

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard School District

CDS Code: 43-696330000000

School Year: 2023-24

LEA contact information:

Dr. Jeff Bowman

Superintendent

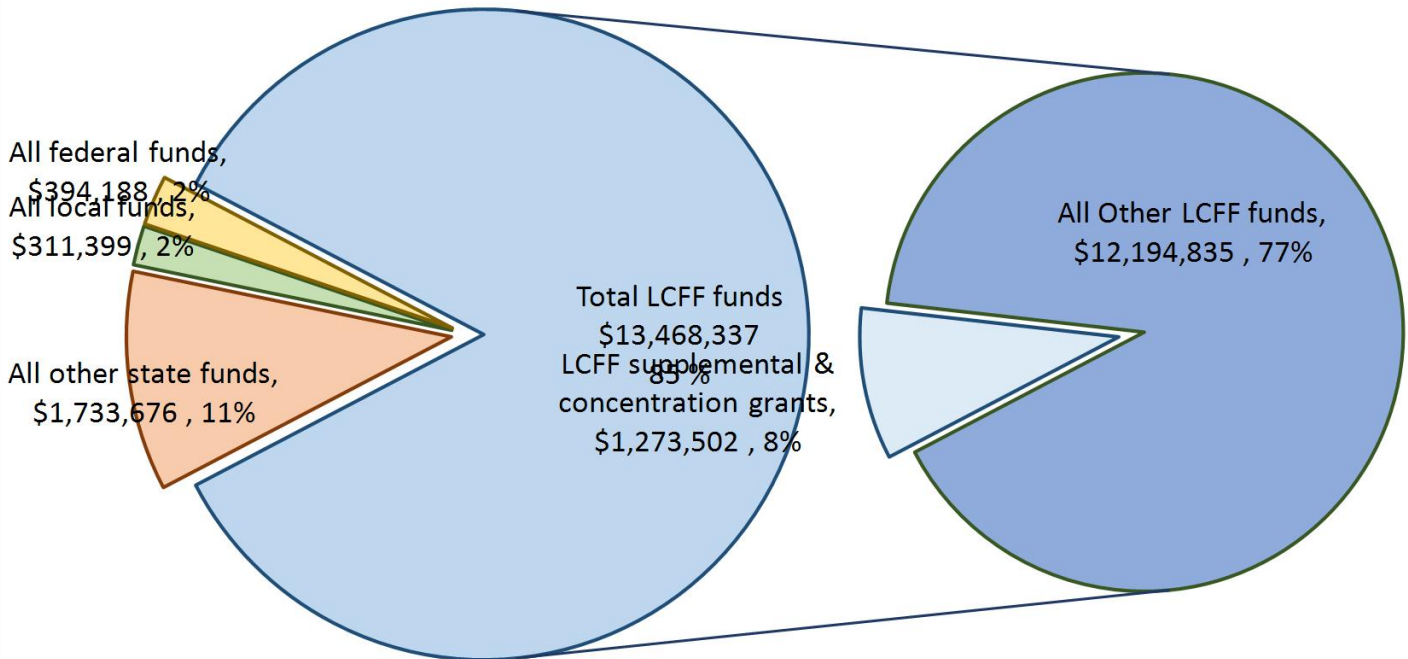
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

Projected Revenue by Fund Source

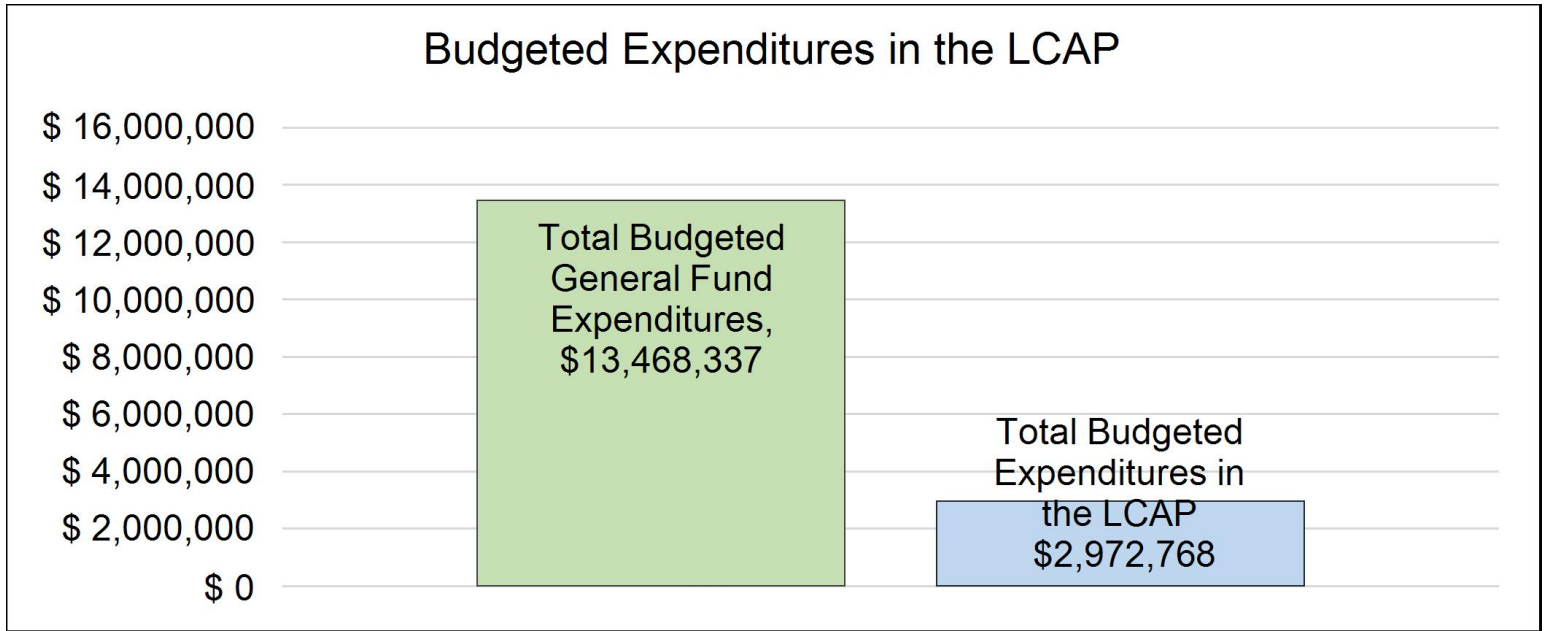


This chart shows the total general purpose revenue Orchard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard School District is \$15,907,600, of which \$13,468,337 is Local Control Funding Formula (LCFF), \$1,733,676. is other state funds, \$311,399 is local funds, and \$394,188 is federal funds. Of the \$13,468,337 in LCFF Funds, \$1,273,502 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Orchard School District plans to spend for 2023-24. 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: Orchard School District plans to spend \$13,468,337 for the 2023-24 school year. Of that amount, \$2,972,768 is tied to actions/services in the LCAP and \$10,495,569 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

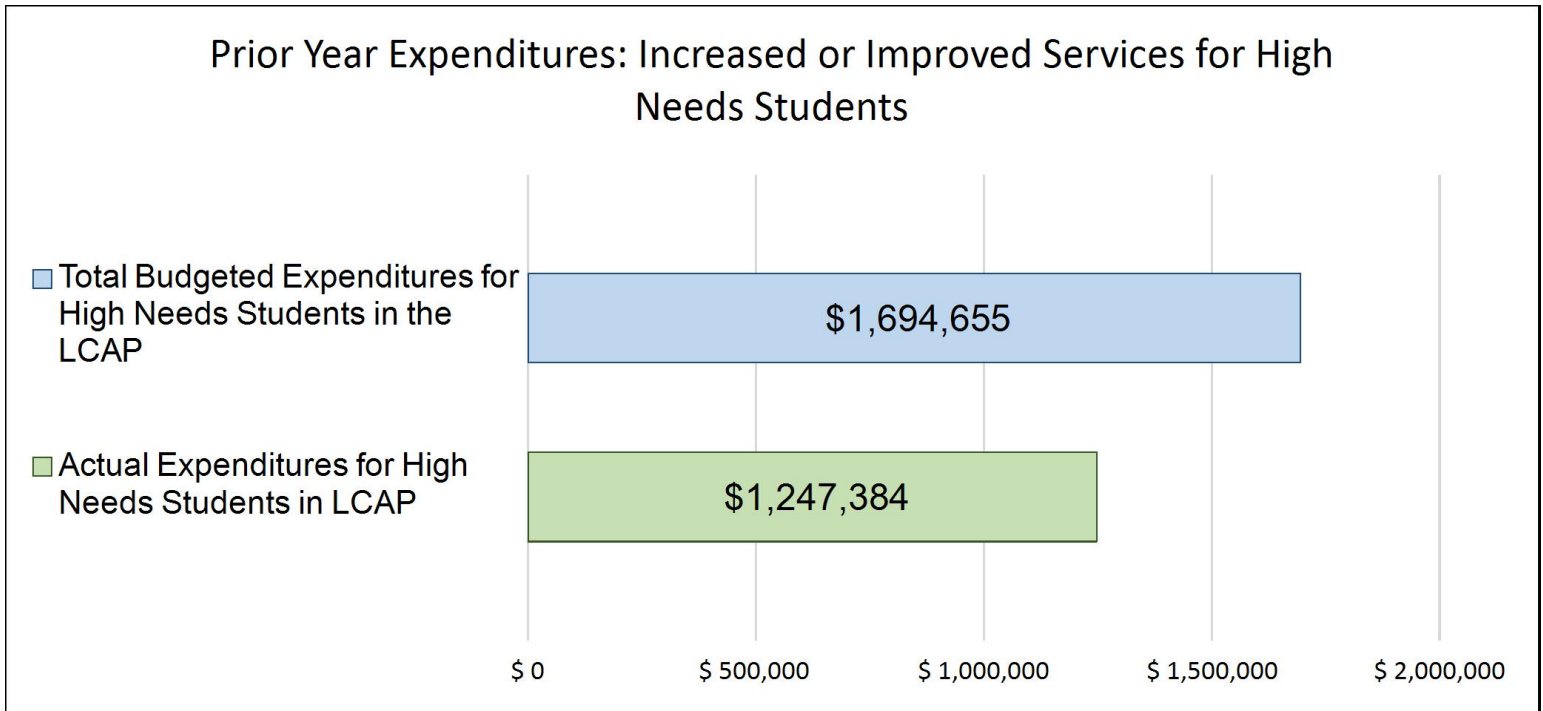
Other General Fund expenditures are supporting the special education student population by roughly \$2.5M, certificated salaries by \$6.1M, and classified salaries by \$1.4M. The remainder of the general fund budget is committed to direct services to the school-wide student population such as books/supplies and other operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Orchard School District is projecting it will receive \$1,273,502 based on the enrollment of foster youth, English learner, and low-income students. Orchard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orchard School District plans to spend \$2,011,369 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 2022-23



