculum	All	$25,269.00	$19,731.00			$45,000.00
4	4.1	Parent Engagement Activities	English Learners Foster Youth	$42,761.19			$44,913.73	$87,674.92

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
4	4.2	Communication with Parents and Community	English Learners Foster Youth Low Income	$2,379.46				$2,379.46
4	4.3	Communication:Spanish and Hmong Speaking Liaisons	English Learners Foster Youth Low Income	$56,137.90			$41,114.85	$97,252.75
5	5.1	Instructional Technology Support	English Learners Foster Youth Low Income	$158,197.70				$158,197.70
5	5.2	Extended Learning	English Learners Foster Youth Low Income	$50,867.00			$22,436.45	$73,303.45
5	5.3	Real-Life Learning	English Learners Foster Youth Low Income	$101,983.00	$15,244.00		$10,492.00	$127,719.00
5	5.4	Dual Immersion Program	English Learners Foster Youth Low Income	$25,057.00			$4,618.00	$29,675.00
5	5.5	Music Education						
6	6.1	English Learner Coordinator and Instructional Aide(s)	English Learners Foster Youth Low Income	$129,516.00			$137,151.00	$266,667.00
6	6.2	Professional Development: ELD	English Learners Foster Youth Low Income				$1,614.95	$1,614.95
6	6.3	Supplemental Curriculum and Supplies: ELD	English Learners Foster Youth Low Income				$5,000.00	$5,000.00

2022-23 Contributing Actions Tables

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
			0.00%		$1,104,418.25	0.00%	0.00 %	**Total:**	$1,104,418.25
								LEA-wide Total:	$1,013,918.25
								Limited Total:	$76,555.00
								Schoolwide Total:	$167,055.00

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	1.2	New Teacher(s) Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$24,000.00	
1	1.3	Professional Development: Best Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,389.00	
1	1.4	Intervention Program ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,000.00	
1	1.6	Data Analysis and Disaggregation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.7	Curriculum Mapping	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.8	Supplemental Support for Students (Tutors)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	1.9	Transportation - Intervention Program/ Expanded Learning	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$76,555.00	
2	2.4	Preventative Healthcare Measures- LVN	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$90,500.00	
2	2.5	Positive Behavior Intervention and Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	
2	2.6	Supplemental Services- Socio-emotional Health	Yes	LEA-wide	English Learners Foster Youth	All Schools	$19,000.00	
2	2.7	SEL Curriculum & Support Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,152.00	
2	2.9	TIP Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Provide Hands on Learning & STEAM Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,027.00	
3	3.2	Professional Learning: CC Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,120.00	
3	3.3	Supplemental Materials: STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,276.00	
4	4.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,761.19	
4	4.2	Communication with Parents and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,379.46	
4	4.3	Communication:Spanish and Hmong Speaking Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,137.90	

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 (%)
5	5.1	Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,197.70	
5	5.2	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,867.00	
5	5.3	Real-Life Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,983.00	
5	5.4	Dual Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,057.00	
6	6.1	English Learner Coordinator and Instructional Aide(s)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,516.00	
6	6.2	Professional Development: ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
6	6.3	Supplemental Curriculum and Supplies: ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,221,782.04	$2,645,139.00

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 staff	No	$1,569,871.00	1,253,288.00
1	1.2	New Teacher(s) Support	Yes	$24,000.00	5,000.00
1	1.3	Professional Development: Best Practices	Yes	$46,004.00	13,481.00
1	1.4	Intervention Program ELA/Math	Yes	$51,403.00	0
1	1.5	Special Education Services	No	$336,573.00	203,254.00
1	1.6	Data Analysis and Disaggregation	Yes	$10,000.00	0
1	1.7	Curriculum Mapping	Yes	$10,000.00	0
1	1.8	Supplemental Support for Students (Tutors)	Yes	$72,000.00	80,733.00
1	1.9	Transportation - Intervention Program/ Expanded Learning	Yes	$76,555.00	0