This chart compares what Orchard 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 Orchard 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 2022-23, Orchard School District's LCAP budgeted \$1,694,655 for planned actions to increase or improve services for high needs students. Orchard School District actually spent \$1,247,384 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-447,271 had the following impact on Orchard School District's ability to increase or improve services for high needs students:

Orchard School District was able to provide increased services to high needs students and also increase before and afterschool programs for the entire student population.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orchard School District	Dr. Jeff Bowman Superintendent	jbowman@orchardsd.org (408) 944-0397

Plan Summary [2023-24]

General Information

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

Orchard School District (OSD) is located in North San Jose and has one TK-8 school, Orchard Elementary. Orchard Elementary School serves approximately 815 students in grades Pre-K through eighth grade. The school is situated in an industrial area and serves a very diverse community. Our student body is ethnically diverse: African American 4.5%, Hispanic 33%, Asian 40.6%, Pacific Islander 2.5%, White 6.37%, Filipino 6.6%. OSD has enrollment includes 42% of our students who are considered socio-economically disadvantaged. A large number of our students participate in support programs 39% receive free and reduced priced lunch, 15% participate in special education services, and 39% are identified as English language learners. We have one Pre-K special education class and 4 other special education classrooms for grades kindergarten through 8th. We have two resource specialist teachers serving grades kindergarten through 8th.

In addition to the superintendent, chief business officer, and principal, Orchard has 57.5 full-time equivalent certificated staff members and 33.5 full-time equivalent classified staff members. Several of the 57.5 certificated members are support staff: one program specialist, one psychologist, two counselors, one behaviorist, two reading specialists, two math specialists, two speech pathologists, and two occupational therapists.

Orchard offers a comprehensive program to ensure all students have the opportunity to develop skills they will need in the future. Our middle school students take six classes per semester and are offered the following enrichment classes: music (percussion, band, music appreciation), art, engineering, and leadership. All students in grades TK-8th have access to English language arts, math, science, social studies, P.E., and enrichment classes.

Orchard Mission: We will meet you where you are and prepare you for where you are going.

Orchard Vision: Inspire: one student, one family, and one neighborhood at a time.

Our Core Values are:

- Safety in mind, body and spirit
- Building positive relationships
- Kindness –Respect - Acceptance
- Enthusiasm – Creativity – Commitment
- Resilience
- Unity

Our Strategic Priorities are:

Student Achievement

Identified Goal(s):

Identify TK-8 core standards and establish pacing guides in English Language Arts and mathematics to assist with district-wide vertical alignment.

Align grade reporting and local assessments district-wide.

Implement data-driven intervention programs and supports, and provide extended learning opportunities for students in need.

Review and/or revise K-8 Digital Literacy/Citizenship curriculum.

Adopt district-wide science curriculum.

Establish agreed upon student outcomes in the area(s) of critical thinking and problem-solving.

Provide program enrichment opportunities in music, art, physical education, and STEM.

Social Emotional Learning

Foster “thriving student indicators” and reduce “student risk indicators” in partnership with parents, students, and community stakeholders.

Provide a safe, orderly, and developmentally responsive learning environment for all students.

Financial Stability and Sustainability

Eliminate deficit spending in the unrestricted general fund.

Continue to meet all state budget requirements.

Recruit and retain highly-qualified administrators, teachers, support staff, and substitutes.

Continue to prioritize reasonable class size limits, as feasible.
Provide classroom/grade-level funding sources for identified needs, aligned with district/school goals.

Human Resources

Provide meaningful, relevant staff development activities and leadership opportunities, aligned with school and district goals.
Provide professional development for classified employees, aligned with school and district goals.
Recruit and retain highly-qualified administrators, teachers, support staff, and substitutes.
Provide elementary preparation time to support teacher planning and students' access to enrichment programs.

Safe and Maintained Facilities

Maintain safe, updated facilities, clear safety protocols, and up-to-date emergency plans and procedures.
Continue to provide support for the effective integration of instructional technology.

Community Engagement

Provide parent engagement events, workshops, etc. based upon the expressed needs within the community.
Continue to refine communication methods and strategies to encourage effective home-to-school communication.

Reflections: Successes

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

OSD implementation of the addition of new staff programming met with relative successes.

Orchard has hired a school principal and they stated in the middle of March. OSD also has recently received the Community Schools grant which will also the district to hire a community liaison.

During the 2022-2023 the math teachers and ELA teachers worked increasing the number of interventions being used in the classrooms. Multiple professional development sessions were presented including: math Festival, Math PD with SCCOE, Number Talks, Year at a Glance Math, Lexia English, Lexia Core 5, Literably, and Math and ELA Fall and Spring Data Review.

The two math specialist used a pull-out model with 75 students between grade 2-5. The sessions focused on building number sense, UDL, PBIS, and math growth mindset, basic computations, using manipulatives, fact fluency, and place values.

Two math specialists use Leveled Literacy Intervention (LLI). LLI is a short-term interventions that provides daily, intensive, small group instruction, which supplements the classroom literacy instruction. The skills being address included: building fluency, vocabulary, comprehension, word study. During the fall approximately 40 students students who were classified as Far Below achievement levels were pulled. In the spring 40 students 1st grade were pulled.

The NWEA was given to students in the Fall and Spring of the 2022-2023 school year. During the winter administrations of math, OSD saw a drop in math scores from the fall scores.

Grades 2-5

Fall of 2022 - 70 students were far below; 51 students were below; 51 students near standards; 51 met standards; 65 exceeded standards
Winter of 2022 - 87 students were far below, 58 students were below; 42 students near standards; 54 met standards; 39 standards exceed standards

Grades 6-8

Fall of 2022 - 61 students were far below; 56 students were below; 53 students near standards; 51 met standards; 65 exceeded standards
Winter of 2022 - 72 students were far below, 53 students were below; 55 students near standards; 36 met standards; 25 standards exceed standards

The NWEA was given to students in the Fall and the Spring of the 2022-2023 school year. During the winter administrations of reading, OSD saw a drop in reading scores from the fall scores.

Grades 2-5

Fall of 2022 - 66 students were far below; 56 students were below; 50 students near standards; 58 met standards; 44 exceeded standards
Winter of 2022 - 86 students were far below, 62 students were below; 53 students near standards; 45 met standards; 28 standards exceed standards

Grades 6-8

Fall of 2022 - 55 students were far below; 49 students were below; 73 students near standards; 51 met standards; 23 exceeded standards
Winter of 2022 - 69 students were far below, 36 students were below; 54 students near standards; 454met standards; 29 standards exceed standards

The implementation of additional intervention support in English language arts and math allowed us to focus on closing equity gaps for students who had previously fallen behind and those who suffered learning loss during virtual instruction. We increased both the number of students receiving support and the amount of support they received. Fifty first through fifth graders received reading interventions four days a

week for at least 30 minutes in a pull-out structure. Previously students received support in revolving cycles for no more than a 6-week period. The newer method allowed us to see significant growth in 90% of the students in reading intervention. The math specialist was able to support elementary teachers with implementing differentiation practices, effective math strategies, and technological tools. In addition, at the middle school level, the math specialist streamlined the curriculum, pushed in for student support, and pulled out small groups. We have been able to reclassify 22 percent of our English Learners.

ELA - Analysis of the CAASPP results from the 2021-22 school year found within the ELA assessments sections the following: OSD's Asian students scored 49 pts above standard, and our White students demonstrated results of 14 pts above the standard. Within our examination of the progress of students who are recognized as socio-economically disadvantaged scored 3 pts below the standard. Our Hispanic student's results indicated they are 27 points below the standard, and our students identified with disabilities demonstrated achievement 33 points below the standard. Unfortunately, the data showed an increase in the academic gap between our Asian and White students compared to our English language learners. Our English language learners scored 63 points below the standard.

Math - Math assessments sections the following: OSDs Asian students scored 48 pts above standard, and our White students demonstrated results of 10 pts above the standard. Within our examination of progress of students who are recognized as socio-economically disadvantaged scored 25 pts below the standard. Our Hispanic student's results indicated they are 61 points below the standard, and our students identified with disabilities demonstrated achievement 67 points below the standard. Unfortunately, the data showed an increase of the academic gap between our Asian and White students when compared to our English language learners.

OSD has also been working on reducing suspensions. In 2020 - 2021, during distance learning, we had zero suspensions. The suspension rate was 1.5% during the 2021-2022 school year. We set the goal to reduce the percentage of students suspended to 1%. Our current percentage of suspensions is .57%

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.

OSD district is not meeting standards in chronic absenteeism, suspension rate, English Learner progress, ELA, nor Math.

Based on a review of the Dashboard, which is the most recent rating available, there are multiple areas where the district needs to make significant improvements. The data identified significant gaps among our subgroups. The largest gap between the highest-performing subgroup (Asian) and the lowest-performing subgroups were students with disabilities, English learners and our Hispanic students. The difference between our Asian students and our students with disabilities was 161 points and the difference between our Asian students and our Asians students compared English learners performance was the difference of 119.8 points. Similar gaps between subgroups were also

seen in Math. The gap between the highest-performing subgroup (Asian) and the lowest-performing subgroups of students with disabilities demonstrated a significant gap of 173.5 points and when comparing our Asian students to our Hispanic students there was difference of 103 points.

OSD is under differentiated assistance.

English language learners continue to be an area of need. English learners make up 38% of the total population. Current data from the California dashboard indicate OSD English learners are 92.1 points below the standard. Our reclassified English language learners are 11.9 points below the standard and our English only are 51.6 points below the standard. Our overall English learner progress is low. Currently the state progress of our English learners is medium. An analysis of student English language acquisition results have demonstrated: 15.3% of ELs have decreased at least one ELPI level.

OSD has a need and urgency to improve performance for the lowest-performing subgroups of our English Learners, Hispanic students, and students with disabilities performing in the lowest quartiles. During the 2022-2023 school year a plan was put in place to address the significant gaps including two reading specialists, an additional math specialist, increased intervention by supporting teachers with small group instruction, and providing extended learning opportunities after school and during the summer. In addition, the district planned to design a more effective English Language Development (ELD) program in our TK - 8th-grade levels. The goal of the improved ELD plan were consistent instruction in designated and integrated ELD, complete curriculum implementation within grade levels and across subject areas, increased professional development opportunities, and updated curriculum adoptions. However, recent formative, benchmark, and summative assessments demonstrate the trend of widening the achievement gap seen within our subgroups. Towards the end of the 2022-2023 school year the students' achievement was not improving, and in some cases, student skills were decreasing, the administration decided to begin modifying and revisiting our English Language Development (ELD) program. The new goal for the ELD program emphasized a focus on the student supports and interventions including the possibility of a newcomer class, using Lexia and Literability outside of the classroom during specific times to practice the oral development of vocabulary and speaking skills, creating a districtwide MTSS program, implementing a PBIS framework of behavior tiered interventions, using a research-based approach to student support teams, and interdisciplinary approach using an Universal Design of Learning model of instruction.

OSD has also been working on reducing suspensions. In 2020 - 2021, during distance learning, we had zero suspensions. The suspension rate was 1.5% during the 2021-2022 school year. We set the goal to reduce the percentage of students suspended to 1%. Our current percentage of suspensions is .57%

Chronic Absenteeism was a concern during and prior to distance learning. One area we believe impacted attendance prior to the shutdown was the elimination of bussing. Though our plans included the provision of bussing in 2021 - 2022, the shortage of drivers proved to be a barrier. Our plan was to provide bussing for students in the North Park area for the 2022 -23 school term. During the 2022-2023 school year, bussing was not an option. We modified the approach to transportation by using the Hop, Skip, Jump driving services. However, even with this intervention, 23.3% of our students are chronically absent. We do not have any student subgroup currently meeting attendance standards. Our African American, English learners, Hispanic students, students who identify with two or more races, socioeconomically

disadvantaged, students with disabilities, and our White students have Very High chronic absenteeism. Our Asian and Filipino students have a High level of chronic absenteeism. We do not have any students who demonstrate medium, low, or very low levels of chronic absenteeism.

LCAP Highlights

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

This plan includes updates on our initiatives aligned to the Strategic Plan. This plan was informed by the input of all of the stakeholders (district and school staff, parents/guardians, students, and community members). The plan has several new initiatives for our district including the following:

- all students will continue to have access to technology (Chromebooks) and the internet; administration and staff members will examine the possible use of iPads for Kindergarten classrooms and our English learners (Goal 3)
- district will develop a Multi-Tiered System of Supports (MTSS) to provide an increase student tiered I and Tiered II interventions prior to being identified as a student needing an IEP or 504 plan (Goal 2)
- development of a schoolwide PBIS tiered approach to behavior will assist in decreasing the likelihood of English learners and Hispanics students qualifying for a IEP or 504 plan (Goal 2)
- the creation of a summer bridge program is to provide and encourage the students and their families to practice skills with instructional materials, school supplies, and registration for a library card during the summer prior to the 2023-2024 (Goal 1)
- moving towards a community school approach during the 2023-2024 school year will allow for the hiring of a community liaison who will be able to engage and support families (Goal 1)

Orchard School District's 2023-24 LCAP is focused on two primary areas: social-emotional well-being and the closure of equity gaps.

The identified need areas include areas of inequities, support insecurities and apprehensions, and ensure that all of our students thrive academically and emotionally. Also, the significant gap between our subgroups, Asian students and English language learners, students with disabilities, and Hispanic students continues to exist. The current achievement gap data continues to widen. There is a significant need for improved EL programming, MTSS framework, PBIS initiative, infused into an Universal Design of Learning approach to support the closing of the gap.

This updated LCAP plan will maintain the additional counselor, speech therapist, occupational therapist, behavioral specialist, and nurse added to our student support team (principal, psychologist, program specialist and counselor). It will also provide for a social /emotional curriculum and teacher development of an inclusive approach to instruction with the Responsive Classroom model. Staff members will be provided professional development to ensure a seamless transition to Responsive Classroom. We will also retain our additional teacher to support positive play at the elementary and an additional positive play program to support the development of student interactions during recess and lunch.

In addition, our continued focus on learning loss will include assessing students three times yearly using ESGI for primary grades and NWEA for grades third through eighth. The data from the assessments will be used to provide students with additional instruction individualized for their specific needs. This updated LCAP will continued to allot significant funding for extended day math and ELA support. We know that learning loss cannot be fully made up during the regular day. We will also have more summer school offerings. Professional development will be continued for teachers and will focus on SEL and UDL, curriculum implementation, tiered supports, and the implementation of standards-based instruction. Orchard has a keen focus on hiring and retaining highly qualified teachers.

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.

Orchard School was not identified for comprehensive support and improvement

Support for Identified Schools

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

Orchard School was not identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Orchard School was not identified for comprehensive support and improvement

Engaging Educational Partners

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

Orchard School District engaged in a comprehensive LCAP engagement process beginning with new superintendent listening sessions in September 2021 and continued with a new principal listening sessions in March 2023. The LCAP provides continuous focus to our district goals, LCAP goals, and efforts to further learning for all students. In addition, the LCAP has been reviewed with the School Board, Parent Advisory Committees, Administrative Staff and Cabinet, School Staffs and Students. OSD used the LCAP process to develop priorities not only for the LCAP itself, but also for other state grant programs, including the Educator Effectiveness and Expanded Learning Opportunities Program Grants.

During the 2022-2023 school year, the Board updated the Strategic Plan with the following priorities:

1. Student Achievement
2. Social and Emotional Learning
3. Financial Stability and Sustainability
4. Safe and Maintained Facilities
5. Human Resources
6. Community Engagement

LCAP Committee

Orchard developed an LCAP committee (Instructional Leaders Team - ILT) that includes teachers, Santa Clara County of Education representatives, PTA members, parents, and Orchard Teachers Association members.

LCAP Committee Meeting Dates:

September 12, 2022 @ 3:00-4:00
September 26, 2022 @ 3:00-4:00
October 10, 2022 @ 3:00-4:00
October 24, 2022 @ 3:00-4:00
November 14, 2022 @ 3:00-4:00
December 5, 2022 @ 3:00-4:00
January 9, 2023 @ 3:00-4:00
January 23, 2023 @ 3:00-4:00
February 6, 2023 @ 3:00-4:00
February 20, 2023 @ 3:00-4:00
March 6, 2023 @ 3:00-4:00
March 27, 2023 @ 3:00-4:00
March 30, 2023 @ 9:30-10:00 (Parent meeting with Principal)
May 1, 2023 @ 11:45-1:45

May 2, 2023 @ 11:45-1:45
May 4, 2023 @ 1:00-12:00
May 9, 2023 @ 9:30-10:00
May 10, 2023 @ 2:00-4:00
May 26, 2023 @ 9:30-10:00

LCAP Input/ Feedback Opportunities:

Parent meeting held on April 24, 2023.

LCAP shared with Instructional Leadership Team (ILT) April 10 & May 1, 2023.

ILT contains bargaining unit members and OTA President

Parent/ Family Survey was administered to gather LCAP input in both April and May. There was less than a 23% return rate.

As a single district, we have a DELAC committee that serves as ELAC. PTA was used as the forum for all families, including special education.

Student Survey was used to gather LCAP input in both months of April and May.

School and District Staff Survey to collect LCAP feedback was given to all OSD employees in both April and May.