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	2.1	Home to School Transportation	No	$275,915.00	132,144.00
2	2.2	Maintenance/Repair to School Facility	No	$492,567.00	352,771.00
2	2.3	Parent Involvement Opportunities	No	$1,000.00	1,220.00
2	2.4	Preventative Healthcare Measures-LVN	Yes	$90,087.00	103,798.00
2	2.5	Positive Behavior Intervention and Support Program	Yes	$28,500.00	15,414.00
2	2.6	Supplemental Services- Socio-emotional Health	Yes	$19,000.00	0
2	2.7	SEL Curriculum	Yes	$20,000.62	0
2	2.8	California Healthy Youth Act Course	No	$3,900.00	2,435.00
2	2.9	TIP Officer	Yes	$15,000.00	7,000.00
3	3.1	Provide Hands on Learning & STEAM Experiences	Yes	$70,132.00	11,868.00
3	3.2	Professional Learning: CC Standards	Yes	$23,076.00	2,322.00
3	3.3	Supplemental Materials: STEAM	Yes	$128,101.00	55,835.00
3	3.4	State Adopted Curriculum	No	$45,000.00	10,453.00

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)
4	4.1	Parent Engagement Activities	Yes	$81,346.39	38,387.00
4	4.2	Communication with Parents and Community	Yes	$2,379.46	0
4	4.3	Communication:Spanish and Hmong Speaking Liaisons	Yes	$77,132.81	87,250.00
5	5.1	Instructional Technology Support	Yes	$148,259.36	141,744.00
5	5.2	Extended Learning	Yes	$73,303.45	59,586.00
5	5.3	Real-Life Learning	Yes	$127,719.00	50,734.00
5	5.4	Dual Immersion Program	Yes	$29,675.00	16,422.00
6	6.1	English Learner Coordinator and Instructional Aide(s)	Yes	$266,667.00	
6	6.2	Professional Development: ELD	Yes	$1,614.95	
6	6.3	Supplemental Curriculum and Supplies: ELD	Yes	$5,000.00	

2021-22 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)
$1,081,549.38	$1,081,549.38	$412,816.00	$668,733.38	88.00%	100.00%	12.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	New Teacher(s) Support	Yes	$24,000.00	$5,000	2%	1%
1	1.3	Professional Development: Best Practices	Yes	$44,389.00	$30,908	4%	7%
1	1.4	Intervention Program ELA/Math	Yes	$42,000.00	0	4%	0%
1	1.6	Data Analysis and Disaggregation	Yes	$10,000.00	0	1%	0%
1	1.7	Curriculum Mapping	Yes		0	0%	0%
1	1.8	Supplemental Support for Students (Tutors)	Yes		0	0%	0%
1	1.9	Transportation - Intervention Program/ Expanded Learning	Yes	$76,555.00	0	7%	0%
2	2.4	Preventative Healthcare Measures- LVN	Yes	$90,087.00	$103,991	8%	25%
2	2.5	Positive Behavior Intervention and Support Program	Yes	$28,500.00	$15,414	3%	4%
2	2.6	Supplemental Services- Socio-emotional Health	Yes	$19,000.00	0	2%	0%
2	2.7	SEL Curriculum	Yes	$17,152.00	0	2%	0%
2	2.9	TIP Officer	Yes		0	0%	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)
3	3.1	Provide Hands on Learning & STEAM Experiences	Yes	$64,027.00	$11,686	6%	3%
3	3.2	Professional Learning: CC Standards	Yes	$21,120.00	$856	2%	0%
3	3.3	Supplemental Materials: STEAM	Yes	$100,276.00	$27,400	9%	7%
4	4.1	Parent Engagement Activities	Yes	$36,432.66	$32,989	3%	8%
4	4.2	Communication with Parents and Community	Yes	$2,379.46	0	0%	0%
4	4.3	Communication:Spanish and Hmong Speaking Liaisons	Yes	$49,948.90	0	5%	0%
5	5.1	Instructional Technology Support	Yes	$148,259.36	$130,682	14%	32%
5	5.2	Extended Learning	Yes	$50,867.00	$13,029	5%	3%
5	5.3	Real-Life Learning	Yes	$101,983.00	$28,494	9%	7%
5	5.4	Dual Immersion Program	Yes	$25,057.00	$12,367	2%	3%
6	6.1	English Learner Coordinator and Instructional Aide(s)	Yes	$129,516.00			
6	6.2	Professional Development: ELD	Yes				
6	6.3	Supplemental Curriculum and Supplies: ELD	Yes				

2021-22 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)
$2,659,807	$1,081,549.38	0	40.66%	$412,816.00	100.00%	115.52%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

    o **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.

- **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.

    o 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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

California Department of Education
January 2022