PTA Meetings March – May discussed LCAP and the district priorities

BOE members discussed the LCAP during April and May

Special Education Local Planning Area Consultation

A meeting was held to review the LCAP with the Director for the Northwest SELPA on May 12, 2023, @ 1:00-1:45

A summary of the feedback provided by specific educational partners.

Local Control and Accountability Plan Committee

Members of the committee participated in reviewing and making adjustments to the LCAP goals, reviewing results of the LCAP Parent/ Family - Student - School and District Staff surveys, and provided input about the ideas for actions and services. A summary of the most popular ideas and actions are below by group.

Instructional Leadership Team (ILT)

ILT meets bi-weekly to ensure the strategic plan alignment to the LCAP. The ILT worked with the development of the both the student and staff surveys.

Staff Survey

Analysis of the data demonstrated the staff concerns of lack of academic support to English learners; according to staffs' input - there is a need for harsher levels of discipline, and tiered supports should be provided by the reading and math specialists should be the staff that implement interventions. Approximately 60% of the respondents stated that parents were only moderately involved, over 28% stated that

parents were only slightly involved, and 7% of families were not involved at all. Less than 1% stated families were very involved. Staff also stated there was a concern regarding not seeing an increase in staff, students', and parent, concerns regarding the schools' plan to address attendance rates, and the largest concern was the school's ability to decrease the academic gaps between the subgroups in both ELA and Math.

Parent/ Family Meeting, PTA Meetings, and Parent/ Family Survey

Feedback from this group centered around the importance of engaging parents/ families with the school to provide programs and supports for students who may need additional support/ interventions. The parent/ family survey was sent out to OSD families on 3 occasions. The families also strongly disagreed that their children are receiving the resources and supports he/ she need to be successful at school.

Student Survey

There were multiple areas of concern revealed through the data analysis - lack of needed technology, no parent or family opportunities to connect to the school and the staff, and the mistrust and dislike of the staff who assist with yard duty. There was an overwhelming number of students indicating they did not have the technical supports to meet with success due to the poor internet connection. They stated that often they are not able to complete assignments because they do not have a stable internet connection. Approximately 40% of the students responded they did not believe their parents/ families and other stakeholders are invited to be engaged in the school community. The third area was concern from the students that they feel that most of the adults were trustworthy and want them to succeed; however, there was a strong dislike of the yard duty staff, a lack of trust in the yard duty staff, and the students stated yard duty staff did not support the students.

Special Education Local Planning Area Consultation (SELPA)

OSD has received confirmation of their consultation with SELPA. SELPA worked with our Local Control Accountability Plan (LCAP) team and SCCOE's District LCAP Advisory Services Department to fulfill the requirements of Education Code Section 52062(a)(5) specific to consultation with the SELPA administrator prior to consideration of the LCAP by the local board. The SELPA provided resources related to the Compliance Improvement Monitoring (CIM) plan and examples of high-leverage practices for students with disabilities aligned to the district's needs as documented in the Annual Determination Letter from the California Department of Education. SELPA consultation helps to ensure that the needs of students with disabilities are considered and that this required consultation is documented within the LCAP.

Specific feedback from our SELPA director included the need for more engagement of families and other stakeholders to increase the advancement of students with disabilities. It was also recommended to provide parent education through workshops to increase the families understanding and comfortableness of being partners with the school. Parent education would also provide opportunities to understand disabilities and how to be an active member of the IEP Team process.

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

1. Students need to have access to the technology and tools to be successful in school. The internet service appears to affect many students motivation in school (Goal 3).

2. Staff, parents/ families, and the LCAP committee stated developing and implementing a Multi-Tiered System of Supports (MTSS) for increase student interventions prior to being identified as a student needing an IEP or 504 plan is needed (Goal 2).
3. Staff, parents/ families, and the LCAP committee indicated developing and implementing development of a schoolwide PBIS tiered approach to behavior to decrease the likelihood of English learners, and Hispanics students qualifying for a IEP or 504 plan (Goal 2).
4. Input and data confers there is a need for creating a summer bridge that provides students and their families with instructional materials, school supplies, and registration for a library card to allow for use of work habits and practice of academic skills during the summer prior to the 2023-2024 (Goal 1).
5. By moving towards a community school approach during the 2023-2024 school year will allow for the hiring of a community liaison to assist families with education process, provide resources to any family in need, and the community liaison will also be able to increase the opportunities for parents to connect with the school by offerings more events to participate (Goal 1).

Goals and Actions

Goal

Goal #	Description
1	<p>Board Priority: Ensure all students and staff have the supports and resources to be socially, emotionally and physically safe.</p> <p>Goal: OSD will reduce the percentage of students needing Tier 3 assistance (IEP or 504 plan) to 5% of the student total population by professional development, framework for MTSS/PBIS, and increasing the staff's knowledge of cultural differences and recognizing implicit bias.</p>

An explanation of why the LEA has developed this goal.

OSD has a large number of students from multiple subgroups, including English language learners and Hispanic students, qualifying for tiered 3 supports (IEP or 504 plan). However, the concern is many of the assessments may not valid because a large number of students being qualified, just need time to learn the English language, opportunity to adjust to the United States school norms, and be provided with Tiered 1 and 2 supports through differentiated instructional pedagogy and small group instruction through the UDL (Universal Design for Learning) model. OSD needs to build, train, evaluate, reflect, our instructional practices, understanding the process and time it takes to learn a language, and incorporate interventions in our general education classrooms instead of removing students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions-State Priority 6	2.3% in 2019 Orange Tier	1.5% in 2021-2022	.5% in 2022-2023		1.5% suspension rate Yellow Tier
Student Support Referrals	Average 38 per semester	Unable to track in 2021-2022 due to changes in systems and processes.	83 students referred to Coordination of Services Team (COST) in 22-23		Decrease of 20% in the number is students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SSTs held and PEPs created as Tier I interventions	Average 25 per semester SST	21 SSTs and 73 PEPS (the process prior to SST leading to 50 students in reading intervention) in 2021-2022.	16 SST were held and 51 PEPs were created in 22-23		Decrease of 5% in SST and a 5% increase of PEPs
Chronic Absenteeism - State Priority 5	Chronic absenteeism 9.7% Orange Tier	1.1% increase due to COVID in 2021-2022, district wide is 10.8% chronic absenteeism.	Very High - 23.3% are chronically absent in 22-23		Chronic Absenteeism reduced by 10% Yellow Tier
Attendance rate	96.55%	90% attendance rate in 2021-2022 as a result of COVID.	92.74% attendance rate in 2022-2023		Increase overall attendance rate to 95%
Expulsions -State Priority 6	Zero for past several years	Zero in 2021-2022	Zero in 2022-2023		Remain at zero expulsions
Parent engagement (State Priority 3)	Attendance at SSC and ELAC Meetings (Below ten) Parent survey response - below 50%	Attendance at SSC and ELAC Meetings (Below ten) Parent Survey response was under 25% in 2021-2022	Attendance at SSC and ELAC Meetings (Below ten) Parent Survey response was under 25% in 2022-2023		Attendance at SSC and ELAC Meetings at least 25 per meeting. Parent survey response - 65%
Middle school drop out rate (State Priority 5)	Zero drop outs	Zero drop outs in 2021-2022	Zero drop outs in 2022-2023		Maintain zero dropouts
Healthy Kids Survey (Local Measure, Priority Six)	No Baseline	No baseline created in 2021-2022	No baseline was created 2023=2-2023 due to implementations difficulty; however, 58% of students		85% of eligible students will complete Health Kids Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			participated in a district created survey.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling services	Maintain Counselor Staffing for total of 2 FTE	\$401,890.00	Yes
1.2	Social/Emotional Support Program	Support Responsive Classroom (\$509,349 over 3 years) by Maintaining Staff and Professional Development	\$125,000.00	Yes
1.3	Social/emotional Curriculum	Purchase Responsive Classroom Curriculum	\$50,000.00	Yes
1.4	Positive play at elementary school	Hire teacher (1 FTE) to develop a positive play program for elementary students	\$75,000.00	Yes
1.5	Purchase play equipment for elementary	Play equipment will be used to promote positive play activities	\$5,000.00	Yes
1.6	Transportation	Getting to school for many of our students is a struggle. We will purchase a van for transportation and hire a driver to assist in transportation for our students in need.	\$112,384.00	Yes
1.7	Translation services	Services for translation of written material and for interpreter services	\$41,500.00	Yes
1.8	Parent Education	Provide six to eight week cycles to assist parents with social emotional needs of their children and with academic support	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Registered Nurse	School Nurse (0.6 FTE)	\$65,494.00	Yes
1.10	Parent engagement	Parent meetings, event nights, communication to include promoting reaching out to parents of special education students to share and learn.	\$5,000.00	Yes

Goal Analysis [2022-23]

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.

Our planned actions of SEL supports and curriculums, positive play supports, and counseling services were over estimated due to the estimate number of supports needed. Also, our counselors program including SEL curriculums and resources to provide lessons in classroom, lunch groups, and individual supports appear to contribute to the need to increase to a higher of of supports. Additionally, the contracted services and play equipment contributed to more positive play experiences. We continue to offer transportation services for our students who have need. We we were not able to provide our planned parent education program but we did increase the translation services to provide a more positive view of OSD.

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.

- 1.1 Counseling services full allotted budgeted was not spent; we hired to two counselors but additional contracted services were not needed.
- 1.2 The allotted budget budget was meant for a 3 year program. We are continuing to pilot SEL curriculums; in addition, we are revamping the PBIS curriculum to address behaviors and social emotional supports.
- 1.3 \$50,000 was budgeted for Responsive Classroom, due to lack of dates and times for training, we were not able to book. However, one training has been booked for this September and an additional training is being for October. September will be the CR advance course and October will be the CR beginners course.
- 1.4 OSD contracted with the provided but added on additional session which increase costs.
- 1.5 We did not need to purchase as many play equipment options for our elementary students.
- 1.6 The transportation budget was doubled due to the number of students falling under McKinney Vento and the increase in number of refugees.
- 1.7 There was an increase in the number for meetings, additional reporting including SARC and LCAP, and newsletters.
- 1.8 and 1.10 Parent education was initiated last year and will continue to increase opportunities and spending now that a principal is hired.

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

The addition of the updated strategic direction along with the actions of this plan did allow Orchard to make positive strides.

1.1 Two counselors were hired and had actual implementation). They implemented social skills lessons, mediation, restorative conversation, and individual counseling, The additional resources provided the support needed to decrease the number of referrals; 1% drop in our suspension rate; and out expulsion and drop outs were maintained at 1%.

1.2 and 1.3 The Responsive Classroom was provided to approximately 20 teachers and have actual implementation. The feedback from the teachers was very positive. They requested additional Responsive Classroom professional development, which is being planned. The techniques were implemented by the teachers and it appears to have assisted in the goal's progress. The number of PEPS developed by the teachers appear to have decreased the number of out students going through the SST process - indicating the PEP is a positive tiered two intervention. The Responsive Classroom professional development assisted in providing the support needed to decrease the number of referrals; 1% drop in our suspension rate; and out expulsion and drop outs were maintained at 1%.

1.4 and 1.5 An outside provider was hired to in creating and training for a positive program which was actual implementation. The equipment needed to implement the program has also purchased. Implementing a positive play program and its implementation has allowed the students to learn hands-on how to interact on the playground, share with others, take turns, and cooperation with peers. These new skills led to a decrease in confrontation and conflict. This program has allowed us to decrease the number of referrals; 1% drop in our suspension rate; and out expulsion and drop outs were maintained at 1%. It also contributed to decreasing our chronic absenteeism and increase our attendance rates.

1.6 We continue to work on this goal and is planned implementation. There are cost and liability concerns in purchasing a van. However, with our current outsider transportation provider we have seen an increase in our attendance from 90% to 93.74%.

1.7, 1.8, and 1.10 Translation services were an actual implementation providing during IEP meeting, SST meetings, parent conferences, newsletters, and communications.. This appears contribute to an increase in communication with has assisted with the support needed to decrease the number of referrals; 1% drop in our suspension rate; and out expulsion and drop outs were maintained at 1%. The number of PEPS developed by the teachers appear to have decreased the number of out students going through the SST process - indicating the PEP is a positive tiered two intervention.

1.9 The hiring of a school nurse allowed up to provide medical attention to students in need which was actual implantation of the activity. The presence of the school nurse has contributed the parents feeling of safety. Additionally, has contributory positively to our attendance rate. We have seen an increase in our attendance from 90% to 93.74%.

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.

OSD made changes to some of the wording are to reflect the Board approved Strategic Plan; 1.1 The language was updated to maintained our current staffing ratios that increased during and after Covid; 1.2 The dollar amount changed due to staff interest, demand, and scheduling

- we are not able to offer the original plan program; 1.6 Has been adjusted from bus transportation to van due to cost of transportation and the inability to hire a bus driver; 1.9 Full-time nurse due to current staff member hire at .6; 2.15 Summer materials were purchased and distributed to all students TK-7th grade. The students will be celebrated for their summer work with a Kick off the School Year event on August 17, 2023.

We updated desired outcomes for the following metrics: Student Support Referrals, SSTs & PEPs, Chronic Absenteeism and Attendance Rate. These desired outcomes for the 2023-24 school year were changed from numbers to percent to better reflect how we keep the data locally. However, it does not change the integrity of the desired outcomes.

The Healthy Kids Survey was not administered due to challenges with implementation, so we added district level student survey data into year 2 outcomes to inform the community. Participation rate of this survey was 58%.

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	<p>Board Priority #2: Engage all students in their learning and provide necessary supports and resources to ensure all students are academically successful and challenged</p> <p>Goal: We will decrease the academic gaps between the subgroups, as measured by CAASPP, by 15% in ELA and 15% in Math</p>

An explanation of why the LEA has developed this goal.

The CAASPP data and dashboard showed an extremely large gap between Orchard's highest performing subgroup, Asian, and the lowest-performing subgroups, English Learners (ELs), students with disabilities and Hispanic students. This gap was exhibiting itself in both the ELA and math data. Overall performance for OSD general population is Low 10.4 points below standard.

English Language Arts (ELA)
 Students with disabilities - are at the Very Low level.
 English learners, Hispanic, Socioeconomically Disadvantaged are all in the Low level.

Math
 Hispanic and Students with disabilities are in the very low level
 English learners are in the low level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA (State Priority 4)	Asian 49 pts above standard White 14 pts above standard	State testing was not completed in 20-21 and results are not available for 21-22 at this time.	22-23 Data Points Asian 29.9 pts above standard White 11.6 pts below standard		15% reduction of gap between highest performing subgroup, Asian and all others. Example gap between

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low income 3 pts below standard ELs 63 pts below standard Hispanic 27 pts below standard St. w/disabilities 33 pts below standard</p> <p>Green Tier</p>		<p>Low income 24.6 pts below standard ELs 38.2 pts below standard Hispanic 54.2 pts below standard St. w/disabilities 131.5 pts below standard</p>		<p>Asian and ELs would be reduced from 86 pts to 73 pts</p> <p>Maintain Green Tier</p>
CAASPP Math (State Priority 4)	<p>Asian 48 pts above standard White 10 pts above standard Low income 26 pts below standard ELs 74 pts below standard Hispanic 61 pts below standard St. w/disabilities 67 pts below standard</p> <p>Yellow Tier</p>	<p>State testing was not completed in 20-21 and results are not available for 21-22 at this time.</p>	<p>22-23 Data Points Asian 6.4 pts above standard White 11.6 pts below standard Low income 65.8 pts below standard ELs 57.1 pts below standard Hispanic 96.9 pts below standard St. w/disabilities 167.1 pts below standard</p>		<p>15% reduction of gap between highest performing subgroup, Asian and all others. Example gap between Asian and ELs would be reduced from 74 pts to 63 pts</p> <p>Move to Green Tier</p>
Properly credentialed teachers (State Priority 1)	<p>8.5% not properly credentialed (4 teachers)</p>	<p>3.5% not properly credentialed in 21-22 (2 teachers)</p>	<p>0% not properly credentialed in 22-23</p>		<p>100% properly credentialed</p>
Williams Act (State Priority 1, Priority 2)	<p>100% Compliant each review</p>	<p>100% Compliant each review in 21-22</p>	<p>100% compliant each review in 22-23</p>		<p>100% Compliant each review</p>
English Learner Reclassification	<p>Reclassification rate is 31% in 20-21</p>	<p>Reclassification rate is 22% in 21-22</p>	<p>Reclassification rate is 18.5% in 22-23</p>		<p>Reclassification rate 35%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Priority 4)					
English Learners making progress (State Priority 4)	ELPAC 51.3% making progress in 21-22	ELPAC 51.3 % making progress in 21-22	ELPAC 53.4 making progress in 22-23		ELPAC 60% making progress
Access to broad course of study (State Priority 7)	Elementary - all students have access to standards aligned ELA, math, social studies, physical education and ELs students have access to ELD standards Science is not NGSS aligned	Elementary - all students have access to standards aligned ELA, math, social studies, physical education and ELs students have access to ELD standards Science is not NGSS aligned	22-23 100% of middle school students including special education students have a full course of study aligned to state standards, including core(standards aligned), physical education and enrichment(art, engineering, video, music) and ELD students have access to ELD standards Elementary - all students have access to standards aligned ELA, math, social studies, physical education and ELs students have access to ELD standards Science is not NGSS aligned		100% of middle school students have a full course of study aligned to state standards, including core(standards aligned), physical education and enrichment(art, engineering, video, music) and ELD students have access to ELD standards Elementary - all students have access to standards aligned ELA, math, social studies, physical education and ELs have access to ELD standards. Adopt and implement NGSS Science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Local Assessment Measure (Priority 2)	NWEA growth scores in ELA ranged between -24 and +5. In math the range was between -10 and +17	Baseline to be established in 2022	22-23 NWEA growth scores in ELA ranged between -28 and 39 points. NWEA growth scores in Math ranged between -26 and 36 points.		85% of students will show growth on NWEA Math and ELA between first assessment in the fall and the final assessment in the spring for 2nd - 8th graders.
RTI (Priority 8)	No Baseline	No Baseline	22-23 Completed first round of teacher training		Teacher training will assist in 100% of students in grades K-5 will be flexibly grouped based on assessment data and will participate in differentiated instruction
State Frameworks (Priority 8)	100% Implementation	100% Implementation	22-23 100% Implementation		Continue with 100% implementation of state frameworks in all courses of study.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	NWEA Assessment	Assess students in grades second through eighth grades three times a year in ELA and Math	\$20,000.00	Yes
2.2	Assessment	Assess students in grades TK and fifth grades three times a year	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Provide SDAIE/ELD class for middle school students	Three periods of ELD instruction	\$123,000.00	No
2.4	Extended Learning Time	Provide students scoring below grade level with additional ELA and Math instruction before or after school	\$50,000.00	Yes
2.5	Provide leveled reading materials for TK-8th grades.	Provide leveled reading materials for TK-8th grades. This action has been discontinued.	\$0.00	No
2.6	Summer Program	Offer broad range of summer classes to target students needing additional instructional time.	\$360,000.00	Yes
2.7	Provide reading and math specialist support	Instructional Support Specialists (3 FTE)	\$460,000.00	Yes
2.8	Purchase curriculum for math and ELA	Curriculum will be focused on intervention and differentiation	\$10,000.00	Yes
2.9	Smaller class sizes	Due to learning loss we are maintaining staff even though our student population is declining. Smaller class sizes will support students with learning loss. 5 FTE to support grades TK - 8.	\$700,000.00	Yes
2.10	Additional instruction time for 2021-22 first and second graders	Bring students back one week early to assist them with adjusting to school as they have not been at school physically. This will be discontinued.	\$0.00	No
2.11	Professional Development from staff	Focus on ELA and Math - RTI Model	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Provide option for families not ready to return physically	Develop independent study program - materials and FTE. This action has been discontinued.	\$0.00	No
2.13	Instructional Leadership Team Stipends	Provide stipends to teacher leaders and classified leaders for school wide collaboration focused on assessment, data, grading and interventions	\$15,000.00	Yes
2.14	Classroom Supplies	Provide classroom supplies for art and music.	\$5,000.00	Yes
2.15	Summer support materials	Support our English Learners, Foster Youth and Low-income students with summer material to help prevent summer regression, especially for those students who can not attend summer programming.	\$27,500.00	Yes

Goal Analysis [2022-23]

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.

2.10 no longer needed post covid, as we are able to utilize a different approach. In addition, we met with our leadership team to review our LCAP and ensure we are meeting the needs of our teachers who are supporting our students. Changes reflect the number of teachers and students for 22-23.

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

2.1 The budgets expenditures were estimated at \$12,000 and actual cost was \$14,000.
 2.2 Contract was reduced based on the grade level of staff utilizing ESGI. It is currently used in the primary grades. Higher elementary grades and middle school are using other programs.
 2.3 Required one less ELD classroom. The reduction of .2 FTE was due to the number of students needing direct services in our middle school program.
 2.4 Additional funds were used due to the need for increased services for our ELD students and students not meeting standards in math in our after school programming.

- 2.5 OSD purchased and leveled readers for all grade levels and classrooms. \$42,000 of the \$50,000 met the current needs of our students.
- 2.6 We spent less than the budgeted amount due to less students participating in our summer program than expected.
- 2.7 Increases staffing to increase the number of students not meeting standards by hiring a .5 math specialist and 1 additional ready specialist.
- 2.8 Math curriculum was not purchased due to the delay in the math standards adoption which took place in July. Currently examining options.
- 2.9 Additional funds were needed due to the contracted 6% staff raise in pay for certified staff and we also increased total FTE.
- 2.10 OSD chose different approach to assess students early in the school year. Additionally the goal was written for the 2021-2022 school year.
- 2.11 The budgeted 29,500 we spent \$20,000. OSD received grant for one of the staff's professional developments and total cost was lower than expected
- 2.12 This goals was for students and families during covid. All students were required to return to school during the 2022-2023 school year.
- 2.13 The number of members of the Instructional Leadership Team was smaller in 2022-2023 than in previous years

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

- The actions were aligned with our strategic direction and overall served our students.
- 2.1 and 2.2 The NWEA and ESGI are administered 3 times a year to students in 2-8 grades which was actual implementation of the actions. Additionally, we are assessing our students TK-5 with multiple tools including Literably, DRAs, and Dreambox. The assessment data has contributed to developing education plans for students to increase achievement.
 - 2.3 and 2.9 By incorporating ELD classes with actual implementation at the middle school contributed to our increase in our students ELPAC scores from 51.3 percent to 51.3 to 53.4. However, we did have a drop in the reclassification rate. OSD continues to provide small class sizes. We have had a lower class size average than most schools and has actual implementation. There is an average class size of 18 students in K; 20 in 1st and 2nd grade; 22 in grades 3rd and 5th grades; 6th and 7th grades at 18 students; 8th grade is 17 students assisting in our EL levels of achievement..
 - 2.4 OSD has a partnership with an outside provider that provides before and after school supports in math and reading in alignment to actual implementation of the plan. This activity has assisted in developing our baseline with CASSPP.
 - 2.5 This action has been discontinued.
 - 2.6 OSD offered multiple summer programs this year that provided STEAM, math, reading curriculums, sports, and social skills. The programs were offered by Valley Sports, Catapult, RAFT, and Champions. Students who were two years below grade level, our EL students, and students needing social skills instruction were invited to the program. Over 200 students were served this summer.
 - 2.7 OSD has hired and continued to employ Math and Reading Specialists which aligned to actions actual implementation. The specialists offered small groups, modeling of skills, professional development and end of the year reflections. Additionally with specialist review of data and summary of the staff's refection has allowed us to evaluation our programs, curriculum, and instructional approach.
 - 2.8 An ELA and Math curriculums are continuing to be assessed which is part of our planned implementation. OSD was waiting for the Math Standards to be adopted or not.

2.9 OSD continues actual implementation of small class sizes. We have had a lower class size average than most schools. There is an average class size of 18 students in K; 20 in 1st and 2nd grade; 22 in grades 3rd and 5th grades; 6th and 7th grades at 18 students; 8th grade is 17 students.

2.10 This action has been discontinued.

2.11 The staff and leadership have continued developing and will provide training for the MTSS Umbrella which includes RTI. This is part of our planned implementation.

2.12 This action has been discontinued.

2.13 The ILT has been created and meets bi-weekly and is actual implementation of the action.. The ILT members receive stipends for their participation. They have assisted the distribution and training on the State Frameworks. They have also ensured that the students are receiving access to all students, we have maintained a level of 100%.

2.14, and 2.15 We have had the opportunity this year to send home materials for every student currently enrolled and new enrolled students. The materials are leveled allowing students to access appropriate supports and part of the planned implementation.

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.

2.3 Upon reflecting on the number of ELD classes we are addition one additional class to meet needs of additional students. There will be a total three ELD classes in the middle school.

2.5 This was removed as an action as we have fulfilled our current need and could better use the funds elsewhere to support students.

2.7 OSD organized our reading and math support pogram by developing and beginning of an MTSS system. Three staff are needed to train, support, and implement the new MTSS.

2.9 This was updated to reflect the needs of our students. The impact of behavior and socio-emotional well-being has further identified the need for smaller classes. In addition, the supports provided by both counselors and teachers are critical to our students.

2.10 We are no longer funding this goal; however, we continue to monitor and evaluate our assessment and student's needs.

2.14 and 2.15 These are new actions intended to provide additional supports of unduplicated students.

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

Goals and Actions

Goal

Goal #	Description
3	Board Priority: Maintain, upgrade & innovate facilities, including technology, to best support teaching & learning Goal: Students will be literate and fluent digital learners

An explanation of why the LEA has developed this goal.

Orchard began to increase the number of chromebooks on campus, prior to the pandemic. The goal was to ensure all students had access to technology throughout the school day. Since students had inconsistent use of the computers, we wanted to make sure that students could differentiate between valid information and fake news. We also wanted students to use the technology in a responsible way. Therefore, we decided to add this goal into our plan. This past school year, all students used the chromebooks with middle school using them on a daily basis and TK - 5th grade using accessing technology at least 4 times a week. We want to continue to integrate technology into student learning on a daily basis and know we need to teach, monitor and measure digital literacy skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Digital literacy assessment	50% of 6th graders will participate in a digital literacy program.	Baseline to be established in 2022.	100% of 6th-grade students participated in a digital literacy program in 22-23		All students will be literate and fluent digital learners
Maintain facilities (State Priority 1)	Facilities assessment - Well maintained Upgrades needed - classroom projectors shade structures play field	Facilities assessment - Well maintained in 21-22. Playground upgrade plans completed, work to be finished over the summer of 21-22.	The creation of shade structures is in progress. Increased routine maintenance on the playfield was implemented during the 2022-2023 school year. The broken playground structure		Facilities assessment - Well maintained New classroom projectors Shade structures installed Play field design completed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			is fixed and maintained. Overall-well maintained		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain Canvas	Continue use of instructional management system	\$5,000.00	Yes
3.2	Upgrade/replace Chromebooks	Ensure all students continue to have access to technology	\$50,000.00	Yes
3.3	Upgrade classroom projectors	Ensure technology is integrated into learning daily. Replace with Smart TVs or short throw projectors	\$55,000.00	Yes
3.4	Upgrade/repair existing sound systems in classrooms	All classroom sound systems will need to be functional to enhance learning	\$5,000.00	Yes
3.5	Wifi Hotspots, resources & licenses for technology programs	Provide families with middle school aged children access to internet and technology programs if they are without access.	\$75,000.00	Yes
3.6	TK and Kinder Tablets	Provide iPads for early primary grades that are better intended for younger students and specifically have access to native language based devices.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	ELD support with tablets	Provide iPads for Newcomers in native language configuraiton	\$6,000.00	Yes
3.8	Mobile Device Management for tablets	Mobile Device Management for managing and supporting devices that allow staff to specifically place apps on English language learners, low-income and Foster Youth Students intended for their academic needs.	\$20,000.00	Yes

Goal Analysis [2022-23]

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.

OSD planned to maintain Canvas as an online platform for learning and succsesfully upkept the program in 2022-23. OSD also planned to purchase and replace broken Chromebooks throughout the LEA, but this goal was only partially implemented since many of the devices were in good working condition. OSD planned to make upgrades to classroom projectors and sound systems. However, both of these goals were partially implemented as we did not upgrade as many classrooms as anticipated in 2022-23. OSD plans to continue projector and sound system upgrades over the next school year.

Goal 3.5 was aimed to provide wifi hotspots to families. This goal was not implemented in 2022-23 due to alternative resources from outside partnerships.

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.

3.2 The previous tech purchases and the amount ordered were significant to meet staff and student needs. New equipment or replacement equipment was not needed. Replacement cost was less as we purchased many devices during COVID

3.3 OSD has continued to research projectors and smart tvs. The additional items will be placed in classrooms once purchased during 2023.2024.

3.4 The estimated cost of materials were less than actual cost due to less items that needed upgrade because existing equipment met staff and student needs.

3.5 This goal was to address needs of families during covid. Families that needed access were provided the needed items for free due to OSD partnership with San Jose Public Library.

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

Overall, this was highly effective for staff and students. We know that the needs of our students require different and appropriate instructional tools. In order to leverage these tools, we needed to increase student access to devices and increase the number of licenses purchased. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, and 3.8 collectively ensure access to curriculum, support our ELD and special education students, and support our students with high needs. We have seen utilization of our canvas page increase as well on task device utilization.

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.

3.6 has been added based on feedback from our teachers and observations of our students. Kinder students will be better able to use a small tablet than the larger chromebooks. 3.7 has been added as the need for devices better able to be used for translation for the large number of ELD students, especially newcomers. The goal is to set up the iPad in each child native language so that our student can more effectively communicate and complete grade level work as they build their English skills. 3.8 has been added to manage the use of the new tablets being purchased for teaching and learning.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,273,502	67,282

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
15.15%	6.75%	\$566,181.76	21.89%

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.

- 1.1 63.37% of the Orchard students are unduplicated (English learners, foster youth, low income). We have made efforts to target funds directly to the unduplicated population, but have also addressed the needs by implementing school wide approaches where students might feel unduly singled out. For example, we did not feel it would be effective to exclude 36.63% of the students from social emotional curriculum when that curriculum would be delivered via a morning meeting/check in. One third of a room cannot be excluded from an activity. Most of the action items in the LCAP are principally directed to our unduplicated students, but due to the high numbers we were unable to exclude other students from the services and/or programs.
- 1.2 Social/emotional support program, Professional development and curriculum - This type of program is needed for our unduplicated students due to traumatic experiences. This program must be school wide to be effective; therefore, we will service all students through this program. Most of the funds have been principally directed toward unduplicated students, as a result of the higher number of referrals of students that are english learners, low-income, or foster youth.
- 1.4 Positive Play - Due to the lack of social interaction during the COVID shutdown our students will need support with socialization. Prior to the shutdown we had small positive play groups for our unduplicated students. We will expand the program to service all unduplicated student and the student body. Most of the funds have been principally directed toward unduplicated students as our students with highest need required specific and direct support to connect with peers and staff.
- 1.5 Play equipment - supports the positive play program noted above. Most of the funds have been principally directed toward unduplicated

students.

1.9 Registered nurse - Many of our English Learn and low income families do not have adequate health care and/or have trouble getting to a health care provider. In the past we tried referring families to NEMS. Having a nurse on site will assist with coordination of care with NEMS and other supporting agencies and provide students with basic care. While the majority of time spent with children will be with unduplicated students, We will not deny access to others on campus. Most of the funds have been principally directed toward unduplicated students.

1.10 Parent engagement - Our most disengaged families are those struggling with basic needs or those who struggle with communicating in English. Our outreach services will be focused on our English learner families and low income families but we will also attempt to increase engagement amongst all families. Most of the funds have been principally directed toward unduplicated students.

2.1 NWEA Assessment - Assessments are needed to provide services to those who are struggling. We know the need for academic support is high amongst our English learners, low income students and students with disabilities. At the same time we know we will assess all students. Most of the funds have been principally directed toward unduplicated students.

2.2ESGI Assessment - Assessments are needed to provide services to those who are struggling. We know the need for academic support is high amongst our English learners, low income students and students with disabilities. At the same time we know we will assess all students. Most of the funds have been principally directed toward unduplicated students.

2.9 Smaller class sizes - We experienced a decline in enrollment, but due to distance learning and learning loss, we decided not to reduce staff. Having smaller class sizes will allow teachers to provide more small group and 1:1 instruction. Most of the funds have been principally directed toward unduplicated students. Our students with the highest need required more explicit direct instruction from our teachers as a result of COVID and not being in a school setting for 16 months.

3.2 Chromebook replacement and repair - Our low income, foster youth and English learners had limited access to the Internet. Chromebooks and Wifi hot spots are essential for them to continue to have access when not on the campus. Chromebooks will be used on campus and unduplicated students will be provided one for home when necessary. Most of the funds have been principally directed toward unduplicated students.

3.1 Canvas instructional management system - Supports family and student access to instructional programs and assists with communication. The Canvas system can be translated into the primary languages of our English Learner families. Most of the funds have been principally directed toward unduplicated students.

2.11 Professional development to differentiate instruction (RTI) in ELA and Math - Differentiation can address the needs of all learners; however, developing a high quality RTI program will benefit those who have been traditionally underserved (unduplicated students). Most of the funds have been principally directed toward unduplicated students.

2.4 Extending Learning time: provide students scoring below grade level with additional ELA and Math instruction before or afterschool.

2.13 Stipends for Instructional Leadership Team members - This team has been responsible for identifying common assessments, instructional materials, grading practices, interventions and parent needs. Data is reviewed and decisions are based on the needs of the students. Our highest needs students are English learners, foster youth and low income students. Most of the funds have been principally directed toward unduplicated students.

3.3 Upgrade classroom Projectors - All students need access to technology and their main access while on campus will be delivered through a projection system. This allows for various teaching practices during the day so that teachers can increase time spent with students with higher needs. Our unduplicated students will receive visual instruction which aligns to our students Personalized Education Plans, 504 plans,

and IEPs. Additionally, students who have experience trauma, homelessness, or other events, according to research, learn better with a visual, auditory, and kinesthetic learning techniques. These techniques also provide supports for language development.

3.4 Repair classroom sound systems due to mask-wearing - Mask wearing limits the ability of students to hear the teacher. This helps to ensure students can hear the instruction and lessons with increased clarity, which especially critical for english language learners. Better sound also increases student engagement.

Renew/purchase instructional technology licenses - Many of our licenses are focused on our highest needs students, English learners, low income and foster youth. Most of the funds have been principally directed toward unduplicated students.

1.1 Counseling services - Orchard has one counselor. The counselor's time has been focused mainly on English Learners, low income students, homeless and foster youth. Due to the demands for additional support due to COVID we had to increase counseling service to avoid negatively impacting unduplicated students. Most of the funds have been principally directed toward unduplicated students.

1.3 Social/emotional Curriculum-Purchase Responsive Classroom Curriculum

1.6 Transportation-Getting to school for many of our students is a struggle. We will purchase a van for transportation and hire a driver to assist in transportation for our students in need.

1.7 Translation services- Services for translation of written material and for interpreter services

1.8 Parent Education-Provide six to eight week cycles to assist parents with social emotional needs of their children and with academic support

2.6 Summer Program-Offer broad range of summer classes to target students needing additional instructional time.

2.7 Provide reading and math specialist support-Instructional Support Specialists (3 FTE)

2.8 Purchase curriculum for math and ELA-Curriculum will be focused on intervention and differentiation

2.11 Professional Development from staff-Focus on ELA and Math - RTI Model

2.14 Provide classroom supplies for art and music. There are often classroom projects in the arts and music programs where some of our students do not have the financial resources to purchase the items. We find that unduplicated students have a difficult time obtaining some of the more specialized materials needed for these programs, so the district will purchase materials, as needed. The district aims to create equitable access for our low income students who are unable to purchase specialized items such as instrument rentals and expensive art supplies.

2.15 Summer support materials-Support our English Learners, Foster Youth and Low-income students with summer material to help prevent summer regression, especially for those students who can not attend summer programming.

3.1 Maintain Canvas: Continue use of instructional management system

3.2 Upgrade/replace Chromebooks: Ensure all students continue to have access to technology

3.5 Wifi Hotspots, resources & licenses for technology programs: Provide families with middle school aged children access to internet and technology programs if they are without access.

3.6 TK and Kinder Tablets: Provide iPads for early primary grades that are better intended for younger students and specifically have access to native language based devices.

3.7 ELD support with tablets: Provide iPads for Newcomers in native language configuraiton

3.8 Mobile Device Management for tablets: Mobile Device Management for managing and supporting devices that allow staff to specifically place apps on English language learners, low-income and Foster Youth Students intended for their academic needs.

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

Identified unduplicated students will be receiving extended instructional time, intervention services, enhanced health services, additional materials and their teachers will receive specific support through professional development beyond the district wide/school wide services being provided. In addition to the schoolwide strategies described in the previous section, the 21.89% proportionality is being met in the following targeted ways:

Transportation services
\$112,384

Parent education
\$15,000

ELD Instruction - additional period
\$170,000

Extended learning time before and after school
\$50,000

Hire three additional teachers Reading and Math Specialists
\$460,000

Purchase curriculum for differentiation in Reading and Math
\$27,500

Stipends/Contracts for Foster Youth Liaisons
\$2,000

Summer learning program 2022-23
\$75,000

The designated and District-wide services listed above are the most effective use of funds to meet the District goals for our unduplicated students.

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.

We have a concentration foster youth, English learners, or low-income students above 55%. Staff was hired to provide direct and indirect services to our foster youth, English learners, or low-income students. This staff included teachers (Goal 2, 2.7), instructional coaches (Goal 2, 2.7), behaviorist (Goal 2, 2.7), and a counselor (Goal 1, Action 1.1).

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		1 to 21.39
Staff-to-student ratio of certificated staff providing direct services to students		1 to 13.39

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,011,369.00	\$426,500.00	\$225,399.00	\$309,500.00	\$2,972,768.00	\$1,463,494.00	\$1,509,274.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Counseling services	English Learners Foster Youth Low Income	\$200,945.00		\$200,945.00		\$401,890.00
1	1.2	Social/Emotional Support Program	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
1	1.3	Social/emotional Curriculum	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.4	Positive play at elementary school	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
1	1.5	Purchase play equipment for elementary	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.6	Transportation	Foster Youth Low Income	\$112,384.00				\$112,384.00
1	1.7	Translation services	English Learners Foster Youth Low Income	\$27,000.00			\$14,500.00	\$41,500.00
1	1.8	Parent Education	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.9	Registered Nurse	English Learners Foster Youth	\$41,040.00		\$24,454.00		\$65,494.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Parent engagement	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.1	NWEA Assessment	English Learners Low Income	\$5,000.00			\$15,000.00	\$20,000.00
2	2.2	Assessment	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.3	Provide SDAIE/ELD class for middle school students	All	\$13,000.00			\$110,000.00	\$123,000.00
2	2.4	Extended Learning Time	English Learners Foster Youth Low Income	\$5,000.00	\$45,000.00			\$50,000.00
2	2.5	Provide leveled reading materials for TK-8th grades.	All	\$0.00				\$0.00
2	2.6	Summer Program	English Learners Foster Youth Low Income	\$10,000.00	\$350,000.00			\$360,000.00
2	2.7	Provide reading and math specialist support	English Learners Foster Youth Low Income	\$345,000.00			\$115,000.00	\$460,000.00
2	2.8	Purchase curriculum for math and ELA	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.9	Smaller class sizes	English Learners Foster Youth Low Income	\$700,000.00				\$700,000.00
2	2.10	Additional instruction time for 2021-22 first and second graders	All	\$0.00				\$0.00
2	2.11	Professional Development from staff	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.12	Provide option for families not ready to return physically	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	Instructional Leadership Team Stipends	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
2	2.14	Classroom Supplies	English Learners Foster Youth Low Income	\$500.00	\$4,500.00			\$5,000.00
2	2.15	Summer support materials	Foster Youth Low Income	\$500.00	\$27,000.00			\$27,500.00
3	3.1	Maintain Canvas	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.2	Upgrade/replace Chromebooks	English Learners Foster Youth Low Income	\$25,000.00			\$25,000.00	\$50,000.00
3	3.3	Upgrade classroom projectors	English Learners Foster Youth Low Income	\$30,000.00			\$25,000.00	\$55,000.00
3	3.4	Upgrade/repair existing sound systems in classrooms	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.5	Wifi Hotspots, resources & licenses for technology programs	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
3	3.6	TK and Kinder Tablets	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
3	3.7	ELD support with tablets	English Learners	\$1,000.00			\$5,000.00	\$6,000.00
3	3.8	Mobile Device Management for tablets	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,407,094	1,273,502	15.15%	6.75%	21.89%	\$1,998,369.00	0.00%	23.77 %	Total:	\$1,998,369.00
								LEA-wide Total:	\$1,809,985.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$188,384.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,945.00	
1	1.2	Social/Emotional Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.3	Social/emotional Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.4	Positive play at elementary school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.5	Purchase play equipment for elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.6	Transportation	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$112,384.00	

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	1.7	Translation services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	
1	1.8	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.9	Registered Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,040.00	
1	1.10	Parent engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.1	NWEA Assessment	Yes	LEA-wide	English Learners Low Income	All Schools 3-8	\$5,000.00	
2	2.2	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK & 5th	\$20,000.00	
2	2.4	Extended Learning Time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.6	Summer Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.7	Provide reading and math specialist support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$345,000.00	
2	2.8	Purchase curriculum for math and ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.9	Smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700,000.00	
2	2.11	Professional Development from staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.13	Instructional Leadership Team Stipends	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$15,000.00	

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 (%)
					Low Income			
2	2.14	Classroom Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
2	2.15	Summer support materials	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$500.00	
3	3.1	Maintain Canvas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.2	Upgrade/replace Chromebooks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.3	Upgrade classroom projectors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.4	Upgrade/repair existing sound systems in classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.5	Wifi Hotspots, resources & licenses for technology programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
3	3.6	TK and Kinder Tablets	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
3	3.7	ELD support with tablets	Yes	Schoolwide	English Learners	All Schools	\$1,000.00	
3	3.8	Mobile Device Management for tablets	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,810,524.00	\$2,711,300.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Counseling services	Yes	\$401,890.00	246,607
1	1.2	Social/Emotional Support Program	Yes	\$509,349.00	277,420
1	1.3	Social/emotional Curriculum	Yes	\$50,000.00	0
1	1.4	Positive play at elementary school	Yes	\$75,000.00	184,769
1	1.5	Purchase play equipment for elementary	Yes	\$5,000.00	3,417
1	1.6	Transportation	Yes	\$112,384.00	210,922
1	1.7	Translation services	Yes	\$41,500.00	65,836
1	1.8	Parent Education	Yes	\$5,000.00	1,209
1	1.9	Registered Nurse	Yes	\$65,494.00	69,428
1	1.10	Parent engagement	Yes	\$5,000.00	3,320

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	NWEA Assessment	Yes	\$12,000.00	14,278
2	2.2	ESGI Assessment	Yes	\$70,000.00	17,707
2	2.3	Provide SDAIE/ELD class for middle school students	Yes	\$160,810.00	127,422
2	2.4	Extended Learning Time	Yes	\$50,000.00	86,500
2	2.5	Leveled Reading	Yes	\$50,000.00	42,000
2	2.6	Summer Program	Yes	\$300,000.00	128,975
2	2.7	Provide reading and math specialist support	Yes	\$236,844.00	461,582
2	2.8	Purchase curriculum for math and ELA	Yes	\$20,000.00	0
2	2.9	Smaller class sizes	Yes	\$190,600.00	653,557
2	2.10	Additional instruction time for 2021-22 first and second graders	Yes	\$30,000.00	0
2	2.11	Professional Development for staff	Yes	\$29,500.00	19,999
2	2.12	Provide option for families not ready to return physically	No	\$75,000.00	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	2.13	Instructional Leadership Team Stipends	Yes	\$30,000.00	12,000
3	3.1	Maintain Canvas	No	\$5,153.00	4,959
3	3.2	Upgrade/replace Chromebooks	Yes	\$100,000.00	51,949
3	3.3	Upgrade classroom projectors	Yes	\$100,000.00	23,072
3	3.4	Upgrade/repair existing sound systems in classrooms	Yes	\$5,000.00	4,372
3	3.5	Wifi Hotspots, resources & licenses for technology programs	Yes	\$75,000.00	0

2022-23 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)
\$1,049,770	\$1,694,655.00	\$1,247,384.00	\$447,271.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling services	Yes	\$95,407.00	0		
1	1.2	Social/Emotional Support Program	Yes	\$364,616.00	0		
1	1.3	Social/emotional Curriculum	Yes	\$50,000.00	0		
1	1.4	Positive play at elementary school	Yes	\$75,000.00	149,064		
1	1.5	Purchase play equipment for elementary	Yes	\$5,000.00	3,417		
1	1.6	Transportation	Yes	\$112,384.00	132,434		
1	1.7	Translation services	Yes	\$27,000.00	61,000		
1	1.8	Parent Education	Yes	\$5,000.00	1,209		
1	1.9	Registered Nurse	Yes	\$65,494.00	0		
1	1.10	Parent engagement	Yes	\$5,000.00	3,320		
2	2.1	NWEA Assessment	Yes	\$12,000.00	14,278		
2	2.2	ESGI Assessment	Yes	\$70,000.00	17,707		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Provide SDAIE/ELD class for middle school students	Yes	\$160,810.00	25,766		
2	2.4	Extended Learning Time	Yes	\$50,000.00	86,500		
2	2.5	Leveled Reading	Yes	\$10,000.00	42,000		
2	2.6	Summer Program	Yes	\$70,000.00	0		
2	2.7	Provide reading and math specialist support	Yes	\$236,844.00	151,925		
2	2.8	Purchase curriculum for math and ELA	Yes	\$20,000.00	0		
2	2.9	Smaller class sizes	Yes	\$40,600.00	488,389		
2	2.10	Additional instruction time for 2021-22 first and second graders	Yes	\$30,000.00	0		
2	2.11	Professional Development for staff	Yes	\$4,500.00	19,999		
2	2.13	Instructional Leadership Team Stipends	Yes	\$30,000.00	12,000		
3	3.2	Upgrade/replace Chromebooks	Yes	\$50,000.00	10,932		
3	3.3	Upgrade classroom projectors	Yes	\$25,000.00	23,072		
3	3.4	Upgrade/repair existing sound systems in classrooms	Yes	\$5,000.00	4,372		
3	3.5	Wifi Hotspots, resources & licenses for technology programs	Yes	\$75,000.00	0		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,393,360	\$1,049,770	9.1%	21.61%	\$1,247,384.00	0.00%	14.86%	\$566,181.76	6.75%

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).
 - **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.
 - 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).

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